

# BERKELEY HIGH SCHOOL

2017 – 2018 WASC Self Study



1980 Allston Way, Berkeley, CA 94704

Berkeley Unified School District

November, 2018

## **Berkeley Unified School District**

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## Preface

As with most large urban schools, Berkeley High School is consistently evolving due to shifts in the needs and priorities of our students, changes in faculty and leadership, and critical input from our community. Part of this important process has included feedback BHS received from 2012 full WASC visit which made the following observation and recommendation:

*“The demographics of the entire student population need to be mirrored in each SLC (Small Learning Community) in an equitable manner. District attention to the review of the lottery system is needed to ensure equitable access to rigorous curriculum and support.”*

In light of this observation and the disproportionate impact the BUSD lottery system has to the culture of Berkeley High, we began in 2015 to explore how reorganizing BHS might address these concerns and issues. After multiple professional development meetings, staff, students, and community members explored moving to a modified bell schedule, implementing a 7th academic class within the school day, and a major overhaul how students enter BHS at 9th graders. After considering budget constraints as well as the dangers of implementing too much reform too quickly, it was concluded that the best path forward was to launch what became known as our Universal 9th grade (U9), where students would be placed into heterogeneous “hives”, instead of immediately joining one of our five learning communities as a freshman. Through months of community outreach, research, and planning throughout the 2016-2017 school year, a launch of the U9 for the 2018-2019 school year was selected.

With much of the professional development calendar already established for the 2017-2018 academic year necessary and essential for the successful launch of the Universal 9th grade program, the Berkeley High WASC Leadership Team concluded that the ideal strategy moving forward was to use the WASC Self-Study opportunity to compliment the robust professional development already occurring and, in alignment with previous self-study reports and the goals of the current outline. As this redesign specifically addresses much of the feedback from our 2011-2012 self-study, we will be including relevant dates, meetings, and processes as part of our continuing self-study work. To summarize, we deviated from the self-study process in order to include not only to include relevant and important professional development work, but to support the important time and energy required to successfully launch our new Universal 9<sup>th</sup> grade program. During the self-study process, teachers, classified staff (including safety officers and instructional assistants), students, and parents / guardians were involved in giving input into these and other change and reform efforts at Berkeley High School.

## Berkeley High School WASC Self-Study Timeline

August 2017	<ul style="list-style-type: none"> <li>• WASC Self-Study Coordinator hired</li> <li>• WASC Leadership team established</li> </ul>
September 2017	<ul style="list-style-type: none"> <li>• WASC Focus Group professional development groups and meeting dates identified.</li> <li>• BHS officially requests from WASC Commission for an extension of our spring 2018 visit.</li> </ul>
October 2017	<ul style="list-style-type: none"> <li>• WASC Commission informs Berkeley Unified School District that Berkeley High was granted a six month extension, with a visit scheduled for the fall of 2018.</li> <li>• At an all-day faculty professional day, BHS staff educated about WASC, with the self-study calendar outlined.</li> </ul>
November 2017	<p><b>Focus group meeting</b>, coordinating over 200 faculty into heterogeneous groups examining the following subtopics:</p> <ul style="list-style-type: none"> <li>❖ Professional development structure and student learning</li> <li>❖ Using Constructed Response essays to accurately measure student achievement</li> <li>❖ Student engagement connected to challenging and relevant assignments</li> <li>❖ Assessing strengths and weaknesses between formative and summative assessments</li> <li>❖ Campus wide students support services</li> </ul>
December 2017	<p><b>Focus group meeting</b>, coordinating over 200 faculty into heterogeneous groups examining the following subtopics:</p> <ul style="list-style-type: none"> <li>❖ Impact of the Universal 9<sup>th</sup> grade program on student learning</li> <li>❖ Availability of college and career opportunities, including equitable access to Career and Technical Education courses.</li> <li>❖ Differentiated instruction across subject matter / departments</li> <li>❖ Defining and using common assessments within specific subjects.</li> <li>❖ Student access and participation in extracurricular opportunities</li> </ul>

January 2018	<p><b>Focus group meeting</b>, coordinating over 200 faculty into heterogeneous groups examining the following subtopics:</p> <ul style="list-style-type: none"> <li>❖ The impact of the Local Control and Accountability Plan (LCAP) impact student learning.</li> <li>❖ Articulation / collaboration with middle schools, community colleges, four year colleges / universities, and vocational schools and student achievement</li> <li>❖ Classroom use of technology to improve student learning</li> <li>❖ Assessment tools at BHS</li> <li>❖ Accessibility of BHS to parents and guardians / community members</li> </ul> <ul style="list-style-type: none"> <li>● School wide BHS Student Survey administered</li> </ul>
February 2018	<ul style="list-style-type: none"> <li>● 1st <b>Parent / Guardian Focus Group</b> meeting</li> <li>● 1st <b>Student Focus Group</b> meeting</li> </ul>
March 2018	<ul style="list-style-type: none"> <li>● 2nd <b>Parent / Guardian Focus Group</b> meeting</li> <li>● 2nd <b>Student Focus Group</b> meeting</li> <li>● WASC Focus group writing session</li> <li>● District data identified and collected</li> </ul>
April 2018	<ul style="list-style-type: none"> <li>● WASC Focus group writing session</li> <li>● District data identified and collected</li> </ul>
May / June 2018	<ul style="list-style-type: none"> <li>● District data identified and collected</li> <li>● WASC Focus group writing session</li> </ul>



August / September 2018	<ul style="list-style-type: none"> <li>• Editing of self-study report</li> <li>• Preliminary Visit to school site by WASC Chair, Scott Braun</li> <li>• Submission of 2018 Berkeley High School Self-study to the WASC Commission.</li> </ul>
November 2018	<ul style="list-style-type: none"> <li>• <b>ACS WASC Visit, November 4th - November 7th</b></li> </ul>

## Berkeley High Universal 9th Grade Program Timeline

NOTE: as explained in our preface, during the 2017-18 school year, Berkeley High School simultaneously conducted a major reorganization of the school while preparing our self-study and a November 2018 WASC visit. Below are key dates in the preparation and launch of the Universal 9th grade program.

Winter 2016-2017	<ul style="list-style-type: none"> <li>• Bi-Weekly meetings of the Design Team Executive Cabinet preparing structure, crafting multiple proposals for staff, enlisting community and staff engagement and incorporating feedback</li> <li>• BUSD School Board meetings on budget priorities</li> <li>• Visits to Oakland Tech and Hillsdale High for model schools</li> <li>• BUSD School Board Study Session for Redesign</li> <li>• Middle School Parent Nights</li> <li>• Elementary and Middle School Collaboration visits on Response to Intervention</li> </ul>
April 2017	<ul style="list-style-type: none"> <li>• All Staff meeting on Redesign, including Bell Schedule Proposal</li> <li>• All Staff poll on Redesign</li> <li>• Ongoing content alignment and Physics 1 pilot implementation plan</li> </ul>
May 2017	<ul style="list-style-type: none"> <li>• First Read of Final Proposal to the BUSD School Board</li> <li>• Community Meeting on Redesign Proposal</li> </ul>

June 2017	<ul style="list-style-type: none"> <li>• Final read of Proposal, including unanimous vote to implement, to BUSD School Board</li> </ul>
September 2017	<ul style="list-style-type: none"> <li>• Standards and Content Alignment for Freshman Seminar and English 1 (ongoing)</li> </ul>
October 2017	<ul style="list-style-type: none"> <li>• Training in CANVAS for digital access to all course content</li> <li>• LEAP course development (ongoing)</li> </ul>
November 2017	<ul style="list-style-type: none"> <li>• 9th Grade Information Night</li> <li>• U9 Interest Staff Meeting</li> </ul>
December 2017	<ul style="list-style-type: none"> <li>• Ongoing partnership with Career Technical Pathways education in the U9, including CTE funds for LEAP classes</li> <li>• Intervention Team meeting with U9 leaders</li> </ul>
January 2018	<ul style="list-style-type: none"> <li>• School Site Council updated on progress of Universal 9th grade development and planning</li> <li>• Secured \$20,000 for summer 2018 professional development from the Berkeley Public Schools Fund</li> </ul>
February 2018	<ul style="list-style-type: none"> <li>• 9th Grade Information Night</li> <li>• Meeting with BUSD 8th grade counselors</li> <li>• Berkeley High staffing requests</li> <li>• Longfellow Middle School U9 information night</li> </ul>
March 2018	<ul style="list-style-type: none"> <li>• Willard Middle School U9 information night</li> <li>• King Middle School U9 information night</li> <li>• U9 staff meeting</li> <li>• Registration for all incoming 9th graders</li> </ul>

April 2018	<ul style="list-style-type: none"> <li>Continued interviewing, hiring, and training of new U9 staff (ongoing)</li> <li>U9 Staff meeting on curriculum development efforts</li> </ul>
May 2018	<ul style="list-style-type: none"> <li>Continued interviewing, hiring, and training of new U9 staff (ongoing)</li> </ul>
Summer 2018	<ul style="list-style-type: none"> <li>U9 Professional Development: School Culture in U9</li> <li>AVID Professional Development training</li> <li>August Summer Institute @ Pt. Bonita YMCA</li> <li>Freshman Orientation on BHS campus (August) - student and parent events held simultaneously</li> </ul>
<b>August 27th, 2018</b>	<ul style="list-style-type: none"> <li><b>First day of school and launch of the Universal 9th Grade Program</b></li> </ul>
September 2018	<ul style="list-style-type: none"> <li>“Why 9th Grade Matters” Event for BHS families</li> </ul>
October 2018 (scheduled)	<ul style="list-style-type: none"> <li>First follow-up school board presentation about the launch of the U9</li> </ul>

# **Chapter 1: Progress Report**

2018 Berkeley High School Self Study

## **Chapter I: Progress Report**

### **Introduction**

Since our last WASC visit in 2012 and the 2015 three year progress report, Berkeley High School has reduced our Community Partnerships Academies by one. Over the last six years, Green Academy was phased out, leaving the Academy of Medicine and Public Service (AMPS), Communication Arts & Sciences (CAS), and the Arts and Humanities Academy (AHA) as our remaining Small Learning Communities. The vast majority of students at Berkeley High School are part of our two larger programs - Berkeley International High School or Academic Choice. Berkeley International High School (BIHS) offers within its structure the International Baccalaureate program, while Academic Choice (AC) offers the most varied courses available to students.

Berkeley High School continues to have a teacher-led professional development structure. In addition to each learning community having professional development led by teacher-leaders within that community, the school as a whole is led by two teachers who share the task of planning and setting goals for the entire faculty, in consultation with the principal and administrative team. In recent years, these goals have included leading staff deeper into work on culturally responsive teaching, examining the impact of implicit bias, and encouraging staff to be reflective practitioners by utilizing the cycle of inquiry within their classrooms. We have also continued to train teachers to embed Constructing Meaning strategies in their teaching, across all curricular areas. (Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching.)

Over the last six years, the administrative team has evolved, with our current principal in her second year, having accepted the position after several years as a Berkeley High Vice Principal. Coming to the work with a wealth of experience, our four vice principals and two deans have all assumed their positions since the last WASC visit.

### **Significant Developments Since Last Full Visit**

Berkeley High School continues to reflect and evolve to best serve our students, always keeping student learning and outcomes at the heart of everything we do. With this focus in mind, the BHS community has focused much time and energy toward supporting our most vulnerable students, while challenging and preparing all learners for post-high school life. Moreover, the Berkeley High faculty continues to address the wide range of learning styles and abilities through professional development time dedicated to differentiated instruction strategies. Significant changes to the school since the last full WASC visit include:

- Restructuring how 9<sup>th</sup> grade students enter Berkeley High
- Implementing new Physics 1 course as part of our transition to the Next Generation Science Standards (included in the universal 9th grade explanation)
- Expanding our Career and Technical Education classes
- Initiated Restorative Justice practices
- Updating and modifying our Math program

- Implementing a comprehensive, multifaceted “intervention team” to identify at risk 9<sup>th</sup> graders and support them over the first years of high school
- Continued use of the Academic Support Index (ASI) to better identify students for support and evaluate programs and interventions.

## Universal 9th Grade

Prior to August 2018, incoming freshmen to Berkeley High School were entered into a lottery that placed a student in one of five or six small learning communities (SLCs). At the point of enrollment, students ranked their SLC preference and this information was combined with their permanent address to “randomize” student placement with the goal of heterogeneous groups in each SLC. While the vast majority of students received their first choice placement, many students who did not receive their first choice were unhappy with their placement, at least initially. Moreover, many incoming 9<sup>th</sup> graders made their choice based on rumor, speculation, or inaccurate word of mouth. The unintended consequence of the lottery was to “balkanize” the school, walling off groups of students from each other.

To address a critical area of improvement that the 2012 full visit and the 2015 mid year WASC report addressed, the staff and administration began in the 2015-2016 school year the process of identifying how BHS could better serve the socio-emotional needs of 9<sup>th</sup> graders and simultaneously address the problems the lottery posed. The 2012 Visiting Committee report noted that student populations within our SLCs should be represented in an equitable manner. The team was interested in creating a purposeful school-wide culture that encompasses all students, and creating support structures that served students across the entire 9th grade. Very early in the process, the idea of creating a “Universal 9<sup>th</sup>” program took root. After much staff and community input, the BUSD school board approved the Universal 9<sup>th</sup> grade program which will roll out for the first time in the fall of 2018.

All incoming ninth grade students are assigned to one of seven academically and demographically heterogeneous houses, or hives. These hives are composed of approximately 120 students who share 4 teachers in their core subject areas: Math 1 (or Advanced Math 1), Physics 1, English, and Ethnic Studies/Social Living. Students choose their remaining two classes out of the elective options presented below. At the end of ninth grade, students have the opportunity to rank one of the five learning communities at Berkeley High School for their 10th-12th grade education. This shift of the selection process from the 9th grade to the 10th grade directly addresses the previous flawed enrollment process with the new process providing Berkeley High School the opportunity to accurately and thoroughly educate students about their 10-12 options at the school.

Ultimately, the Universal 9th grade program design was based on research around the most important features of successful high schools for students. These features include: personalization, continuous relationships, high standards and performance-based assessment, authentic curriculum, adaptive pedagogy, multicultural and anti-racist teaching, knowledgeable and skilled teachers, collaborative planning and professional development, family and community connections, and democratic decision-making (Darling Hammond, 2002). The new 9th grade

program is designed to incorporate each of these elements with the goal of improving academic outcomes for all students.

### Sample Student Schedule for 9th Grade:

Period	Class
1	Elective
2	Physics 1
3	Ethnic Studies/Social Living
4	Math/Advanced Math 1
5	English 1
6	Elective

### Freshman Hive Courses:

Students take the following four courses with approximately 120 students in their Hive:

#### Math 1 (P):

This course covers strands from algebra, geometry, and statistics to emphasize the interconnected nature of mathematics. Specific topics include a deeper understanding of algebraic manipulation, functions (linear, quadratic, and exponential), applying linear models to data, using transformational geometry to establish criteria for congruence, coordinate geometry, and an introduction to matrices and vectors. In addition, students will be expected to show proficiency in the Common Core standards for mathematical practice, such as modeling with mathematics, attending to precision, and persevering in problem-solving. This is the first year in the Math 1, Math 2, Math 3 sequence. This sequence prepares students for higher-level math courses such as AP Calculus AB, AP Statistics, and IB SL Math. UC/CSU ©

#### Advanced Math 1 (P):

This is an accelerated, fast-paced course that rigorously covers all of the material in Math 1 and part of Math 2, with additional topics, challenging proofs, and open-ended problems. Students will also cover indirect and direct proofs of both algebraic and geometric topics. Students will be expected to explain the reasoning behind their solutions for open-ended questions using formal, academic language. In addition, students will demonstrate deep application of the Common Core Standards for Mathematical Practice, such as reasoning abstractly and quantitatively, constructing viable arguments, and critiquing the reasoning of others. The time commitment for this course is most similar to that of an AP course. A graphing calculator is required. This sequence prepares students for higher-level math courses such as Advanced Math 2, Advanced Math 3, AP Calculus

BC, AP Statistics, and IB HL Math. UC/CSU Honors credit is NOT available for this course.

**Prerequisite:** Placement is based primarily on Advanced Math 1 Placement Test score. See page 6 for more details. UC/CSU(c)

#### Physics 1 (P):

Physics 1 is a year-long, college preparatory, algebra-based laboratory course that introduces the fundamental concepts and laws of physics. This course is based on the Next Generation Science Standards and is designed to help students construct an understanding of both physics concepts and the mathematical foundations of the physical world. Students explore these concepts using laboratory experiences to strengthen problem-solving skills and learn basic experimental techniques. This inquiry driven program is tightly aligned with the 9th grade Common Core Math 1 course, reinforcing the math concepts covered. Students will study physics principles through observing, analyzing and interpreting data, and reporting experimental outcomes, including the identification of inconsistent results and sources of error. The course surveys the traditional topics of physics, with emphasis on mechanics, wave phenomena, electricity, magnetism, and energy. UC/CSU(d-lab science credit)

#### English 1 (P):

Students pursue the year's essential questions through extensive reading, writing, research, and discussion. In addition, they examine important issues in cultures at home and across the globe through a variety of genres—poems, plays, short stories, novels, nonfiction, and multimedia texts. Students will be expected to write in a variety of modes--narrative, descriptive, expository, analytical, and argumentative. This class invites students to explore their own identity, while learning how to identify with others, and to hear and be heard in a world of cultural and ideological differences. UC/CSU (b)

#### Freshman Seminar (P) Humanities: History (This course is divided into two semesters)

##### Semester 1: Ethnic Studies

The semester begins with an examination of identity in which students delve deeper into their own personal culture and heritage. *Who am I? Where do I come from? How do I fit into the world around me?* Next, they broaden their studies to learn about the experiences and perspectives of people within and beyond the United States. Students will study race, migration, and immigration and make personal connections while investigating the history of current political and global dynamics.

##### Semester 2: Social Living

Second semester, we focus on issues directly facing youth today: healthy decision making, media literacy, substance awareness, nutrition, sexuality, and gender identity. The semester's work is grounded in academic case studies that look at the evolution of these issues over time. The semester culminates with an evidence based research project on a current social issue.



Both semesters teach the fundamental skills of critical thinking, listening, speaking, reading, and writing along with historical research and investigation, source evaluation, and evidence based analysis, laying the groundwork for future social science coursework. UC/CSU (a)

Electives Exclusively for Ninth Graders:

LEAP (Learn, Engage, Accelerate, Persist) (P):

LEAP is a 9th grade-only elective class wherein students are supported in their academic, social, and emotional development as they transition to high school. It combines direct academic support and acceleration with a robust college and career readiness curriculum called *Get Focused, Stay Focused (GFSF)*. In partnership with Berkeley Community College, all LEAP teachers are trained in the GFSF content which is a comprehensive guidance program centered around a student's interests and life goals, a 10-year plan, and college and career readiness pathways. LEAP instructors also teach one of the core academic classes in the Hive, thereby increasing the personalization available to LEAP students. UC/CSU (g)

9th Grade Advancement Via Individual Determination (AVID):

Advancement Via Individual Determination (AVID) is a four year academic elective course that prepares students for college readiness and success. During the 9th and 10th grade years AVID students will receive instruction through a rigorous college preparatory curriculum provided by AVID Center. Students will participate in tutor facilitated study groups, motivational activities and academic survival skills. The 9th and 10th grade AVID course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, preparation for college entrance and placement exams, college study skills, test taking strategies, note-taking and research. The AVID 9th and 10th grade AVID curriculum also focuses on college and career awareness through work in class, guest speakers and field trips to colleges.

Other common Elective Options for 9th Graders :

In their freshman year, students typically take **two** electives from the list below. (List taken from BHS 2018-19 Course Catalog).

Department	# of years required for High School Graduation	# of years required for UC/CSU eligibility	Courses that Freshmen Can Choose From
World Languages	1*	2	Latin, Mandarin, French, Spanish, Spanish for Native Speakers
Visual and Performing	1*	1	Afro-Haitian Dance, Ceramics, Dance, Drama, Drawing, Photography

<b>Arts</b>			(Digital and Wet Lab), Creative Arts, Concert Chorale, Guitar, Jazz, Concert Band/Orchestra, Chamber Winds/Orchestra**
<b>Physical Education</b>	<b>2</b>	<b>Not Required</b>	Afro-Haitian Dance, Badminton, Basketball, Dance, Heart Fitness, Soccer, Team Sports
<b>General Electives</b>	<b>Total of 14 semesters*</b>	<b>1</b>	Intro to Computer Programming, Pop Culture/Hip Hop Studies, LEAP (see above), 9th grade AVID (see above)

\*BHS requires 1 year of *either* World Language or VAPA, which can count toward the required 14 semesters of any elective. Once you fulfill the requirements for World Language, Arts, and PE, all additional classes count towards fulfilling your BHS electives requirements.

## Career and Technical Education Pathways

Over the last 2 decades Berkeley High School fervently embraced preparing students for life after graduation with a specific emphasis on “college prep”. While many students have thrived in this environment, others have felt lost and directionless in the midst of the extreme focus on a college-going culture but not necessarily robust career exploration. Since the last WASC visit BHS has enthusiastically created opportunities for students to explore careers while still in high school that would enable students to make a choice for direct certification programs or programs that would prepare them for further education and eventual certification in a chosen field. Through an expansion of Career and Technical Education courses, students are able to consider the pros and cons of pursuing specific careers that are considered high wage and high growth. Moreover, beginning in 2014, Berkeley High School added a Career Advisor position on site to assist in managing career events, hosting classroom workshops on networking and resume construction, and working with students one on one. Furthermore, BUSD created a district-level Career and Technical Education Program Supervisor position beginning in the fall of 2016.

### Background

The State’s Career Technical Education (CTE) standards and framework, along with a host of new revenue incentives for college and career readiness, have prompted districts across California to invest in and develop new or improved curricular options that incorporate cutting-edge knowledge about career options, technology, and the skill-sets required for success in postsecondary education and training as well as in the pursuit of living-wage jobs and careers.

BUSD is at a unique juncture where the development of CTE programs are concerned. Expanded state and federal support, the availability of local bond funds for facilities improvements, and the implementation of new standards like common core, NGSS, and CTE standards position us to

further develop engaging and transformative programs that move student learning beyond the traditional notions and constraints of a classroom with innovative, applicable, and hands-on modes of learning. With significant participation by employers, workforce consortiums, and industry practitioners, BUSD is fully engaged and participating in this current movement.

CTE pathway completion and dual enrollment are central to the College and Career Indicators in the new School Accountability Report Card (SARC). Additionally, alignment of academic and college and career readiness standards are a key component of the WASC self study. The expectation by the State of California is that *“All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options.”* and that *“The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.”* As we prepare students for some of these possible career choices, we realize that some do not necessarily require a four year degree. However, by preparing our students for the highly technical careers of the 21st century we are also preparing them for college. The key to CTE is the combination of technical *and* academic knowledge as we prepare our students for high skill, high wage, high demand careers.

Student interest and demand also drives our current work. In one of the most stimulating communications, media, and digital environments in history, student engagement requires and relies on curriculum and instruction that is more experiential and multidisciplinary and infused with more innovation, relevance, and real world application.

In creating progressions to post-secondary options, our CTE efforts in BUSD seek to both develop thematic, multidisciplinary college and career pathways and also to approach the work in a way that allows the contextualized and hands-on learning often associated with CTE coursework to also positively influence our coursework in general.

BUSD’s development of CTE pathways considers the intersection of the the California Common Core State Standards and California CTE Model Curriculum Standards. Embedded within these developing pathways are experiential learning opportunities that emphasize collaborative work experience, decision-making, creative problem-solving, effective communication skills, as well as time management and a host of other practical skills.

Unlike past efforts at career readiness or career preparation programs which assumed that so-called “vocational” preparation was a track separate from college preparatory coursework, BUSD’s current efforts reflect an evolution in the thinking about CTE in general. Specifically, our efforts seek to challenge conceptions of what constitutes an academic or non-academic class or course of study, and fully acknowledge that integrating the hands on, experiential, and contextualized dimensions of CTE work with more traditional classrooms approaches to academics should result in a more enriching and relevant course of study for all students.

### **Understanding Our Program Scope**

The state of California has identified 15 Industry Sectors each containing multiple career pathways in which to develop Programs of Study. It is up to individual school districts and the region’s corresponding colleges and businesses to conduct research into the needs of the industry and determine which sectors and careers can best serve the students, industry and the community.

After discussion and analysis with multiple local and regional consortiums, as well as input from BUSD's CTE committee, our current and developing programs reflect 6 of the 15 California Industry Sectors most applicable to our locality. Pathway development is informed by our local community context, as well as regional employer demand in high growth, high wage industries, and connections to post-secondary educational options.

**Berkeley Unified's six sectors include:**

1. Health Science and Medical Technology
2. Public Service
3. Arts Media and Entertainment
4. Information and Communication Technology (ICT)
5. Engineering and Design
6. Building Trades and Construction

The following sections outline current progress on course and pathway development within each of BUSD's six sectors.

**Sector 1: Health Science & Medical Technology Industry Sector**

BUSD has 2 well developed pathways in the Health Science & Medical Technology Industry Sector. The Biotechnology Partners Program and the Academy of Medicine and Public Service. The standards in this sector represent the academic and technical skills and knowledge students need to pursue a full range of career opportunities in health science and medical technology, from entry level to management as well as technical and professional career specialties. The standards describe what workers need to know and be able to do to contribute to the delivery of safe and effective health care.

(<http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>)

**The BioTechnology Partners Program:**

The BioTech Partners Pathway primarily serves students from backgrounds underrepresented in the field of biotechnology. The BioTech Partners pathway consists of Biotech 1/2, Summer Biotech internship (paid), and BioTech 3 /4. BioTechnology Partners Students who complete Biotech 1/2 and Biotech 3/4 with a B or better, and Math 2 and Chemistry with a C or better, are awarded automatic entry into the Bioscience Career Institute in the Peralta Community College District. This provides students a paid internship during the day, and classes during the evening which lead to certifications in Biotechnology. These include, Biotechnology Cert and AA (BCC, Laney), Biomanufacturing Cert/AA (Laney), Biomedical Engineering and Technology Certificate (Laney) Many of the graduates from our BioTech Partners Program enroll directly into 4 year degree programs after graduation (<http://www.biotechpartners.org/about.html>). Industry partners and internship providers include Bayer Pharmaceuticals, BioMarin, Genentech, Berkeley Lab., Libby Laboratories, and iCLEM.

We are creating opportunities and structures to support our students from backgrounds traditionally underrepresented in STEM fields to excel in our BioTechnology and Engineering Pathways. We have established a National Society of Black Engineers jr. Chapter (NSBE jr.) in

partnership with the City of Berkeley and the UCB NSBE Chapter with support from the BioTech Partners Program. We have recently established a Society of Hispanic Professional Engineers (SHPE) chapter and have an active Girls Who Code Club on campus.

### **Academy of Medicine and Public Service (AMPS)**

AMPS students attempt to complete three sciences through junior year: Chemistry, and Biological Health with an emphasis on Anatomy. Seniors take Honors Anatomy, AP Environmental Science, or Physics. AMPS Juniors are enrolled in the Community Service Professions Course which includes an Internship Component. AMPS Seniors take Applied Medical English. Career exploration is a key element of that course.

This year we changed the AMPS program of study so that our CTE sequence is supported by contextualized English courses that offer honors credit. The AMPS 11th grade English course is Literacy, Advocacy, and Public Service - Advanced English in Public Service Work (Honors). The 12th grade course is - Reading and Writing Your Way to a Healthier World: Advanced English and Public Health (Honors) These are as the first in a series of proposed changes to improve CTE Public Health Pathway integration and rigor of the AMPS curriculum. Over the next year we will be preparing to add contextualized honors-level history classes. AMPS is supporting Dual Enrollment college credit coursework through the 11th grade CTE course Community Service Professions and this year we integrate early college credit into our senior capstone class.

In addition to the whole range of 4 year college options some of the post - secondary degree and certificate programs that AMPS graduates are prepared for include; Community Health Worker AA and Cert of Achievement (BCC), Medical Terminology (Adult School), Social Services Paraprofessional AA and Cert (BCC) Community and Public Services (BCC) Nursing, Cert/AS (Merritt), Nutrition and Dietetics Cert/AS (Merritt), Radiologic Science Cert/AS (Merritt), Human Development Services , Cert/ AS, (C of Alameda). Industry Partners and Internship Providers include; Benioff Children's Hospital Oakland CHAMPS program, UCB Labor Occupational Health Program and the Alta Bates Summit Youth Bridge Career Development Program. Active membership in Health Occupation Students of America (HOSA). HOSA provides opportunities for student leadership development and exposure to Industry professionals through a nationally recognized career technical student organization.

### **Sector 2: Public Services Industry Sector**

BUSD has two pathways in the Public Services Industry Sector.

#### **The Berkeley Safety Technical Emergency Program (B -STEP)**

The Emergency Response pathway includes coursework in preparation for a number of careers in this field. The standards provide the foundation for further professional education and training at a postsecondary level, leading to certification and employment. By mastering these standards, students gain critical knowledge and skills through classroom and job-site experiences, simulations, and other learning modalities. Careers in this pathway include those in fire services,

emergency medical services, wildland services, and emergency management (<http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>).

The Berkeley Safety Technical Emergency Program (B -STEP) course progression consists of Fire Science , Emergency Medical Technician (EMT) with a postsecondary progression to Paramedic (CCCC). Anatomy and Physiology with dual enrollment through Contra Costa is being explored. Last year B -Step students completed approximately 1,500 mentor and ride along hours under the supervision of the Berkeley Fire Department. Students make regular field trips to fire station and Fire Science students visit the Candidate Physical Ability Testing (CPAT) Testing Center where they have the opportunity to practice The Candidate Physical Ability Test, administered by CFFJAC. The test measures the capabilities of firefighting recruits along eight job-specific areas. Students who successfully complete EMT qualify for the National Registry of Emergency Medical Technicians (NREMT) exam. B-STEP has been developed in ongoing partnership with the Berkeley Fire Department (<http://www.b-step.info/about/>).

### **Law & Social Justice Pathway**

Law & Social Justice, the Legal Practices Pathway launched this Fall, will prepare students with a broad-based foundation of knowledge pertaining to the various types of law and of legal practice and provide a foundation of basic skills necessary at all levels in the legal professions. In Law and Social Justice 1, students analyze, evaluate, and learn the best practices within the criminal justice system in American society. Students explore possible career options in law enforcement, politics, and the courts. Students examine in detail how laws are created, enforced and investigated, how violators of law are prosecuted, and how those found guilty navigate the justice system.

Law and Social Justice operates in partnership with the Berkeley Police Department, University of California Police Department, the Police Review Commission, the District Attorney's Justice Academy and the Center for Youth Development Through Law among other community partners. Industry partners will provide guest speakers, Internship and field trip opportunities. All Law and Social Justice students have opportunities to "ride along" with BPD Patrol officers and experience other aspects of policing and the Justice system firsthand. Students engage with guest speakers representing a wide range of Legal Professions, visit the Alameda County Jail and the Alameda County Juvenile Justice Facility and San Quentin State Prison.

### **Sector 3: Arts Media & Entertainment Industry**

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector is largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as collaboration,



flexibility, problem-solving abilities, and interpersonal skills.

The Arts, Media, and Entertainment pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions. Sample occupations associated with this pathway: Digital Animator, Artistic Director, Commercial Artist, Web Designer, Museum Curator (<http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>).

### **Communication Arts and Sciences (CAS) and Digital Media**

The Communication Arts & Sciences (CAS) & Digital Media Pathway courses are; Intro to Computer Art, The Art of Video Production, Advanced Studio Editing and Advanced Digital Photography. CAS and Digital Media connect students to Media internships. Internships provide the opportunity for students to explore the professional world of media and to expand and apply media skills and knowledge. Choices include: video, radio, music production, television, web design, photography, spoken word and print media. CAS has well established partnerships with Youth Radio, Youth Sounds and Bump Records, Youth Speaks, Berkeley Community Media, the Pacific Film Archive among others. We are currently engaged in Pathway Mapping and Articulated Course Agreements with the Berkeley City College Multimedia Arts Program as we develop an articulated post -secondary pathway.

### **Arts and Humanities Academy (AHA)**

AHA Creative Arts, AHA Advanced Creative Arts, and AP-Studio Art. AHA Senior Inquiry Project Seniors orient their year to support their Senior Inquiry Project. At the beginning of the year, students formulate a question relating to their artistic practice, their educational or professional goals and the community or world at large. Their year is then designed to pursue investigation of this interest by conducting an in-depth research project that includes interviews, readings and an internship in the community. In the Thesis Presentation at the end of the senior year, students present their findings to a panel of teachers, peers and community members, for review.

## **Sector 4: Information & Communication Technology (ICT) Industry Sector**

Information and Communication Technologies (ICT) have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems. Essential skills for careers in the ICT sector include understanding systems that support the management and flow of data, the ability to work well and communicate clearly with people, and the ability to manage projects efficiently. The ICT sector meets national criteria for high demand, high wages, and high skills and provides students with excellent opportunities for interesting

work and good pay. More than 70 percent of jobs in this sector will require a bachelor's degree or higher by 2018 (<http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>).

The current ICT course offerings include Intro to Computer Programming, Computer Science IB SL, Computer Science IB HL2, AP Computer Science Principles, AP Java Computer Programming. We are in the process of connecting Introduction to Computer Programming to overall ICT Pathway planning as we encourage students to explore more advanced ICT courses and to pursue stackable industry recognized certificates. Post -secondary pathway options available to our students include; Computer Information Systems Cert/AS (BCC), Applied Computer Information Systems Cert/AS(BCC) and Web Programing (Cert/AS) (BCC)

This year our AP Computer Science Principles and AP JAVA courses are receiving regular classroom support from well established engineers through the TEALS (Technology Education and Literacy in Schools) Program. TEALS pairs trained computer science professionals from across the technology industry with classroom teachers to team-teach computer science. Industry volunteers and partner teachers create a ripple effect, impacting the students they teach, and the many students who will study CS in the future (<https://www.tealsk12.org/>).

We are creating opportunities and structures to support our students from backgrounds traditionally underrepresented in STEM fields to excel in our BioTechnology and Engineering Pathways. We have established a National Society of Black Engineers jr. Chapter (NSBE jr.) in partnership with the City of Berkeley and the UCB NSBE Chapter with support from the BioTech Partners Program. In partnership with the UCB chapter of Hispanic Engineers and Scientists (HES) we are building a Society of Hispanic Professional Engineers (SHPE) Chapter and have an active Girls Who Code Club on campus.

### **Sector 5: Engineering & Design Industry Sector**

Engineering Technology Pathway: The Engineering Technology pathway provides learning opportunities for students interested in preparing for careers in the design, production, or maintenance of mechanical, electrical, electronics, or electromechanical products and systems.

#### **Electronic Tech**

BUSD is working on Facilities upgrades to support an Electronic Technology Course. Electronic Tech curriculum will be constructed in coordination with Los Medanos College and in partnership with EBMUD and other regional Utilities. The highly contextualized Applied Math for Electronic Tech course will launch in the new classroom at BAS Fall 2018. The Electronic Tech & Robotics Courses and ICT pathway students will have access to a Fabrication Lab at that same time.

#### **Robotics**

In the Fall 2017 we launched Introduction to Robotics Engineering at BHS. This course is designed to give students an overview of many aspects of engineering and design relevant to robotics applications. The emphasis of this course is to provide students with an engaging,



hands-on experience. This course uses the VEX Cortex curriculum developed by Carnegie Mellon to introduce students to robotics and the engineering process. Students are learning how to design, prototype, build, and program VEX EDR robots as they complete multiple challenges during the fall semester. During the design and fabrication process, students test and evaluate their robots, all the while learning important life skills and engineering concepts. Topics include workspace safety, teamwork and organization, engineering process, mechanical design/CAD, mechanical fabrication, electronics, programming, pneumatics, media, and competition strategy

BHS has an active FIRST Robotics Club whose mission is to have students teach and learn engineering concepts with the goal of competing in the FIRST robotics competition (FRC). This club provides students interested in STEM fields with an exciting and fun opportunity to learn about and engage hands-on in robotics, software programming, and engineering (mechanical and electrical). All skill levels are welcomed and needed, technical or non-technical, including programming, electronics, metalworking, machining, web creation, fundraising, media, strategy, or design.

### **Sector 6: Building Trades & Construction Sector**

#### **Carpentry, Millwork, and Woodworking Pathway:**

The Carpentry Pathway will introduce students to career opportunities within the sector and provide an overview of the planning, design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and millworking. Students will be introduced to the different construction processes in the cabinet making, furniture making, and millworking industries. Our Carpentry program is being developed in partnership with the Carpentry Training Committee of Northern California in close collaboration with Carpenters local 713. Instructional Materials are being adapted from the International Carpenters Training fund Career Connections Program of Study.

With the Fall 2018 completion of a Carpentry shop and Fabrication Laboratory on the BHS campus we will launch the first course in this Pathway; Introduction to Cabinetry, Millwork, and Woodworking. The general goal of our introductory course is to allow students to acquire the basic knowledge and skills used in furniture construction, cabinetmaking, and the construction process. Students will learn to safely use woodworking tools and machines to produce a quality furniture project. Students will also be introduced to carpentry through model design and construction. Safety is stressed throughout the program (<http://www.ctcnc.org/community-outreach.html>).

#### **Stagecraft:**

The proposed Entertainment Technician course introduces and develops students in four departments of entertainment technician expertise; Rigging, Carpentry, Lighting and Audio-Video. The course concentrates on fundamental and advanced elements of expertise an entertainment technician must have to succeed and thrive in the broad industry of presenting Performing Arts in its many forms. Strong emphasis is placed on safe working practices for all

aspects of producing entertainment presentations. The course departments each require a semester of training totaling 2 years, or 4 semesters to complete the full requirement. Individual departments may be completed for proportional credit, but only the full course will claim a credential and career placement advantage. Coursework includes classroom training on concepts and skills and practical application in an entertainment production environment of those skills to achieve confidence and mastery.

When fully developed, Stagecraft will provide a rigorous entertainment technician pathway designed to prepare students specifically for entertainment technician careers. *(The course does not match the “f” specification of Arts and Media because there is no significant critical component of artistic impression or esthetic valuing.)* BUSD is developing Stagecraft in partnership with entertainment production companies, professional scene shops, theatrical equipment rental shops and the local industry labor union (International Association of Theatrical Stage Employees, IATSE). Subject matter has been chosen from a variety of IATSE apprenticeship courses and seminar materials.

### **Dual Enrollment**

Since the Spring semester 2015, BUSD has collaborated with Berkeley City College to offer 4 sections of Counseling 57, Life and Career Planning, using the Get Focused Stay Focused model and Career Choices curriculum. Roughly 150 BUSD students have completed 3 UC/CSU transferable college units and 10 High school “elective” credits. A particular focus has been placed on recruitment of students from traditionally underserved populations in higher education. The Counseling 57 curriculum includes self-reflection and awareness, career and major exploration, career and educational goal establishment, and much more. This Fall Semester 59 BHS and BIS students, (Over 90% students of color, high % of 1st generation to college) are enrolled in Counseling 57 through BCC. In Spring 2017, 55 AMPS juniors will be Dual Enrolled in HUSV 113, Introduction to Social Work and Human Services, a 3 Unit UC/CSU transferable course. This course is a step towards a Social Work and Human Services Paraprofessional Certificate of Achievement

Another BCC dual enrollment course, Counseling 57 has acted as a gateway for students to enroll in additional concurrent enrollment opportunities at BCC. High School students are not charged tuition when Dual Enrolled in the California Community Colleges. Additionally, over the past fourteen years BHS and Berkeley City College have collaborated to offer a class specifically designed to support the transition to post-secondary college and career for students with disabilities and English Learners. Approximately 75 12th graders enroll in this class each spring semester. The course is taught by a BHS counselor and is supported by a teacher from the special education department. Participating students earn college credit while learning about the skills and habits needed to be successful in college, explore the various programs offered through the Peralta community college system, and complete the steps for enrollment for the summer or fall semesters following graduation.

### **Challenges and Opportunities**

CTE Credentialing: Increased state and federal funding directed at the development of CTE pathways is coupled with the requirement that all spending be aligned with courses taught by

holders of CTE credentials. We have made great progress in this area and will soon have CTE credentialed teachers at Longfellow and MLK. Jr Middle School and BTA while greatly increasing the number of CTE credentialed teachers at BHS. State and Federal funding directed at CTE programs is tied to CTE credentialing. Currently, all CTE Pathway teachers hold the appropriate credential.

The implementation of the Universal 9th grade program poses and both opportunities and challenges. With the implementation of U9 we have the opportunity to create structures that will support all 9<sup>th</sup> grade students through an in depth exploration of the BHS Learning Community and Pathway offerings in order to make well informed choices as they plan their 10<sup>th</sup> – 12<sup>th</sup> grade course of study. An additional part of the U9 experience - especially with those students enrolled in the LEAP course - is to explore career options with the assistance of the Career Advisor and CTE Program Manager

The need for space for CTE classes at BHS is critical as it increases the number of students who can take these classes. However, CTE classes require more space than traditional lecture classes due to the equipment and supplies that are essential parts of the pathways. Access to considerable CTE Specific Measure I facilities funds and state CTE matching funds can be employed to address some of the critical need for additional instructional space on the BHS campus.

## Restorative Justice practices

**Restorative Justice (RJ)** is an umbrella term that encompasses community building and conflict resolution principles and practices that enrich communities, repair harm, restore relationships and create safe and inclusive spaces for dialogue. These practices support and complement current school climate initiatives and can be used to positively impact school culture, discipline, and academic needs. Moreover, restorative justice processes complement the equity goal of Berkeley High in reducing the time students spend outside of class due to punitive punishments.

To provide context, **Tier I** include a set of practices that focus on the use of classroom circles to build relationships, empathy, and a better understanding of community members in and out of the classroom. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning. These practices are preventative measures, and serve as a foundation for a restorative community. **Tier II** restorative processes include such as harm circles, mediation, and formal conferencing to respond to cases of harm in a restorative manner. These practices promote accountability for the person(s) responsible for the harm, ensures the needs of victim(s) are met, and builds a better understanding between all those involved. These practices are a first step in restorative discipline.

Berkeley High School hired a full time Restorative Justice Coordinator in the Spring of 2016. While there were some seeds of restorative practices already occurring, these efforts were sporadic and not implemented in programmatic manner. It was the role of the RJ Coordinator to develop the program and ensure its consistent application across the campus. RP implementation began officially in the fall of 2016 with On Campus Intervention (OCI) offering formal mediation for students in conflict as well as collaborating with teachers and their classes on facilitation community building circles and activities. Community Building Circles falls into Tier 1, occurring regularly in multiple classrooms. OCI offers circle services to all teachers, though four

teachers consistently work with OCI on facilitating bi-weekly circles all year long. OCI has provided class reset circles and community circles when requested by staff.

By the end of April 2018 school year, over 50 students that experienced Tier 2 Restorative Justice that includes mediation and/or harm circles, facilitated by OCI staff. While this may not seem like a large number, each mediation takes one to three days to prepare and facilitate. The steps that a student experiences when acting as a participant in a restorative process include:

- Meet with trained practitioner.
- Answer restorative questions as a means to prepare for process.
- Meet with student who has harmed them or student who they have harmed.
- Participate in process where facilitator asks questions that aim to develop understanding of conflict, how each person has contributed to it, how they have been affected, and ultimately how things are going to be made right and prevent future conflict from occurring

There have been some trainings provided by outside agencies prior to officially bringing on the restorative justice coordinator. Since the RJ coordinator joined the BHS staff, almost 40 staff members have experienced the introductory Restorative Justice training. A number of these teachers have reported that they are facilitating their own circles with their students. Additionally, there are current discussions in the district that may provide an additional RJ Coordinator for BHS, which ultimately will allow for more trainings and services to be provided. The RJ program at BHS is still in its infancy, though much work around informing students and staff of its processes and benefits has been completed.

## **Updating and modifying our Math program**

### **Our Approach to Mathematics Instruction**

The teachers and administrators of Berkeley High School recognize the importance of providing a rich understanding of mathematics for all students. We are committed to providing instruction, tutoring, and additional supports to promote joy and confidence in learning mathematics, while preparing students broadly for life after high school. Through teaching common core-aligned courses (to both the content standards and the Standards for Mathematical Practice), our goal is to provide all students with a strong understanding of mathematics including critical thinking and problem solving, no matter what they choose to do after graduation. This approach prepares students of all levels to participate in many fields, including science, technology, engineering and math, known as STEM. With these goals in mind and with the launch of the Universal 9th grade program beginning the 2018-19 school year, BHS created a new U9 Math Coordinator position in order to best support freshmen in an equitable manner. We envision of having a communities of learners with additional support will improve outcomes in the long run.

### **Common Core vs. Mathematics Vision Project**

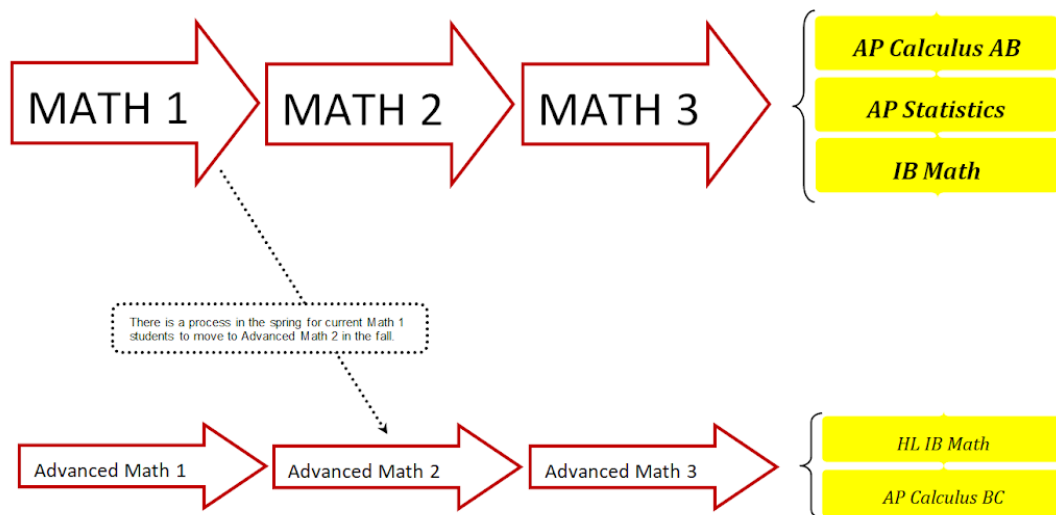
The Common Core State Standards are a set of standards that have been developed by a panel of educators that define what mathematics students are expected to know and do throughout their

K-12 schooling. You can read more about the standards [here](#). While Common Core includes Standards for Mathematical Practice, it does not designate a curriculum or dictate how mathematics is taught. The Mathematics Vision Project (MVP) is a Common Core-aligned curriculum that BHS concluded was the best content for our students and learning objectives. We use the curriculum to guide our classroom activities and homework assignments. The Common Core Standards is a set of standards while MVP is the curriculum we use to teach the standards.

Most students at BHS will take the course progression of Math 1, Math 2, Math 3 for their 9th - 11th grade years and then will have a choice of AP Calculus AB, AP Statistics, SL IB Math, or Math Studies. The Math 1 - 3 sequence is a slightly modified version of the Honors MVP curriculum. This sequence covers topics in algebra, geometry, statistics, and analysis (pre-calculus). Students who successfully complete the three-year sequence will have the logical reasoning and mathematical skills for everyday life and many careers. In addition, they will be ready to take college level mathematics.

The Advanced Sequence is an accelerated version of Math 1 - 3 that includes additional topics. The courses assume mastery of algebra and geometry topics through Common Core Math 8. Each course in this sequence requires a considerable amount of time and dedication (the same amount required for an AP or IB course). This sequence prepares students for a course that combines the curriculum of HL IB Math and AP Calculus BC. Students must take a placement test in the spring of 8th grade to begin Advanced Math 1. There is an additional opportunity to enter the Advanced Sequence after successful completion of Math 1. During the spring of 9th grade, students can begin a process to transition to Advanced Math 2 in 10th grade.

Students in all math classes will engage with the *Standards for Mathematical Practice* (see below).



All entering 9th graders are placed into Math 1 unless they are interested in taking our advanced sequence. See below for more information about the advanced sequence. Students wishing to enroll in our advanced sequence will need to place into the course by taking a placement exam and earning an adequate score. The Advanced Math 1 placement test is offered in the spring of the 8th grade year for all students entering BHS as freshmen. Students do not need to register for

the test. Math placement testing for students interested in placing into Advanced Math 1 takes place in the BHS library for all non-BUSD students in the spring. Current BUSD middle school students take the placement test at their schools also some time in the spring.

### Transitioning into Advanced Math in 10th Grade

There is a process for placing into Advanced Math 2 as a 10th grader after taking Math 1 in 9th grade. The process is based on available spots, the student's grade in Math 1, the student's performance on the Mathematical Reasoning and Communication Assessment given in the spring, completion of coursework over the summer, and the student's responses to an assessment on the summer coursework.

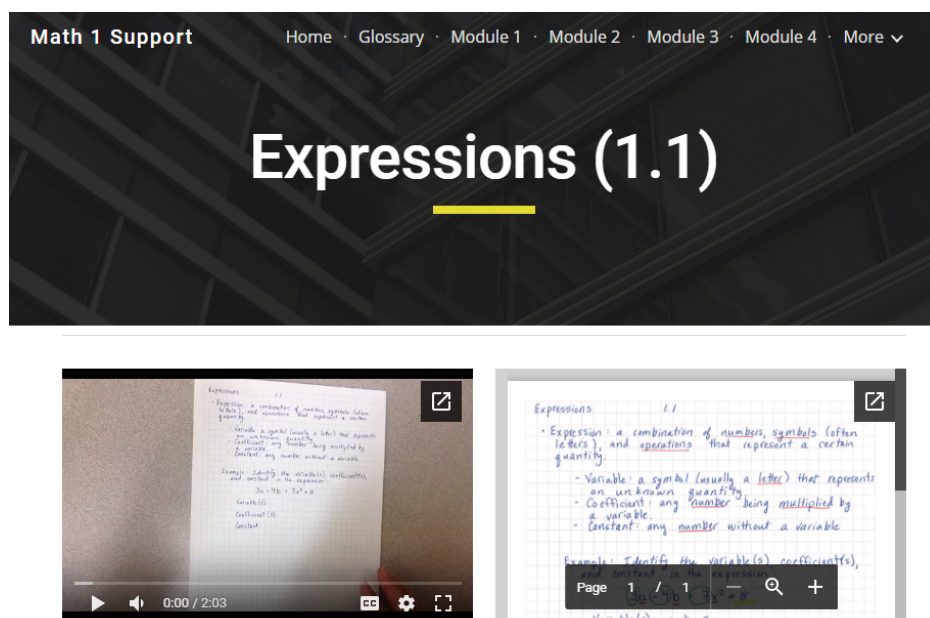
### Support for the new math content

In addition to the newly created administrative level U9 math coach, and with the content for Math 1, 2 and 3 is integrated in unique way, the Berkeley High math department, with support from parents, developed a math tutorial website for students and parents:

(<https://sites.google.com/berkeley.net/mathematicsdepartment>).

Included on the site are not only models and examples of the work, but videos demonstrating the specific concepts for mastery (see below).

Developed by a math teacher-leader, there are over 263 discrete videos on the math department math website, viewed over 4000 times by unique visitors. The videos are particularly helpful to those students with learning disabilities. To publicize the videos, links are sent out via parent bulletin board and demonstrated in class.



(<https://sites.google.com/berkeley.net/math1/module-1/expressions-1-1>)



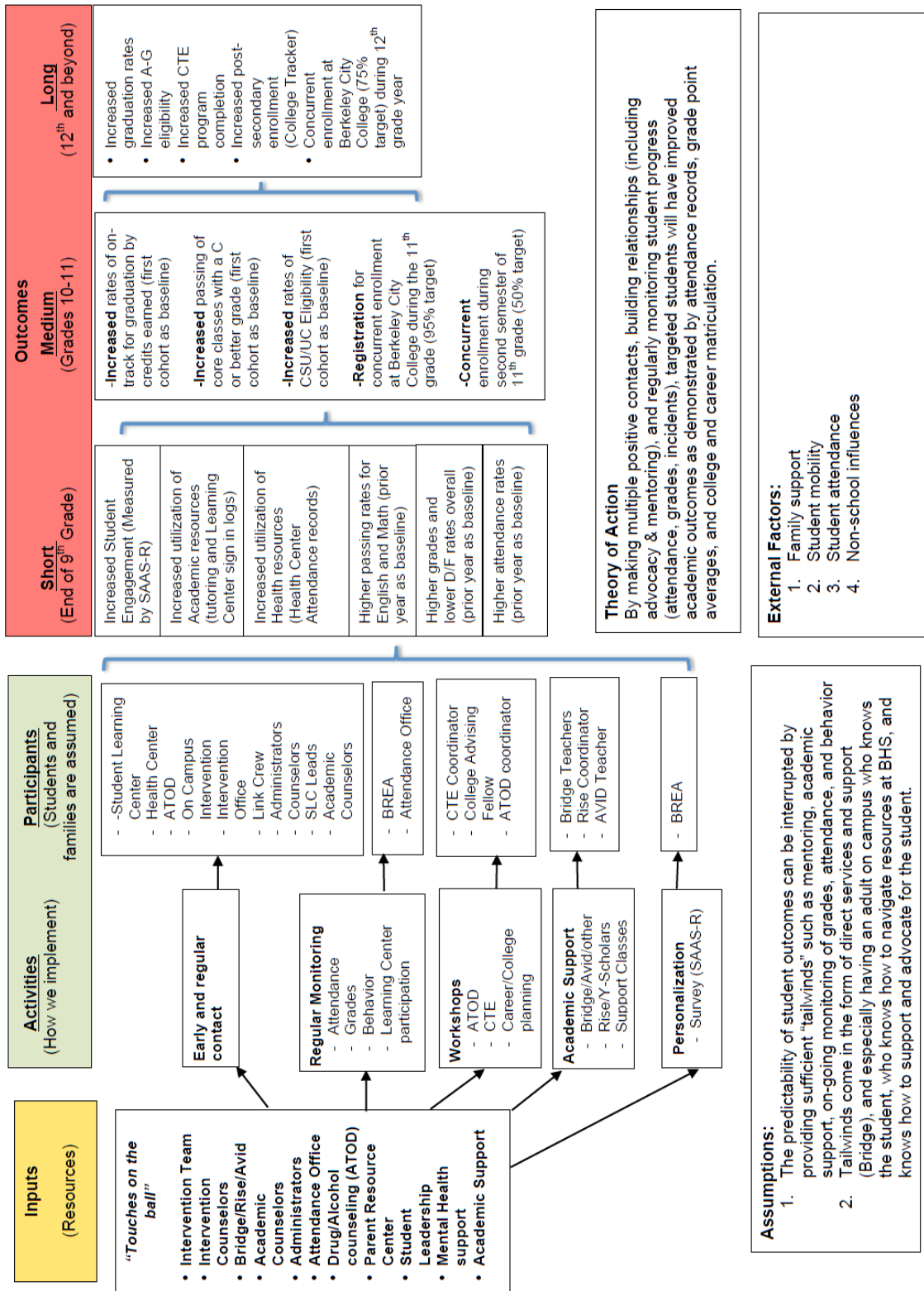
## Intervention Team

The Berkeley High Intervention Team (IT) began as an effort to provide support to incoming 9th graders who had been identified as likely to have significant difficulty during the transition to high school. The core of the IT is based around three full time Intervention counselors who, in addition to being credentialed academic counselors, also have strong backgrounds in social work, restorative practices, and family therapy. The team is also comprised of representatives of both school and community based programs including representatives from administration, attendance, On-Campus Intervention, special education, academic counseling, student activities, the health center, and drug and alcohol counseling. Data support is provided through the district office. The purpose of the IT is to coordinate services, share effective practices, and work collectively to inform school policy and practice.

The primary task of the IT is to identify and support focal students during their initial transition from middle to high school through the 12th grade (see the logic model following this section). The protocol used to identify the focal students uses a combination of a Middle to High School transition rubric (scored by middle school staff) and the Academic Support Index (explained later in this document). The transition rubric provides specific actionable information to the IT. For example, students who are scored as having “high” or “extreme” concerns under any of the rubric criteria (peer relationships, family/home life, mental health, behavior, math or ELA skills) are connected to a corresponding program or service at BHS such as the health center or Parent resource center. The protocol used to identify the focal students has been the subject of papers presented at both the California Educational Research Association (2016) and the American Educational Research Association (2017) annual conferences. BHS is currently in its fifth year of using this protocol.

LCAP funding pays for 3.0 FTE of Intervention counselors (IC) to support the current 311 Focal students in grades 9-12. During the 2017-18 school year the ICs documented over 4,000 student contacts (consultations, parent phone calls, etc). They provide support for students’ social/emotional health needs, monitor academic progress, address behavior and attendance issues and serve as a bridge between BHS, families, and teachers. They work closely with the two Restorative Justice Coordinators to help build strong healthy school relationships. While their primary responsibility is the Focal students, the Intervention counselors also support all BHS students with over 900 contacts last year. They also coordinated a number of school-wide projects including the Freshman Identity blanket project, bringing therapy dogs on campus, and other community building events.

**Program: Middle To High School Intervention Logic Model**





## Academic Support Index

In response to the problematic nature of disaggregating student data by singular buckets such as for example race, gender, or socioeconomic status, Berkeley High School and Berkeley Unified School District have begun using the Academic Support Index (ASI). (For more information, see slide presentations at <http://academicsupportindex.blogspot.com/>). The ASI controls for the fact that students do not exist in a single demographic “bucket” but instead they exist in many buckets simultaneously, all of which interact with each other. Membership in some of these buckets, such as having parents with college or graduate degrees have strong correlation to academic success and constitute what we refer to as academic “tailwinds”. Others, such as having a disability, being poor, or being an English Learner, correlate to greater academic challenges. We refer to these as academic “headwinds”. The more tailwinds a student has, the more likely they are to succeed academically. Conversely, the more headwinds a student has the more likely he or she is to struggle. ASI points were determined through the analysis of historical academic data and the relationship to demographic buckets. The ASI is the sum of a student’s headwinds. The table below shows the fields where headwind points are assigned. Two ASI points are assigned when the confidence interval (CI) overlaps with a 2.50 grade point average. Where the CI does not overlap with a GPA of 2.50 but is distinctly lower than fields within that category (ie male vs. female), one ASI point is assigned.

<b><u>ANOVA that yielded ASI points:</u></b>				
<b>Demographic Category</b>	<b>Demographic Sub-Category</b>	<b>95% Confidence Intervals</b>		<b>Points</b>
		<b>Low GPA</b>	<b>High GPA</b>	
<b>Disability Status</b>				
	Special Education	2.3607	2.5918	2
<b>English Status</b>				
	English Learner	2.3903	2.7303	2
	Re-designated	2.8945	3.1149	1
<b>Race/Ethnicity</b>				
	Experiencing School as an African American	2.4580	2.6380	2
	Experiencing School as an Hispanic/Latino	2.7927	2.9499	1
<b>Household Education</b>				
	High School Diploma	2.4815	2.7596	2
	Less than High School Diploma	2.3137	2.6364	2
	Some College	2.6887	2.8644	1
<b>Gender</b>				
	Male	2.7062	2.8460	1
<b>Primary Language</b>				
	Urdu	2.4592	3.1008	2
	Spanish	2.6817	2.8873	1
<b>Socioeconomic Status</b>				
	Disadvantaged	2.7062	2.8460	1

The ASI has been validated over the past six years in BUSD as well as in urban, suburban, and rural school districts across the United States. We have found both a

strong correlation and more importantly large effect sizes between the ASI and academic outcomes including STAR Reading and Math scores, Smarter Balanced Assessment scores, UC eligibility rates, and A-G cumulative grade point averages. Papers on the ASI have been presented at numerous conferences including both those of the California and American Educational Research Association annual meetings.

Throughout this document we frequently refer to two clusters within the ASI: ASI 0 to 2 (very high rates of meeting grade level standards) and ASI 3+ (low rates of meeting grade level standards). Many of our interventions and equity goals are based around the needs of our ASI 3+ students. ASI 3+ students are disproportionately students of color (Black or African American or Hispanic), socioeconomically disadvantaged, as well as students identified as Unduplicated through LCAP (Foster care, English language learners, low SES). Therefore, benefits of interventions targeting ASI 3+ students disproportionately accrue to those populations.

The ASI is also a reliable tool for monitoring school academic outcomes as it provides for “apples to apples”. We frequently look at data both through the lens of the ASI. Within Illuminate all staff have one-click access to results disaggregated by the ASI clusters. We also use the ASI to inform the identification of students for interventions. One example would include the protocol used for identifying focal students for support during their transition from middle to high school. This protocol has helped us identify up to 80% of the non-special education students who had severe challenges during the transition to high school. The retention rate of these focal students has gone from the low 50% range prior to implementation of a support program to a high of 98% at the end of the 9th grade last year. A second example is an intervention conducted last year for the Smarter Balanced Assessment English exam. In our randomized controlled intervention the treatment group (all ASI 3+ students) had an ELA proficiency rate of 66% vs. 28% for the control. Significantly, the African American students who received the intervention had a higher proficiency rate than BHS overall.

Foundational to the ASI is the belief that all students can be successful. Therefore while the ASI is strongly predictive of student outcomes, it should be interpreted as a measure of the amount of support a student may need to meet his or her potential. By leveraging the ability of the ASI to both help identify which students will need support as well as evaluate the impact on student learning, we have been able to interrupt the predictability of a student’s ASI on outcomes.

## Schoolwide Critical Areas for Follow-up

The WASC visiting team in 2012 identified the following Schoolwide Critical Areas for Follow-up:

- 1. Increase proficiency and performance of all students in academic language, while accelerating the proficiency and performance gains of African American, English Lerner and Latino students in academic language.**
  - BHS continues to emphasize, with an equity lens, the use and application of academic language, specifically measuring and supporting the performance of African-American, Latino/a, and English Language newcomer students. We continue to measure our

progress with academic language through assessing Constructed Response scores, evaluating Smarter Balanced Assessments, and analyzing English course grades.

Constructing Meaning provides teachers with specific techniques for weaving this kind of explicit language instruction into content area teaching. The goal of CM is to make sure that students can read, write, and speak about what they're learning about in their content area classes with sophistication and clarity. In other words, students will come out of classes like Biology, U.S. History, or Algebra II with the ability to explain, describe, and elaborate upon the content they learned about in those classes. CM enables teachers to understand the role language plays in content learning, to decide what language knowledge students need to access content and express understanding, and to provide appropriate, explicit oral and written language instruction and practice. Each year, new teachers are "on boarded" by receiving the 5 day CM training throughout the year. Additionally, BHS's professional development plans include a focus around improving students' writing and reading skills, and hinges around two proven approaches through Constructing Meaning.

Constructed Response is Berkeley High School's way, on a school-wide level, of providing students with an opportunity to carefully read an informational article and respond to a prompt with a persuasive essay on a regular basis. This type of reading and writing is an essential skill emphasized in the Common Core State Standards. CR also gives BHS an essential benchmark letting us know how effective we are in imparting this essential skill. Each year students in the 9th and 10th grades do Constructed Response reading and writing task 3 times: first in their English classes, second in their History classes and finally again in their English classes. We consistently use the same rubric to track growth throughout the year.

- As can be seen in the data below, our use of Constructed Response essays to measure mastery of ELA standards allows us to identify which groups within BHS need the most support. Moreover, it also allows us to see the measurable improvement that the most at risk students (ASI +3) are actually achieving throughout the academic year.

	Smarter Balanced Assessment ELA 2015 (Current 12th Graders)	Fall 2018 Constructed Response (9th Grade) Percent at Mastery	Fall 2018 Constructed Response (10th Grade) Percent at Mastery	BHS Grades Semester 1: Rates of C and Higher ( 11th Grade)	Smarter Balanced Assessment ELA 2018 (Current 12th Graders)
All	59%	51.8%	72.4%	91.9%	66%
ASI 0-2	82%	63.0%	85.0%	97.0%	81%
ASI 3+	29%	29.8%	47.1%	83.1%	41%

Black or African American	18.7%	20.5%	44.4%	86.5%	36%
Hispanic/Latino/a	40%	39.2%	53.1%	86.1%	43%
English Learners	0%	22.2%	14.3%	71.4%	0%
Students with IEPs	9%	8.9%	18.9%	63.9%	9%

- There continues to be a significant difference in academic performance in ELA between different subgroups. Specifically, students with an ASI of 0-2 continue to meet or exceed standards/outcomes at high rates while students with an ASI of 3+ meet standards/outcomes at significantly lower rates. Students with an ASI of 3+ are disproportionately students of color, low SES, students with disabilities, and/or English Learners.

<b>ASI 0-2</b>	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
9th Grade Constructed Response Percent Mastery Fall of 9th (PRE)	28.0%	39.2%	36.1%	62.6%	48.1%
10th Grade Constructed Response Percent Mastery Spring of 10th (POST)	61.0%	61.6%	82.7%	90.5%	93.4%
<b>CR Growth (Pre 9th to Post 10th)</b>	<b>33.0%</b>	<b>22.4%</b>	<b>46.6%</b>	<b>27.9%</b>	<b>45.3%</b>

<b>ASI 3+</b>	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
9th Grade Constructed Response Percent Mastery Fall of 9th (PRE)	3.4%	13.4%	13.2%	40.0%	25.3%
10th Grade Constructed Response Percent Mastery Spring of 10th (POST)	36.8%	39.9%	57.9%	57.60%	67.7%
<b>CR Growth (Pre 9th to Post 10th)</b>	<b>33.4%</b>	<b>26.5%</b>	<b>44.7%</b>	<b>17.6%</b>	<b>42.4%</b>

- For each data source analyzed for this goal, we looked at overall student performance, by ASI clusters 0-2 and 3+, and by English Learners.
- U9 offers the opportunity for all 9th graders to experienced a normed English class, planned out to the day with English staff meeting regularly to plan assignments and develop rubrics.

#### Local assessment and grades data

	Fall 2018 Constructed Response (9th Grade) Percent at Mastery	Fall 2018 Constructed Response (10th Grade) Percent at Mastery	BHS Grades Semester 1: Rates of C and Higher (Current 11th Graders)	BHS Grades Semester 1: Rates of C and Higher (Current 12th Graders)
All	51.8%	72.4%	91.9%	93.0%
ASI 0-2	63.0%	85.0%	97.0%	96.1%
ASI 3+	29.8%	47.1%	83.1%	88.1%
Black or African American	20.5%	44.4%	86.5%	85.5%
Hispanic/Latino/a	39.2%	53.1%	86.1%	91.3%
English Learners	22.2%	14.3%	71.4%	90.3%
Students with IEPs	8.9%	18.9%	63.9%	76.2%

#### Smarter Balanced Assessment ELA: Percent Proficient (Most recently available by grade level)

	9th Grade (2017- 8th grade)	10th Grade (2016- 8th grade)	11th Grade (2015- 8th grade)	12th Grade (2017- 11th grade)
All	63%	57%	61%	58%
ASI 0-2	84%	83%	82%	77%
ASI 3+	35%	24%	32%	29%
Black or African American	18%	20%	21%	20%
Hispanic/Latino/a	46%	38%	42%	37%

English Learners	0%	0%	0%	7%
Students with IEPs	13%	7%	10%	20%

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

- Over the last few years - and since the last WASC visit - Berkeley High has revamped how and what is taught in our mathematics classes (see detailed description earlier in this chapter.) This work has included not only adopting new content but also aligning the new courses with state and Common Core standards, while providing the necessary support to all students and especially lending support to African American, English Learner, and Latino/a students.
- Given the shift to the new content, the Berkeley High math department has allocated resources to support all students towards mastery of the content. As previously mentioned, this includes custom developed instructions and videos, input from students and families, and placing teachers on special assignment to support teachers. Additionally, through local funding, BHS is able to offer content specific tutoring after school for each section.
- Performance in our mathematics courses is measured by analyzing common assessments with the math department, Smarter Balanced Assessments, and course grades in Math 1, 2, and 3. For each data source analyzed for this goal, we looked at overall student performance as well as by ASI clusters 0-2 and 3+.
- There continues to be a significant difference in academic performance in math between different subgroups. Specifically, students with an ASI of 0-2 continue to meet or exceed standards/outcomes at high rates while students with an ASI of 3+ meet standards/outcomes at significantly lower rates. Students with an ASI of 3+ are disproportionately students of color, low SES, students with disabilities, and/or English Learners.

**Semester One Grades 2017-18: Percent C and Higher**

	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
All	74.5%	73.4%	82.1%
ASI 0-2	92.3%	88.2%	87.5%
ASI 3+	57.1%	56.0%	72.3%
Black or African American	38.9%	55.0%	73.6%

Hispanic/Latino/a	64.4%	62.1%	72.2%
English Learners	71.0%	33.3%	62.5%
Students with IEPs	40.5%	58.5%	80.0%

**Semester One Common Assessment 2017-18: Percent at Proficiency**

	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
All	55.2%	50.5%	66.7%
ASI 0-2	78.3%	66.3%	76.2%
ASI 3+	32.5%	31.4%	48.5%
Black or African American	18.5%	25.7%	35.3%
Hispanic/Latino/a	38.3%	38.2%	48.0%
English Learners	24.2%	14.8%	37.5%
Students with IEPs	22.5%	22.9%	75.0%

**Smarter Balanced Assessment Math: Percent Proficient** (Most recently available by grade level. Grade taken indicated in parenthesis)

	<b>Current 9th Grade (2018- 8th grade)</b>	<b>Current 10th Grade (2017- 8th grade)</b>	<b>Current 11th Grade (2016- 8th grade)</b>	<b>Current 12th Grade (2015- 8th grade)</b>	<b>Current 12th graders (2018 11th grade)</b>	<b>Class of 2018 grads (2017 11th grade)</b>
All	61%	62%	55%	60%	54%	42%
ASI 0-2	81%	81%	79%	77%	70%	61%
ASI 3+	31%	36%	24%	37%	25%	13%
Black or African American	24%	15%	16%	24%	16%	5%
Hispanic/Latino/a	43%	46%	38%	43%	31%	19%
English Learners	10%	7%	0%	0%	0%	8%
Students with IEPs	10%	13%	8%	13%	0%	14%

**3. Create a culture of high expectations for academic achievement** for all students through the use of disaggregated assessment data from internal and state SBA sources.

- Since the last full WASC visit, BHS continues to push a culture of high expectations by limiting the number of students out of class, encouraging classroom best practices like daily agendas, and engaging in culturally responsive teaching. Additionally, we are continually monitoring the D / F rate by course with disaggregation by ASI clusters, race/ethnicity, disability status, and English Learner status, enabling us to identify where to best allocate resources.
- Ongoing monitoring of enrollment rate by course with disaggregation by ASI clusters, race/ethnicity, disability status, and English Learner status. Rates of Ds and Fs are still highly predicted by a students ASI with a higher ASI strongly correlated to higher rates of Ds and Fs. Higher ASI students are disproportionately students of color, low SES, students with disabilities, and/or English Learners. Additionally, we are aware that upper level courses (AP/IB) do not represent the diversity of the overall BHS student population.
- As previously mentioned in the detailed description of the Universal 9th grade, Berkeley High will require all incoming freshmen to take Physics 1, a year-long, college preparatory, algebra-based laboratory course that introduces the fundamental concepts and laws of physic based on the Next Generation Science Standards. Our expectation of this class is to unify the experience that all 9th graders have in addition to providing the conceptual foundations to later STEM learning.
- To assist in evaluating whether Berkeley High is indeed “creating a culture of high expectations” the school has embraced common assessments within many content areas including World Languages, Math and some Science and Social Studies classes (see chart below). Additionally, in order to measure mastery of the use of primary documents and supporting evidence in persuasive writing, students in their Social Studies and English courses complete Constructed Response essays at the beginning and end of each academic year.

**Common Assessments:**

Grade	Course	First Semester	Second Semester
9th	English	Constructed Response	Constructed Response
	Math 1	Semester final	Semester final
	Physics	Semester final	Semester final
	Ethnic Studies	Semester final	Semester final



	<b>Foreign Languages</b>	Semester final	Semester final
<b>10th</b>	<b>English</b>	Constructed Response	Constructed Response
	<b>Math 2</b>	Semester final	Semester final
	<b>Foreign Languages</b>	Semester final	Semester final
<b>11th</b>	<b>Math 3</b>	Semester final	Semester final

*Students in the Advanced Math courses do not take the common assessments with the exception of Advanced Math 1 at the end of first semester.*

- Part of creating a culture of high expectations is providing and ensuring accessibility to the more rigorous content in Advanced Placement courses. As can be seen below, the overall trend is more students are taking these courses, especially those students with an ASI 3+. Our challenge however is identifying the causal barriers why African American students have not enjoyed the gains that other student populations have.

**AP Enrollment Demographics: Number of students enrolled in courses**

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
All	1550	1954	1935	1867	1930
ASI 0-2	1254	1568	1429	1351	1,455
ASI 3+	296	386	506	516	475
Black or African American	146	196	157	168	133
Hispanic/Latino/a	270	394	397	352	360
English Learners	20	19	24	29	24
Students with IEPs	0	1	22	53	38

- Evaluating student semester grades is yet another data point that allows us to have a broad view of who is doing well at Berkeley High and to whom more support needs to be allocated. The chart below is an excellent example of how cross referencing semester grades and ASI allows us to target this support to those students with a ASI of 3 or greater. This data, especially in the 9th, that assisted and enabled us to create the Intervention Team so we can attempt to close the over 15 point spread between students of ASI 0-2 and ASI 3+.

**BHS Semester One 2017-18 Percent of Grades C and Higher**

	All	ASI 0-2	ASI 3+	SwD	EL
<b>9th</b>	91.1%	97.1%	81.3%	77.3%	90.7%
<b>10th</b>	86.8%	94.6%	75.1%	69.3%	86.6%
<b>11th</b>	90.1%	95.4%	81.6%	75.0%	69.7%
<b>12th</b>	92.5%	96.0%	86.8%	85.2%	83.2%

SwD=Students with Disabilities

**BHS Semester One 2017-18 Percent of Grades C and Higher**

	All	Asian	AFAM	CAD*	Hisp	Two or More	White
<b>9th</b>	91.1%	95.3%	72.3%	78.2%	86.5%	95.2%	97.5%
<b>10th</b>	86.8%	92.0%	70.5%	73.8%	81.7%	88.0%	95.7%
<b>11th</b>	90.1%	91.8%	82.9%	83.3%	83.6%	93.2%	94.9%
<b>12th</b>	92.5%	94.1%	85.1%	86.7%	89.9%	93.5%	96.6%

\*CAD=Children of African Descent: Includes students who are Black or African American but listed under either Two or More Races or Hispanic/Latino. In BUSD about 40% of Black or African American students are found under these two other categories.

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

- Over the last few years, our professional development has focused on Implicit Bias training, Culturally Responsive teaching, and being reflective practitioners in our classrooms. Recently, teachers have learned to utilize culturally responsive student centered instruction. Specifically, teachers are working to recognize and respond positively to the cultural differences among our students. This enables teachers and classrooms to tap into students' cultural schema to support learning.
- Additionally, our professional development model has been bolstered by a second year of inquiry cycle work with staff. Our cycles of inquiry ask teachers to identify an issue of equity in their classrooms that is within their sphere of influence. Work is done in small groups within learning communities, with teacher asking questions of their practice and creating a plan to address this equity-based issue. In addition, teachers are supported in gathering data on their issue, and looking at that data with the goal of improving student academic outcomes. This process culminates in a sharing protocol where teachers from different learning communities are grouped together to share their equity-based

classroom issue, the steps they took to address this issue, and finally what they learned and how they plan to continue this cycle in the future.

- Our progress in these areas will be assessed through the analysis of semester grade data, Transcript Evaluation Service reports, and National Student Clearinghouse reports. Moreover, we can conclude that grades, assessments, and rates of college career readiness indicators remain largely predictable by students' Academic Support Index as well as by race, socioeconomic status, and what primary language is spoken in the home.
- In terms of student interest and needs, we continue to roll out a number of new electives that are housed in their respective subject matter or are part of the previously mentioned CTE pathways. Most of these new classes apply for and are granted A-G status. New courses offered since the last full visit include Chicano / Latino English and History classes, coursework that provides students with EMT certification, robotics, and an introductory criminal law course.

#### Highest Level of Post-Secondary Eligibility for class of 2018 and 2019

	CC	CSU	UC
<b>All</b>	32.0%	11.8%	56.1%
<b>ASI 0-2</b>	14.6%	11.0%	74.4%
<b>ASI 3+</b>	57.7%	13.1%	29.1%
<b>Black or African American</b>	65.4%	14.5%	20.2%
<b>Hispanic/Latino/a</b>	42.2%	15.3%	42.5%
<b>English Learners</b>	92.2%	3.1%	4.7%
<b>Students with IEPs</b>	89.8%	2.9%	7.3%

(UC Berkeley Transcript Evaluation Service)

#### Class of 2017: Percent of Students on track for CSU/UC Eligibility

	<b>A History</b>	<b>B English</b>	<b>C Math</b>	<b>D Science</b>	<b>E Language</b>	<b>F Art</b>	<b>G Elect.</b>
<b>All</b>	93%	79%	86%	88%	85%	92%	96%
<b>Black or African American</b>	84%	61%	73%	77%	61%	84%	88%
<b>Hispanic/Latino/a</b>	83%	78%	83%	83%	83%	87%	96%
<b>Economically Disadvantaged</b>	88%	70%	78%	82%	76%	87%	93%

**5. Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.**

- By focusing on the whole student, understanding that social and emotional pressures inevitably influence and impact learning and grades, the Berkeley High community hopes to support basic needs as students pursue their education. Data to track and understand this goal more deeply come from:
  - Academic, behavioral, and attendance data for students during the transition from middle to high school.
  - Middle to high school transition rubric
  - Academic, behavioral, and attendance data grades 9-12
  - Reports from the counseling department regarding student need for social and mental health support.
  - BHS Student Survey Clusters: Counselors, Health Center, Student Learning Center, School Climate and Culture, Hope
- We can conclude that, following national trends, there is significant group of students each year that struggle during their transition to high school; as mentioned previously in this chapter, we hope that the creation of the Universal 9th grade program (launching in the Fall of 2018) will address some of these stressors.
- Additionally, using a combination of the middle to high school transition screen and the ASI, we were able to identify a large percent (>75%) of the non-special education students who struggled, leading to the creation of the Invention Support Team.
- The progress of this goal will be evaluated by monitoring academic, attendance, and behavioral data of focus students. Additional reports will come from OCI and the BHS Health Center.

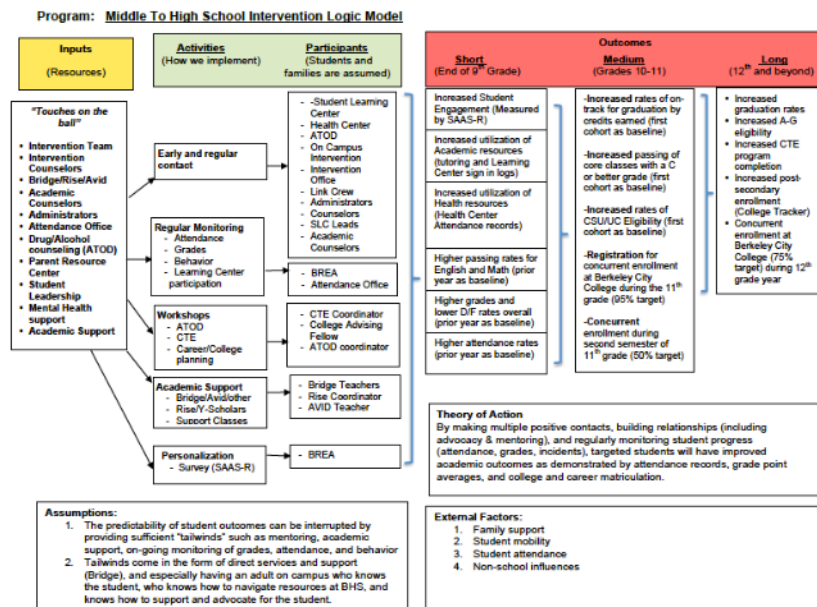
## BHS Focal Student Retention Rates: Cohorts 1 to 4 as of the end of Semester 1, 2017-18

### Cohort Treatment Description

Cohort	Description of Treatment
4 (current 9th graders)	Full implementation of Theory of Action by Intervention Counselor. Response by Intervention Team member to each 4 or 5 on Transition Rubric.
3 (current 10th graders)	Full implementation of Theory of Action by Intervention Counselor. Response by Intervention Team member to each 4 or 5 on Transition Rubric.
2 (current 11th graders)	Minimal implementation of Theory of Action. Intervention Counselor support 9th and 10th. Selected ongoing support in 11th grade.
1 (current 12th graders)	Intervention Counselor support for one year only.

#### Theory of Action and Logic Model:

By making multiple positive contacts, building relationships (including advocacy & mentoring), and regularly monitoring student progress (attendance, grades, incidents), targeted students will have improved academic outcomes as demonstrated by attendance records, grade point averages, and college and career matriculation.



## Middle to High School Transition Rubric

Level of Concern	No Info (1)	Low (2)	Medium (3)	High (4)	Extreme (5)
<b>Behavior</b>	No Information	<ul style="list-style-type: none"> <li>Age appropriate</li> <li>No concerns</li> </ul>	<ul style="list-style-type: none"> <li>Some concerns</li> </ul>	<ul style="list-style-type: none"> <li>Moderate concerns</li> </ul>	<ul style="list-style-type: none"> <li>Drug and alcohol</li> <li>Fighting</li> <li>History of discipline issues</li> <li>Has a Probation Officer</li> </ul>
<b>Mental Health</b>	No Information	<ul style="list-style-type: none"> <li>Age appropriate</li> <li>No concerns</li> </ul>	<ul style="list-style-type: none"> <li>Some concerns</li> </ul>	<ul style="list-style-type: none"> <li>Moderate concerns</li> </ul>	<ul style="list-style-type: none"> <li>Should immediately connect with BHS Health Center</li> </ul>
<b>Family/Home life</b>	No Information	<ul style="list-style-type: none"> <li>Strong home and family life</li> <li>No concerns</li> </ul>	<ul style="list-style-type: none"> <li>Some concerns</li> </ul>	<ul style="list-style-type: none"> <li>Moderate concerns</li> <li>Minimal parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>Homeless/McKinney-Vento</li> <li>Incarcerated parent</li> <li>Group home/Foster</li> <li>Loss of a parent or sibling</li> </ul>
<b>Social/Peer</b>	No Information	<ul style="list-style-type: none"> <li>Strong social skills/peer group</li> <li>No concerns</li> </ul>	<ul style="list-style-type: none"> <li>Some concerns</li> </ul>	<ul style="list-style-type: none"> <li>Moderate concerns</li> </ul>	<ul style="list-style-type: none"> <li>Makes poor choices</li> <li>Troubled peer group</li> <li>Few or no friends</li> </ul>
<b>Math Skills</b>	No Information	<ul style="list-style-type: none"> <li>At or above grade level</li> <li>SBP 3 or 4</li> <li>No concerns</li> </ul>	<ul style="list-style-type: none"> <li>Some concerns</li> <li>May need support</li> </ul>	<ul style="list-style-type: none"> <li>Moderate concerns</li> <li>Should participate in support opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Significantly below grade level</li> <li>Has failed or repeated a math class</li> </ul>
<b>ELA Skills</b>	No Information	<ul style="list-style-type: none"> <li>At or above grade level</li> <li>SBP 3 or 4</li> <li>No concerns</li> </ul>	<ul style="list-style-type: none"> <li>Some concerns</li> <li>May need support</li> </ul>	<ul style="list-style-type: none"> <li>Moderate concerns</li> <li>Should participate in support opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Significantly below grade level</li> <li>Has failed or repeated an English class</li> </ul>

## Retention Rates during first semester and overall

	Beginning Sem Total at BHS	Ending Sem Total at BHS	Percent Retention at BHS	Original Cohort Total	Percent Retention in BUSD	Treatment
9th Grade	86	84	98%	86	98%	Full
10th Grade	83	81	98% <sup>1</sup>	92	90%	Full
11th Grade	53	45	85% <sup>2</sup>	80	66%	Partial
12th Grade	31	23	74% <sup>3</sup>	80	48%	Minimal

<sup>1</sup> 2 students are enrolled at BTA

<sup>2</sup> 8 students are enrolled at BTA

<sup>3</sup> 7 out of 8 students are enrolled at BTA

# **Chapter 2: Student & Community Profile**

2018 Berkeley High School Self Study



## **Chapter II: Student / Community Profile and Supporting Data and Findings**

### **A. General Background and History**

#### **The School Community**

Berkeley High School is the only comprehensive public high school in Berkeley. Our school serves a diverse population of 3,043 students in grades 9-12 on BHS's campus, in addition to 150 students in the Independent Study Program. The Berkeley High School program provides students with a broad range of academic choices including honors, college preparatory, compensatory, International Baccalaureate, Advanced Placement, CTE, and elective choices – all designed to offer a rigorous, comprehensive education at all grade levels. Among our many accomplishments, we are proud of 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 is located in the Northern Bay Area of California, and is surrounded by the cities of Oakland, Richmond, Kensington, Albany, El Cerrito, and Emeryville. According to the U.S. Census Bureau, Berkeley's population is estimated to be over 118,000 people by the end of 2015. From the 2010 census, Whites comprised the largest ethnic group, with 66,996 people (59.5%), followed by Asians, with 21,690 (19.3%), and African-Americans, with 11,241 (9.9%).

In 2011, Berkeley's median household income was \$77,000, and our city had the largest income gap between wealthy families and poor families of any city in the Bay Area. Our school is four blocks away from the University of California at Berkeley, which significantly impacts the community and high school through many school-university partnerships and the enrollment of faculty members' children in our high school. Berkeley High School reflects the diverse ethnic, cultural, and demographic community of Berkeley. At least 10% of Berkeley High School students speak a primary language other than English. Approximately 30% of Berkeley High School students qualify for free or reduced lunch.

#### **Community and Parent Support**

Berkeley High enjoys strong 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, the citizens of Berkeley overwhelmingly voted in 2016 to continue support for the Berkeley Schools Excellence Program (BSEP) which provides 20% of the school districts budget. The vast majority of this fund (66%) targets supporting small class sizes. Additionally, the Berkeley High School 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 front office and 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.

### **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. Many of the other schools in our district do receive Title 1 funds.

### **Berkeley High Development Group**

The Berkeley High School Development Group (BHSDG) is an independent nonprofit 501(c)(3) corporation founded in 1991 by a group of parent volunteers to ensure the quality and excellence of Berkeley High School. The mission of the BHSDG is to support and strengthen the educational experience of all BHS students by raising and distributing funds to enhance academic and other projects. BHSDG partners with the BHS administration, the Berkeley Athletic Fund, Berkeley Public Schools Foundation, and leadership from BHS small learning communities to target funds efficiently. In 2016-2017, BHSDG managed over \$500,000 in donations and other revenues. With these funds, BHSDG was able to make grants for a wide range of equipment and educational enrichment opportunities. BHS is also fortunate to have assistance from the Berkeley Public Schools Fund, managing \$500,000 in district wide grants.

### **School and business relationships**

Berkeley High School is located west of Downtown Berkeley, which includes many business, restaurants, and cafes. The school works with the downtown business association to coordinate the foot traffic that stems from our open campus lunch, where the vast majority of students leave for their meal. Many companies and organizations close by either are working directly or indirectly with the University of California at Berkeley, located a few blocks further east of BHS. A key component of Downtown Berkeley is the BART (Bay Area Rapid Transit) station, one of the busiest of the transit system. The location of BHS makes for rich environment for student learning, whether college visits to the UCB campus or taking BART into San Francisco to visit murals in the Mission District. Moreover, the high school is making a more concerted effort to bring in the expertise in our community into the classroom. Whether researchers with Phds or experts in immigration law, many community members come to Berkeley High to discuss their educational background and career paths.

### **Staff description** (as of fall 2018):

Berkeley High School has a highly qualified staff of over 170 credentialed teachers and 60 classified staff, led by the principal, four vice principals, a U9 Math coordinator, an administrator over Special Education and two deans. To maximize student support, BHS has eight academic counselors, three college advisors, and a part time career advisor. Most recently, we have added three Intervention counselors who work with our most at-risk students, providing social, emotional, and academic emotional support to focal students through their 12th grade. BHS also has two Student Welfare & Attendance Specialists in our On Campus Intervention center (OCI) with two restorative justice facilitators.

	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>Administration</b>	5	3	8
<b>Certificated</b>	116	82	198
<b>Classified</b>	46	38	84
<b>Total</b>	168	124	292

<b>Certificated Staff</b>	<b>Total</b>
American Indian or Alaskan Native	1
Asian Not Hispanic	15
Filipino Not Hispanic	2
Black or African American Not Hispanic	13
Two or More Races Not Hispanic	7
White Not Hispanic	155
No Response	5
Hispanic	16

Source: CALPADS 2016-17

<b>Certificated Pupil Services</b>	<b>Total</b>
Counselors (all types)	14
Psychologist	5
Speech/Language	1
Other	3

Source: CALPADS 2016-17

<b>Classified Staff</b>	<b>Total</b>
American Indian or Alaskan Native	0
Asian Not Hispanic	7
Filipino Not Hispanic	1
Black or African American Not Hispanic	42
Two or More Races Not Hispanic	0
White Not Hispanic	19

Hispanic	10
No response	1

Source: CALPADS 2016-17

In collaboration with Berkeley High School, the City of Berkeley operates a nationally recognized Health Center that provides basic student health services, including reproductive counseling, on campus. The health center staff includes:

Title	Total
Health Center Director	1
Health Center Manager / Health Educator	1
Nurse	1
Nurse Practitioner	2
Therapists	2
Health Educators	4
Mental Health Interns	5

Source: Health Center Director

### **BHS Mission Statement and Schoolwide Learner Outcomes**

The mission of Berkeley High School is to educate and inspire all students in a safe, respectful, and supportive environment. To achieve this mission, we will:

- Expect maximum achievement from each student
- Maintain high expectations for both students and ourselves
- Teach students to think critically, creatively and analytically
- Respect each member of the community as an individual
- Model and expect ethical and responsible behavior
- Provide a school structure which is open and accessible

We strive to create a variety of 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

## **Schoolwide Learner Outcomes**

- 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.
- 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.
- Create a culture of high expectations for academic achievement for all students through the use of disaggregated assessment data from internal and State CST sources.
- Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.
- Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.

## **ACS WASC accreditation history**

2018: Current Self Study; WASC visit in November 2018

2015: mid-term visit

2012: six-year accreditation, with a mid-term visit

2005: six-year accreditation; with a mid-term visit

2002: three-year accreditation

## **LCAP Description and Goals**

Berkeley Unified School District engaged and convened a series of meetings for key LCAP stakeholder groups, the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the Education Advisory Committee (EAC) and student focus groups. The meetings provided the stakeholders with an overview of local and state student achievement data and updates on LCAP funded Actions and Services. This was provided with the goal of creating opportunities for the participants to engage in ongoing inquiry and feedback on the services, actions and goals of the Local Control Accountability Plan (LCAP). Community members, parents, educators and students were also provided with numerous opportunities to learn about the Local Control Funding Formula (LCFF). On March 10, 2017, the PAC, EAC and DELAC participated in the Mid-Year LCAP Data Presentation and Budget Priority Workshop. This was a vital element in our efforts to employ a continuous cycle of improvement. Prior to the first Parent Advisory Committee Meeting (PAC), principals' identified a representative for their school sites. The PAC was comprised of 22 parent/guardians, representing Preschool through Grade 12.

Of the PAC members, four were parents of Socioeconomically Disadvantaged students, two were parents of English Learner Students and one was a parent/guardian of a Foster Youth. At its first meeting of 2016-17, the PAC elected co-chairs (a High school/Elementary parent and an Elementary School parent) who worked collaboratively with the Director of Special Projects and Programs to provide input on the agendas for each meeting and assume leadership roles in facilitating the PAC

Meetings. The agendas for the year included time at the end of each meeting for the PAC members to work together to create statements that were presented to the Board of Directors during Committee comment time at the bi-monthly Board Meetings. If the group determined there was not a need to address the Board then no statement was prepared. The PAC worked with district staff to create a template for each action or service that was funded by LCAP Supplemental funding. These templates were designed to incorporate the goals of each action, the resource allocation, the qualitative and quantitative findings from 2015-16, the PAC's comments, and the Superintendent's response.

## LCAP 2016-2017 Additional Information

### Goal One: High Quality Classroom Instruction (and Enrichment)

Action or Service	16-17 Budget Projection
Response to Intervention (RtI2) (K-8, .4FTE – 1.0 FTE per site)	\$925,030
Math Coaches (K-5 1.0 FTE, 6-8 .6FTE), Math Teacher Leader Stipends	\$276,086
Literacy Coaches (.2 FTE per site K-5)	\$266,057
AVID Program in Grades 7-12	\$163,728
Middle (Gr. 6) and High School Bridge Program	\$222,009
Super Science Saturdays (STEM) Grades 1-5	\$70,000
Literacy Pre-Teaching Summer Academy (Ramp Up) Grades 1-3 (new)	\$30,669
Extended Day Academic Intervention Grades K-8 (new)	\$142,083
<b>Total for Goal One</b>	<b>\$2,093,692</b>

### Metrics for measuring Goal One

- Annual Credential Report from California Longitudinal Pupil Achievement Data System (CALPADS)
- School Accountability Report Cards (SARC)
- SARC
- Professional Development Sign-in Sheets and Professional Development Survey
- Teacher School Climate Survey
- Local CCSS Reading Assessment (TCRWP)
- 3rd Grade SBA Performance Level in ELA
- 8th Grade SBA Performance Level in Math
- 11th Grade SBA in ELA and Math
- AP Tests
- Transcript Evaluation Service (TES)
- Graduation Cohort Report (State Targets)
- Dropout Cohort Report (State Targets)

**Goal Two: Culturally and Linguistically Responsive Systems**

<b>Action or Service</b>	<b>16-17 Budget Projection</b>
Attract and Retain Teachers of Color (K-12)	\$60,000
Equity Instruction TSA (.5 FTE) (new)	\$51,165
ELD Teacher Coaches at Sites (.4 FTE – 1.0+FTE K-12)	\$994,647
ELD District TSA (K-8)	
Professional Learning Communities (PLCs) (K-12)	\$40,000
<b>Total for Goal Two</b>	<b>\$1,145,812</b>

**Metrics for measuring Goal Two**

- Professional Development Sign-Ins
- Professional Development Survey
- QSS
- ELPAC (was listed as CELDT previously)
- District Reclassification Rate

**LCAP Goal Three: Safe, Welcoming and Inclusive School Climate**

<b>Action or Service</b>	<b>16-17 Budget Projection</b>
Behavioral Health, Trauma Informed Practices (K-5, BTA)	\$147,355
Coordination of School Based Services (K-8, 1.0FTE)	\$127,912
Bay Area Peacekeepers (BHS, BTA)	\$20,000
Intervention Counselor BHS (2.0 FTE)	\$214,892
Restorative Practices Coordinator, BHS	\$60,000
Restorative Practices, Washington and BTA (SEEDS contract)	\$40,000
Restorative Justice Counselors (3.0FTE Middle Schools) (new)	\$306,990
Restorative Practices PD	\$15,000
Restorative Practices Secondary Training (new)	\$40,932
Site Coordinators for Family Engagement (K-5, BHS)	\$331,447
<b>Total for Goal Three</b>	<b>\$1,304,528</b>

## Metrics for measuring Goal Three

- Elementary Report Card
- California Healthy Kids Survey (CHKS)
- Daily Attendance Report
- Annual P2 Attendance Report
- Annual State Suspension Report
- Family Engagement and School Climate Survey
- Illuminate Office of Family Engagement and Equity (OFEE) Log
- Participation Lists

### More information:

(<http://www.berkeleyschools.net/wp-content/uploads/2016/06/Table-A-LCAP-Data-Summary-6.29.16-FINAL-v2.pdf>)

## B. School Program Data

We encourage all BHS students to choose the most rigorous schedule that enables them to be successful. Berkeley High School coursework challenges while supports students to reach high levels of academic achievement while preparing each graduate to be successful in college, career, and life. Starting in the 2018–19 school year, all freshmen will be a part of the Universal 9th Grade Program (described in detail in Chapter 1). Through the Universal 9th grade program, all students will have access to academically rigorous and engaging content through a structured and supportive environment that honors the whole student. Following the Berkeley High lottery process, students can select from five quality small learning communities (SLCs) during the Spring of their freshman year that inspire and cultivate the gifts, talents, and passions of its students. Students also have the option of an off-campus Independent Study program.

Students, during the Spring of their sophomore year, request placement into one of our five rigorous, college preparatory academic learning communities through the BHS lottery process. Three of our communities (AHA, AMPS, and CAS) are small schools of 180 students, with approximately 60 students in each grade. Two of our communities (BIHS and AC) are larger programs of 600–900 students. Students enrolled in any one of our learning communities— Academic Choice (AC), Arts and Humanities Academy (AHA), Academy of Medicine and Public Service (AMPS), Berkeley International High School (BIHS) and Communication Arts and Sciences (CAS)—share a core group of teachers. All of the communities satisfy the A–G requirements for the 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. Students fulfill each learning community’s academic requirements. In Spring, at the same time they select classes, students have the opportunity to rank and submit their learning community preferences if they desire a change in community. A lottery held at the end of the spring semester (following diversity guidelines set by the Berkeley Unified School District) determines the learning community to which the student will be assigned. Each community is designed to give students the content knowledge, skills, and diverse learning experience to be successfully prepared for a four year university or college. Students also have the option of Berkeley Independent Study (BIS). BIS offers an academic option to the traditional classroom environment for students who prefer the flexibility and individualized format of



independent study. Every choice provides an opportunity to get the most out of one's high school education.

Berkeley High is also able to offer a wide variety of electives and career path oriented classes. Other courses students have room for in their schedule are taken from the individual departments: African American Studies, Performing and Visual Arts, Physical Education, and World Language. Additionally, since the last full WASC visit BHS has greatly expanded its Career and Technical Education class which include Robotics, Fire Sciences / EMT Certification, and an introductory criminal law class called Law and Social Justice.

### **Programs and Small Schools**

The 2018-2019 school year is a transition year for Berkeley High School. The new Universal 9th grade program, described below, will be for all incoming 9th grade students. The remainder of Berkeley High School's 10th-12th grade students are divided into five learning communities: two large programs and three small learning communities supported by the California Partnership Academy program. Historically, one of the main goals of the division of students was to personalize education to meet diverse interests through rich curricular choices while meeting all students' needs through a wide range of supports and interventions. All of the communities satisfy the A-G requirements for University of California. All offer access to 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.

#### **Universal 9th Grade Program (U9)**

Although there are benefits to students having the ability to choose a program for wide array of electives or for a priority for a close community, we have concluded that incoming freshmen should have only the label and identity of "Berkeley High student" for one year; beginning in the fall of 2018, incoming 9th graders will be part of our Universal 9th grade program (see Chapter 1 for detailed description). All incoming ninth grade students are assigned to one of seven houses, or hives. These hives are composed of approximately 120 demographically homogeneous students who share four teachers in their core subject areas: Math 1, Physics 1, English, and Ethnic Studies/Social Living. Students choose their remaining two classes out of the elective options presented below. At the end of ninth grade, students have the opportunity to rank the five learning communities at Berkeley High School for their 10th-12th grade education.

#### **Academic Choice (AC)**

With almost 1000 students, Academic Choice is one of the two large programs. 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 while allowing access to the full range of African-American studies, science, math, arts, physical education and world language classes available at Berkeley High School. AC students choose their science, world language, PE, math and arts electives from the full range of classes offered throughout Berkeley High. Academic Choice students are expected to complete all UC/CSU a-g course requirements prior to graduation, and are encouraged to take Advanced Placement (AP) courses in their junior and senior years. AC teachers support that expectation and work to ensure that their students are prepared to take AP courses. Students can choose to take AP classes in a variety of content areas as well as courses offered by the African American Studies Department. We also encourage

AC students to take four years of math, and three years of science and world language. Berkeley High recognizes students with a Certificate of Completion issued by the Academic Choice program if they graduate from AC having completed all UC/CSU a-g subject requirements and submit a complete senior seminar research project.

Academic Choice at BHS provides not only a college preparatory curriculum but also a community of students working with teachers, parents and peers to realize their full intellectual and creative potential. Academic Choice teachers, students, and families strongly believe that the program should reflect our diverse school population and that all students should have the resources to succeed in school and beyond. The typical Academic Choice class follows a seminar approach, encouraging intellectual curiosity, analytical thinking, and a close working relationship between student and teacher.

### **Academy of Medicine and Public Service (AMPS)**

The Academy of Medicine and Public Service (AMPS) is a small school offering a college and career curriculum that develops community leaders in health careers and services through the broad lens of public health. AMPS works through new and established relationships with community organizations, institutions and businesses. Through these partnerships students gain valuable job experiences and opportunities beyond the traditional educational framework, planting the seeds of leadership during these significant and life-shaping years. AMPS students learn by addressing issues and problems in the larger community, with an emphasis on individual and public health. AMPS teachers encourage students to work for reform in their communities and the world.

### **Arts and Humanities Academy (AHA)**

The Arts and Humanities Academy (AHA) provides an innovative, equitable, rigorous academic and arts curriculum. Students use the lens of the arts to seek creative solutions to academic and artistic challenges. In the first two years, students broaden their artistic expertise by taking a selection of visual and performing arts classes. In the 11th and 12th grades, students pursue mastery in the discipline of their choice and design an arts-based internship in the community, applying their interests as both artist and scholars. Senior thesis projects include academic and artistic presentations. AHA students may select their world language and PE classes from the many options offered in the elective programs. AP options are available in English, math, science and world languages. AHA structures the core of our teaching on project-based learning and interdisciplinary endeavors. Classroom practices are creative and flexible, meeting the needs of all learners and building on the strengths of multiple intelligences. Students work collaboratively within an environment where the arts are the vehicle for creative and analytical thinking. We develop into members of society with the skills to write and think with our minds, create with our hands, express with our bodies, act and speak from our hearts, and inspire others to do the same.

### **Berkeley International High School (BIHS)**

With almost 900 students, the Berkeley International High School (BIHS) is one of the two large programs. BIHS is an authorized International Baccalaureate school, and focuses on international studies. BIHS students take core IB courses and can choose to pursue the IB Diploma Program in 11th and 12th grade. The integrated three-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 students' understanding of the nature and value of their own cultures and the recognition and development of universal human values. Additionally, BIHS requires all juniors and seniors to complete International Baccalaureate History and English, Theory of Knowledge, an extended essay, and significant volunteer and extracurricular hours including reflection and a student-designed project in the areas of creativity, action, and service. All of our courses across the disciplines prepare students to succeed not only on IB exams, but also in their college classes by emphasizing the following: critical thinking, discussion, written assignments, oral presentations, interdisciplinary learning, academic investigation, and international mindedness.

### **Communications Arts and Sciences (CAS)**

Communication Arts and Sciences (CAS) was founded in 1997 by teachers and families who had the goal of tapping into the rich diversity of Berkeley High students to create a heterogeneous learning community of 180 self-directed and independent learners. Distinguished by its focus on critical thinking, social justice, media literacy, and service learning, CAS offers an academically rigorous course of study and trains its students to communicate effectively in both print and electronic media through 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 print projects, and they travel to museums, theaters, cultural centers, colleges and to countries like Cuba, Mexico and Vietnam. The CAS curriculum and the faculty ensure an atmosphere of academic rigor while facilitating and respecting different learning styles and cultural experiences. To excel in CAS, a student must meet the dual challenges of intellectual mastery and effective communication in the classroom and in the larger world.

### **Counseling Enriched Class (CEC)**

The Counseling Enriched Class is an option for students with Individualized Educational Plans who would benefit from a smaller program that offers an on-site therapeutic environment.

### **English Learners-Newcomers (ELN)**

This program focuses on recently arrived students who speak little or no English. The program is a Structured English Immersion Program (SEI) with academic classes offered in the student's native language. This year there are 88 EL students in the Newcomer Program. A Newcomer EL student is learning a new language: reading, writing, speaking, and listening to academic English, as well as acculturating to American school culture and expectations. Newcomer EL students are in ELD classes for two hours daily and in Specially Designed Academic Instruction in English (SDAIE) classes for their core subjects of math, history, science, and English. 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.

- 56% of EL students at BHS are long term English learners.
- 44% of EL students at BHS are newcomers.

**English Learners Demographics at BHS 2017-2018** (updated February 2018)

<b>Number of students</b>	<b>Program</b>	<b>Percentage of EL population</b>
71	EL students in ELD Program	44%
91	EL students in Mainstream Program	56%
44	El students with IEPs	27%

**English Learners Demographics at BHS 2017-2018**

<b>Number of students</b>	<b>Learning Community</b>	<b>Percentage</b>
37	Academic Choice	23%
9	Arts and Humanities	6%
9	AMPS	6%
12	Berkeley International	7%
7	CAS	4%
71	ELN	44%
17	HB (7), CEC (3), SEIP (1), ACAT(3) ,BIS (3)	10%

<b>Number of students</b>	<b>Language</b>	<b>Percentage</b>
88	Spanish	54%
20	Arabic	12%
6	French	4%
6	Urdu	4%
42	Amharic, Cantonese Chinese, Farsi, Finnish, German, Hebrew ,Hindi, Italian, Japanese, Kiswahili, Korean, Mandarin, Nepali, Norwegian, Pashto, Persian, Portuguese, Punjabi, Russian, Tagalog, Thai, Tibetan, Tigrinya, Turkish, Vietnamese	26%
<b>Grade</b>	<b># of students in ELD Program</b>	<b># of EL students in mainstream classes</b>
9	18	24
10	23	21
11	16	19
12	14	27

### **Home Base (HB)**

The Home Base program is a Special Day Class for students with more significant needs based on their Individualized Educational Plan.

### **Berkeley Independent Studies**

Providing quality personalized instruction for two decades, Berkeley Independent Study (BIS) acknowledges and welcomes each student's personal, cultural and academic background. BIS is an option for all Berkeley High students who prefer individualized, weekly meetings with teachers. There is no opportunity to sit in the back of the classroom. Students at varying academic proficiencies thrive in our informal, relaxed environment. BIS students become critical thinkers and independent, lifelong learners. BIS offers an alternative to the typical classroom environment to approximately 150 students, grades 9th through 12th. Students must be self-motivated and organized to succeed in BIS' academically rigorous courses. Many different kinds of students attend BIS: those who excel academically, those taking college courses, those who have jobs, those with children, those with major athletic or artistic pursuits, those with emotional or health related issues who need extra support, or those who for some other reason are seeking an alternative educational environment.

### **Special Education Inclusion Program (SEIP)**

The SEIP program offers students an alternative to on-site access to curriculum based on decisions made by the IEP team.

### **Cyber High**

Cyber High is a high school curriculum that is administered online. The curriculum is fully accredited through Fresno Unified School District and is aligned with the California State Content Standards and Frameworks. Select courses also meet the University of California's "a-g" requirements. Berkeley High School students can take self-paced courses through Cyber High that make up credit deficiencies for high school graduation. All work is done on computers at Berkeley High School. Credits earned will be posted on the student's BHS transcript. Cyber High is limited to seniors and juniors who need credits to graduate.

### **Supplemental Funding Sources: BSEP**

While Berkeley High School does not qualify for Title 1 or Title 2 funding, our school does benefit from a local parcel tax measure, known as the Berkeley Schools Excellence Program, or BSEP, and is a vital funding source for the Berkeley Public Schools. BSEP funds come from a special local tax, first created in 1986 as a response to Proposition 13 funding shortages. The special tax measure has been renewed, expanded and approved with substantial voter support in 1994, 2004, 2006, and 2016. The BSEP Measure provides revenues which total almost \$25 million, representing about 20% of the District budget. The funds are allocated in accordance with the measure to the following purposes:

- Smaller Class Size, Expanded Course Offerings & School Counseling Services (66%)
- School Site Discretionary Funds (10.25%)
- School Libraries (6.25%)
- Music and Visual & Performing Arts (7.25%)
- Parent Outreach (1.25%)

- Professional Development, Program Evaluation, and Technology (9%)
- Public Information, Translation, Community Engagement and Committee Oversight (2% of net)

Every year, Berkeley High School forms a BSEP Site Subcommittee, which is tasked with reviewing programs that currently receive funding and considering proposals for funding new programs that support student achievement and school goals. The amount of site money differs from year to year, with the total for 2018-19 being just over \$810,000. A table summarizing the programs funded by BSEP site money in approximate dollars is below:

Item	Description	Amount
Student Support - Tutoring	Funds are used for school-wide tutoring, as well as specifically targeted tutoring and coaching for English learners, students in various music programs	\$175,000
Coordinator of Tutoring Center	Funds supports an 80% position to coordinate and run our student learning center	\$72,000
College and Career Counselors	Funds support two full-time college and career counselors	\$200,000
Parent Resource Center Position	Funds partially support a position in the Parent Resource Center on campus	\$47,000
Student Welfare and Attendance Position	Funds support a full-time position for a staff member to coordinate our On-Campus Intervention room	\$76,000
Student Support - Classes	Funds support two sections of classes specifically targeting students who need extra academic support during the school day	\$43,500
Classified Staff Roles	Funds support various classified staff roles that work with various arts programs on campus, as well as coordinating volunteers school-wide	\$139,000
Instructional Materials	Funds support a significant amount of consumable instructional materials for various departments each year	\$60,000

**English Learners Designation**

Classification of English Language Learners is evaluated according to the BUSD Board of Education which includes administering the English Language Proficiency Assessment for California (ELPAC)—a reading, writing, speaking, and listening test. If the student scores 1–3 overall on the ELPAC, s/he is classified as an English Learner (EL) until s/he reclassifies. If a student scores overall as a level 4 then s/he is not classified as an EL. To earn the designation of “Newcomer” English Learner, the student, most of which are newly arrived to the U.S., or has a score of 1-3 on the ELPAC. A student with an initial score of 4 is given the option to participate in the Newcomer Program or not. An EL student who has been here for more than five years can be in any of the learning communities, regardless of ELPAC level. Furthermore, parents may also request a placement in or out of the Newcomer Program. Newcomer students gain one level every year on the ELPAC and some skip levels. A Newcomer who comes into BHS at ELPAC level 1/2 can stay longer at BHS and have a “fifth year” of high school to become more proficient in English.

Reclassification criteria in order to be reclassified from an English Language Learner (ELL) to Reclassified-Fluent English Proficient (RFEP), students must meet the California State and Berkeley Unified School District criteria listed below: • Meeting the state-determined minimum score for reclassification on the English Language Proficiency Assessments for California (ELPAC) • Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery including but not limited to receiving a grade of C or higher in English Language Arts and passing the local English Language Arts (ELA) Assessment • Parent/Guardian opinion and consultation • For Grade 11 students only: meet or exceed standards on the ELA section of the California Assessment of Student Performance and Progress by scoring at a 3 or higher on the Smarter Balanced Assessment of English Language Arts • For students with Individual Educational Plan (IEP): consultation with the site Special Education, Program Supervisor.

**Low Income / Socio-economically Disadvantaged Students**

Berkeley Unified and Berkeley High School continue to identify the best practices in supporting our most vulnerable students, specifically those from low income households. As the norm, BHS identifies these students through the free / reduced lunch program. Additionally, BHS uses the Academic Support Index described in chapter 1. We use ASI data to identify those students who may need additional support by providing each student with a quantitative measure of the likelihood that he or she will require additional academic support to fully realize his or her learning potential. While many of these support programs have existed for years, many strategies are new and being specifically refocused in our new Universal 9th grade program:

- **Intervention Counselors** - Intervention Counselors work with focal students to support social/emotional health and to keep them on track in class. Intervention Counselors help provide additional support and also work with the restorative practices coordinates to establish community in the school. Initially beginning with one counselor, BHS in the last academic year has been fortunate to add two more intervention counselors, specifically working with the U9 teachers.



- **AVID** - Advancement Via Individual Determination (AVID) is a four year academic elective course that prepares on average 65 to 75 students per year for college readiness and success. During the 9th and 10th grade years AVID students will receive instruction through a rigorous college preparatory curriculum provided by AVID Center. Students will participate in tutor facilitated study groups, motivational activities and academic survival skills. The 9th and 10th grade AVID course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, preparation for college entrance and placement exams, college study skills, test taking strategies, note-taking and research. The AVID 9th and 10th grade AVID curriculum also focuses on college and career awareness through work in class, guest speakers and field trips to colleges.
- **RISE** - Responsibility, Integrity, Strength & Empowerment is dedicated to the social and academic advancement of at-risk teenagers. Students come in as rising 8<sup>th</sup> graders in our summer transition program. We support over 100 students annually through all four years of high school. We provided post-secondary support to aid transition and completion of post-secondary. Our goals are to assist youth to achieve a positive sense of self, to develop commitment to community, and to be eligible for and succeed in post-secondary education by providing before and after school tutorials with additional study spaces on weekends. Additionally, RISE offers case management service to help alleviate the obstacles to obtaining an education.
- **BHS Bridge** - Berkeley High Bridge, originally known as “Summer Bridge”, originated in 2010 as part of the 2020 Vision for Equity, a plan with the City of Berkeley, BUSD and the Berkeley community to better serve all Berkeley students, specifically underserved students. The program is voluntary and intended for first generation and low income students who have the general and essential desire to succeed academically, attend college, yet benefit from and sometimes require the extra support, guidance, and resources the program offers to achieve those ends. Bridge demands a significant investment of time, energy, and effort from all of its students as they develop skills, competencies, and the ability to navigate the often complex pathway to a college education. Beginning with the summer session prior to 9th grade year, and continuing with daily afternoon meetings, weekend study sessions, and regular tutorials throughout their four years at Berkeley High School, Bridge students invest between 150 and 250 additional academic hours per year in their education. Currently Bridge serves four cohorts, totally 120 students per year.
- **LEAP** (Learn, Engage, Accelerate, Persist) - LEAP is a 9th grade only elective class wherein students are supported in their academic, social, and emotional development as they transition to high school. It combines direct academic support and acceleration with a robust college and career readiness curriculum called Get Focused, Stay Focused (GFSF). In partnership with Berkeley Community College, all LEAP teachers are trained in the GFSF content which is a comprehensive guidance program centered around a student’s interests and life goals, a 10-year plan, and college and career readiness pathways. LEAP instructors also teach one of the core academic classes in the Hive, thereby increasing the personalization available to LEAP students. UC/CSU (g)



- **Restorative Justice Coordinator** - As mentioned in Chapter 1, in 2016 we embraced the concepts around restorative justice, hiring a full time RJ coordinator. community building and conflict resolution principles and practices that enrich communities, repair harm, restore relationships and create safe and inclusive spaces for dialogue.
- **Parent Resource Center** - The Parent Resource Center is a place where parents can come and feel welcome, have a sense of belonging and be reassured that their ideas, concerns, and opinions are valued and will be addressed in a timely manner. Staffed with two Parent Liaisons (one who is fluent in Spanish), the Center provides a safe and caring environment for growing, learning and connecting.

### **Foster Youth and Homeless Students**

BUSD and Berkeley High continue to identify how to best support the needs of homeless students. With the migration of data to the California Dashboard, the district was made more aware that resources and attention are necessary with this population of students. The district has worked with the Alameda County Office of Education during the spring of 2018 to examine the current infrastructure we have in identifying and supporting our homeless students. We are currently running data on homeless students for every LCAP action and service to assure that we are progress monitoring and identifying their specific needs to allocate the appropriate resources.

### **Students with Special Learning Needs: Inclusive Education**

Berkeley High School serves approximately 320 students with Individual Educational Plans (IEPs). Special Education services at the high school meet the diverse requirements of students with a wide range of learning needs, from mild to severe learning, emotional, and physical differences. In accordance with the mandate to provide the least restrictive environment for all students, special education staff members provide students with the most inclusive program possible. Special education teachers collaborate with and support general education teachers.

All learning communities are able to meet the needs of all students with IEPs, and educational specialists work with the staff of each learning community to make the curriculum accessible. Special educators teach literacy, math and transition with the twin goals of increasing student success in general education and of promoting positive post-secondary outcomes. Students' school programs are designed through the IEP process and may include single or multiple periods of specialized academic instruction. The IEP process also focuses on building skills needed for post secondary transition, sometimes including job placements, individualized programs that enable students to make up needed credits, and classes explicitly preparing students for life after high school.

### **Courses for students with Moderate to Severe Disabilities (Homebase Program)**

- INE Community Transition
- INE Work Skills
- INE Life skills Math
- INE Life skills Social Living
- INE Reading
- INE Health

### Courses for students with Mild/Moderate Disabilities

- INE Math Incorporates basic math skills with practical instruction in real-life math.
- INE Literacy Emphasis on all aspects of literacy, including decoding, fluency, and comprehension in reading, as well as scaffolded support in writing, academic language development, and oral language practice.
- INE CLC (Collaborative Learning Center) Weekly direct instruction provided in skills that will prepare students to transition to college and career, with structured time to review and apply skills learned in general education classes.

**Counseling Enriched Classroom (CEC)** This structured, self-contained, and goal-oriented program combines academic coursework with an intensive therapeutic component. The CEC includes a counseling integrated component within the classroom along with individual and family therapy outside the classroom. Students are referred through the IEP process, and can participate in a flexible schedule that affords them the opportunity to take courses in the large school program depending upon individual goals and needs. Within the CEC, courses include those required for graduation, such as English, math, history, and science, which will fulfill requirements for a high school diploma.

### Additional Courses

- INE Work Experience Possible for special education internship programs.
- INE Community Transition Focuses on the transition skills necessary to maximize independent living, including nutrition, healthy lifestyles, social skills and communication, civic participation, budgeting, technology, and food preparation.
- INE Lifeskills Umbrella course designed to meet the unique academic and transition needs for students with disabilities, including access to Cyber High credit recovery and other coursework as determined by the IEP process.

## C. Demographic Data

The city of Berkeley is a dynamic and fast changing city which is influenced culturally and economically by its location within the greater Bay Area and the impact of U.C. Berkeley within our community. All these influences can be seen within the high school as our community continues to evolve.

### Parent education level

Highest Household Education Level	Total	Percent
College Graduate	775	25.1
Decline to state/unknown	185	6.0
Graduate School/Postgraduate degree	1219	39.4
High School Graduate	263	8.5
Not a High School Graduate	188	6.1
Some College	462	14.9

Source: Illuminate BHS Support Report 2017-18

**Percent of eligible Free and Reduced Lunch students**

<b>Socioeconomically Disadvantaged</b>	<b>Total</b>	<b>Percent</b>
Not SED	2155	69.7
SED	938	30.3

Source: Illuminate BHS Support Report 2017-18

**Student Enrollment****Grade level**

<b>Grade</b>	<b>Total</b>	<b>Percent</b>
9th	844	27.3
10th	776	25.1
11th	730	23.6
12th	742	24.0

Source: Illuminate BHS Support Report 2017-18

**Gender**

<b>Gender</b>	<b>Total</b>	<b>Percent</b>
Female	1572	50.8
Male	1517	49.0
Gender Neutral	4	0.1

Source: Illuminate BHS Support Report 2017-18

**Ethnicity**

<b>Reported Race/Ethnicity</b>	<b>Total</b>	<b>Percent</b>
American Indian or Alaska Native	7	0.2
Asian	246	8.0
Black or African American	475	15.4
Filipino	14	0.5
Hispanic	730	23.6
Native Hawaiian or Other Pacific Islander	11	0.4
Two or More Races	383	12.4
White	1227	39.7

Source: Illuminate BHS Support Report 2017-18

**Predominate primary languages other than English**

<b>Primary Language</b> (only showing those > 10 students)	<b>Total</b>	<b>Percent</b>
Arabic	49	1.6
Cantonese	17	0.5
English	2276	73.6
Farsi (Persian)	14	0.5
French	40	1.3
German	21	0.7
Japanese	13	0.4
Mandarin (Putonghua)	13	0.4
Other Non-English Language	88	2.8
Portuguese	11	0.4
Punjabi	11	0.4
Spanish	442	14.3
Urdu	19	0.6
Vietnamese	16	0.5

Source: Illuminate BHS Support Report 2017-18

**Students with Special Learning Needs**

<b>Disability Status</b>	<b>Total</b>	<b>Percent</b>
Special Education	325	10.5
504 Plan	180	5.8

Source: Illuminate BHS Support Report 2017-18

**Academic Support Index**

(See Chapter 1 for an explanation for ASI)

<b>Academic Support Index</b>	<b>Total</b>	<b>Percent</b>
0	671	21.7
1	778	25.2
2	355	11.5

3	347	11.2
4	291	9.4
5	237	7.7
6	199	6.4
7	132	4.3
8	46	1.5
9	23	0.7

Source: Illuminate BHS Support Report 2017-18

### Student Support Programs

Program	Total	Percent
AVID (variable)	47	1.5
Bridge (4 years of support)	111	3.6
LCAP Focal Students (3 years of support)	252	8.1
RISE (4 years of support)	90	2.9
LEAP 9th grade support class (to be implemented fall of 2018)	41	1.2

Source: Illuminate BHS Support Report 2017-18

### Advanced Placement and IB course Enrollment

Student	Total at BHS	Total Enrolled in AP or IB	Percent of Population Enrolled
American Indian or Alaska Native	7	4	57.1
Asian	246	108	43.9
Black or African American	475	117	24.6
Filipino	14	6	42.9
Hispanic	730	273	37.4
Native Hawaiian or Other Pacific Islander	11	2	18.2
Two or More Races	383	166	43.3
White	1227	593	48.3

Source: Illuminate report, Semester one enrollment, 2017-18

**English Language Proficiency**

<b>English Proficiency</b>	<b>Number</b>	<b>Percent</b>
English Learner	158	5.1
English Only	2278	73.7
IFEP	251	8.1
RFEP	405	13.1

*Source: Illuminate report, Semester one enrollment, 2017-18*

**D. Data on Addressing the Eight State Priorities****LCFF Priority 1 Basics (Teachers, Instructional Materials, Facilities)**

- All BHS staff is properly credentialed in their respective subject matter.
- Berkeley High has 14 National Board Certified Teachers
- Berkeley High School has one teacher on a short term / provisional instruction permit.
- Berkeley High School had over 25 student teachers, earning their California credential from seven different regional programs.
- Berkeley High School has 28 Instructional Assistant Para-Professionals who work with our students in the Special Education Program

**Number of BHS Staff with advanced degrees**

<b>Certificated Education Level</b>	<b>Total</b>
Associate degree	1
Baccalaureate Degree	58
Baccalaureate Degree +30 Credits	39
Masters Degree	91
Masters Degree + 30 Credits	17
Doctorate	3
Not Reported	5

*Source: Dataquest*

**Year of service / experience of certificated staff**

<b>Educational Service</b>	
Average Years in Teaching	12 years
Average Years in BUSD	9 years
Total First Year Staff	6 teachers
Total Second Year Staff	21 teachers

*Source: Dataquest*

\*Beyond accepting student teachers from regional credential programs, BHS does not have internships program.

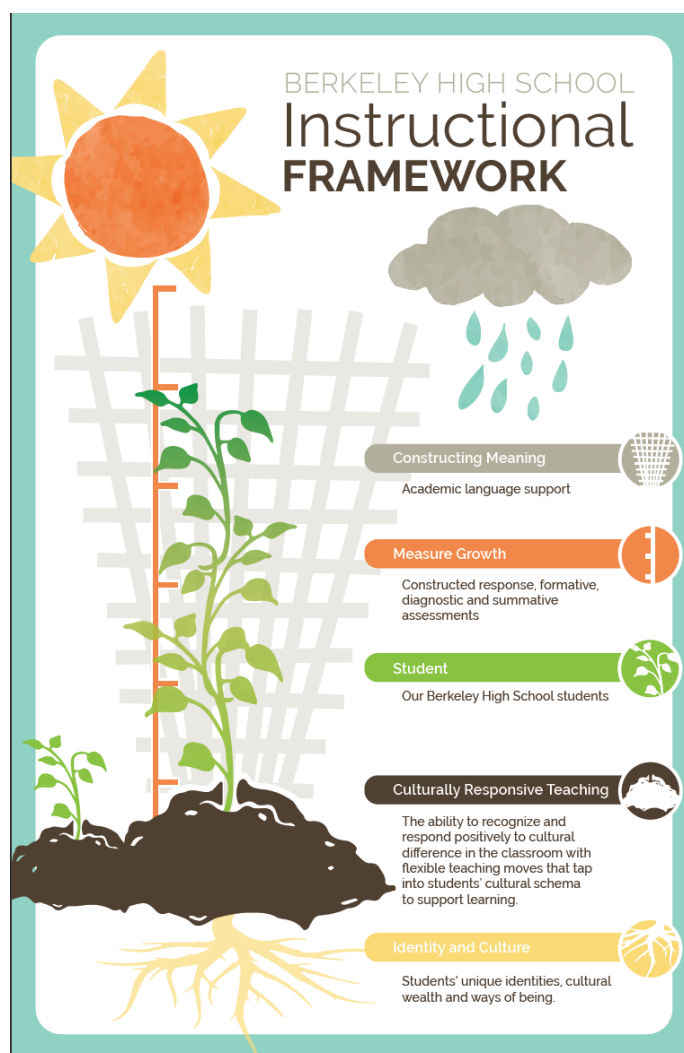
**Professional Development at BHS**

Berkeley High continues to place a great importance of the professional development of the staff. In addition to three all day professional development days, we continue to utilize a late start Monday PD model where staff reports to the school at 8:00 am for 90 minute professional development meetings. On Mondays, students report to school at 9:57 am for a modified bell schedule (see below).

**Mondays****Tuesday - Friday**

<b>Period</b>	<b>Times</b>		<b>Period</b>	<b>Times</b>
PD time	8:00 - 9:30		0 period	7:23 - 8:21
1st	9:57 - 10:40		1st	8:27 - 9:25
2nd	10:46 - 11:34		2nd	9:31 - 10:34
3rd	11:40 - 12:23		3rd	10:40 - 11:38
Lunch	12:23 - 1:03		Lunch	11:38 - 12:18
4th	1:09 - 1:52		4th	12:24 - 1:22
5th	1:58 - 2:41		5th	1:28 - 2:26
6th	2:47 - 3:30		6th	2:32 - 3:30
7th	3:36 - 4:19		7th	3:36 - 4:34

Berkeley High Staff rotate their PD work with their learning community and their subject matter departments. In addition to collaborating to best support students, staff continue previous work in mastering Culturally Responsive Teaching and connection to implicit bias. Other professional development at Berkeley High School includes Constructing Meaning where teachers encourage and are thoughtful about the use of academic language. More recently staff have attempted to incorporate many of these teaching strategies into individual cycle of inquiry professional development projects.



In  
its

## Berkeley High School 2017-2018 PD Calendar

### Pre-school year

Date	Notes
Friday, 8/18	CM Day 1
Monday, 8/21	Lead Teacher Retreat/CM Day 2
Tuesday, 8/22	Lead Teacher Retreat
Wednesday, 8/23	Department retreat Day
Thursday 8/24	SLC retreat Day



## School year

Date	Notes	Notes
8/25 (Friday)	<b>Staff Development Day</b> Rotations: <ul style="list-style-type: none"> <li>• Culturally Responsive Teaching (CRT)</li> <li>• Illuminate training</li> <li>• Dept (Ethnic Studies/ All-English)</li> </ul>	CRT rotation introduces staff to unconscious bias.
8/28	<b>Teacher Work Day</b>	
8/29	<b>First Day of School</b>	
9/4	<b>Labor Day: No School</b>	
9/11	SLC	
9/18	Department	
9/25	<b>OPEN HOUSE 9/28: NO MEETINGS</b>	
10/2	<b>All Staff--Bell Schedule discussion</b>	
10/9 (Monday)	<b>Staff Development Day</b> Community Building Breakfast <ul style="list-style-type: none"> <li>• CRT</li> <li>• Mandated Reporter</li> <li>• SLC time</li> </ul>	
10/16	Department	
10/23	SLC-Inquiry meeting 1	SDAIE teachers meet with EL department #1
10/30	SLC Inquiry meeting 2	
11/3 (Friday)	<b>Staff Development Day</b> <ul style="list-style-type: none"> <li>• Supporting undocumented students</li> <li>• CRT</li> <li>• Supporting students with IEPs/504's</li> <li>• WASC Focus Groups</li> </ul>	
11/6	Department	
11/13	Department	Ethnic Studies/ All-English
11/20	SLC-Inquiry meeting 3	
11/27	SLC-Inquiry meeting 4	SDAIE teachers meet with EL department #2
12/4	WASC Focus Groups	
12/11	SLC Inquiry meeting 5	
12/18	<b>Winter Recess: No School</b>	
1/1	<b>New Year's Day: No School</b>	
1/8	Department	
1/15	<b>Martin Luther King Jr Holiday: No School</b>	
1/22	WASC Focus Groups	
1/29	<b>Semester Break: No School</b>	
2/5	<b>OPEN HOUSE 2/8: NO MEETINGS</b>	
2/12	SLC	SDAIE teachers

		meet with EL department #3
<b>2/19</b>	<b>PRESIDENT'S DAY--NO SCHOOL</b>	
2/26	Department	Ethnic Studies/ All-English
3/5	Department--CM meeting (note-taker lesson)	
3/12	SLC	All interested U9 teachers meet.
3/19	SLC	SDAIE teachers meet with EL department #4
3/26	Department	
<b>4/2</b>	<b>SPRING BREAK--NO SCHOOL</b>	
4/9	Department	Ethnic Studies/ All-English
4/16	SLC--Alternative evaluations	
4/23	Department-Alternative evaluations	All U9 teachers not doing Alt Evals meet with DT.
4/30	Cross-SLC/dept meeting for inquiry cycle reflection	
5/7	SLC	SBAC Training
5/14	Department (30 min CM lesson series reflection)	Ethnic Studies/ All-English
<b>5/21</b>	<b>Malcolm X Holiday: No School</b>	
<b>5/28</b>	<b>Memorial Day Holiday: No School</b>	
6/4	SLC **Ramadan	
6/11	All Staff Meeting **Ramadan	

Professional Development Summary	Total Days
SLCs	15 (Sem 1=7, Sem 2= 6)
Departments	15 (Sem 1=7 Sem 2=6)
All Staff Monday Mornings	2
ALL DAY PD Days	3
English/Ethnic Studies-Social Living	5
SDAIE teachers meet	4

### Gender and ethnicity of staff

	Total	Percent
Female	128	59.8
Male	86	40.2

Source: Dataquest

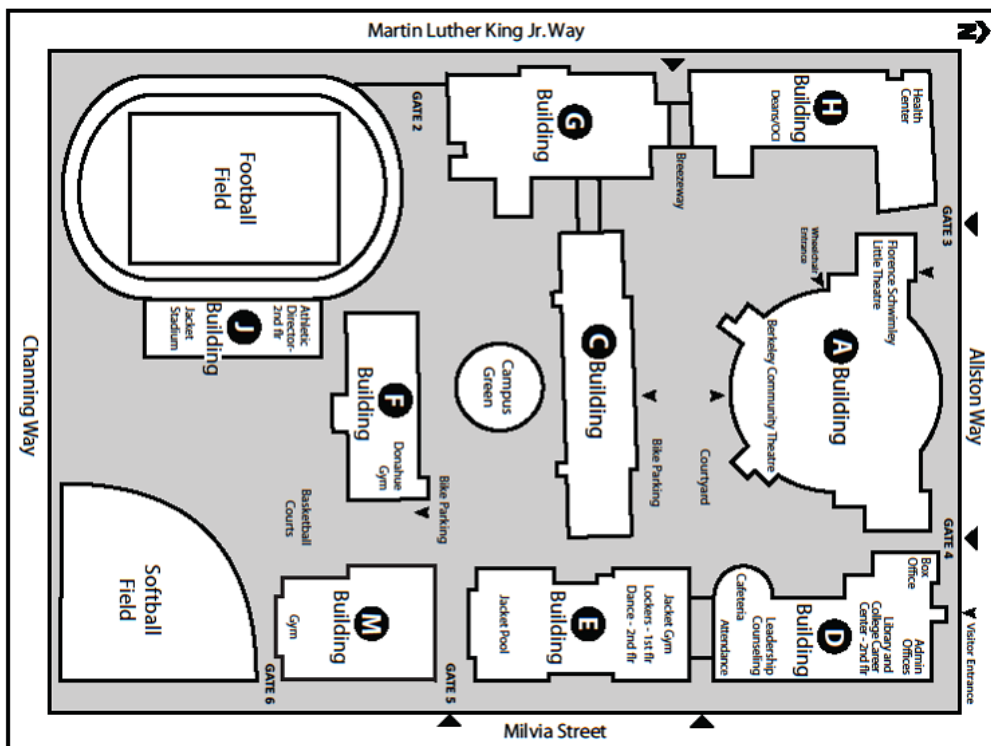
<b>Certificated Staff</b>	<b>Total</b>
American Indian or Alaskan Native	1
Asian Not Hispanic	15
Filipino Not Hispanic	2
Black or African American Not Hispanic	13
Two or More Races Not Hispanic	7
White Not Hispanic	155
No Response	5
Hispanic	16

Source: Dataquest

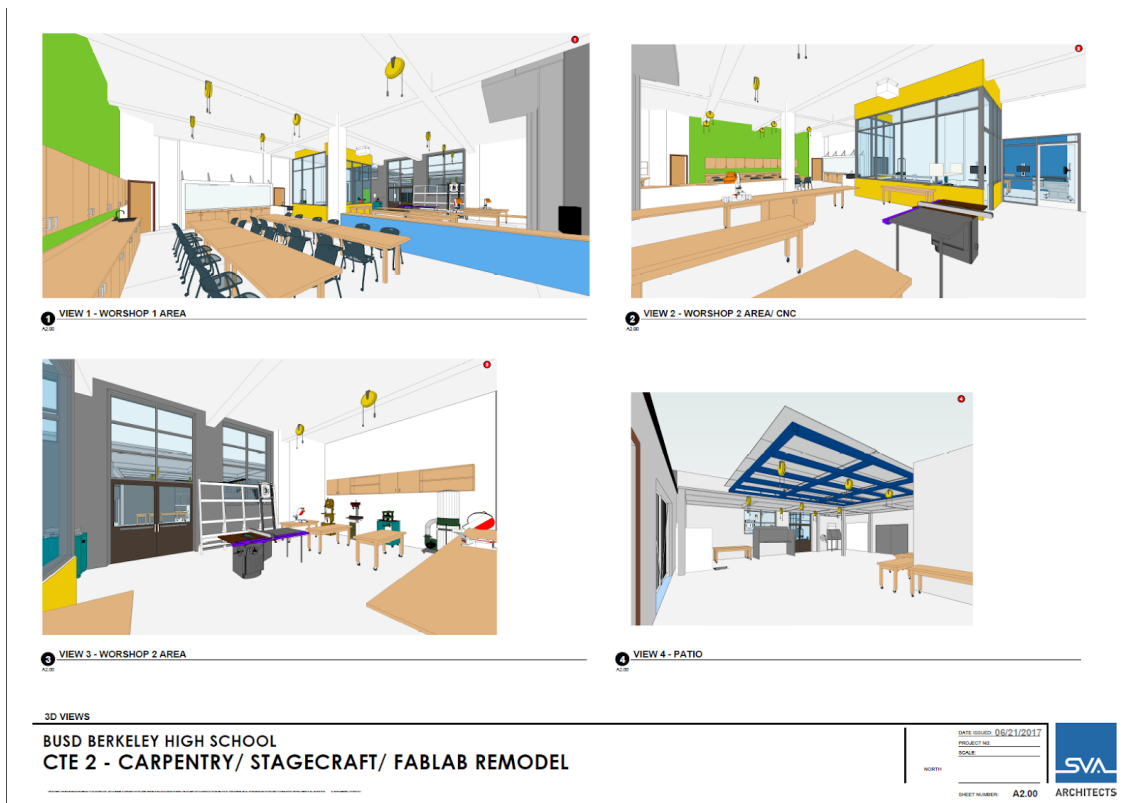
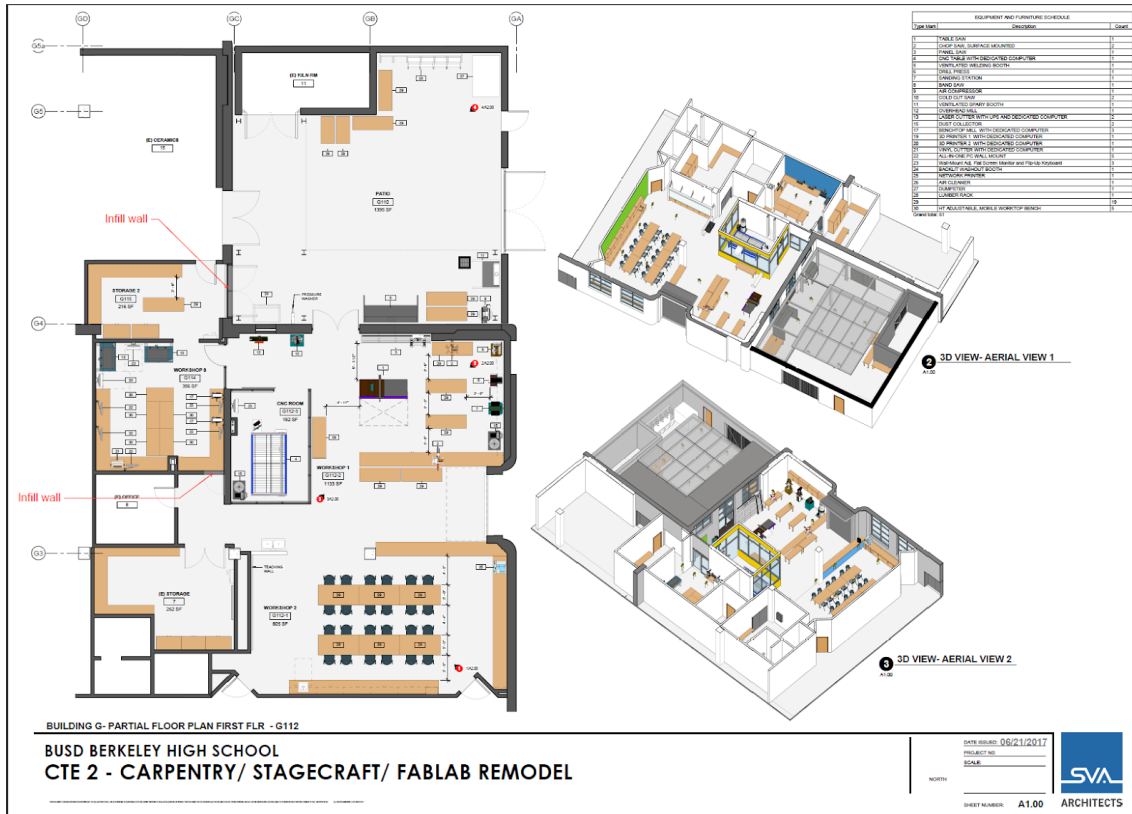
- Berkeley High staffs 28 Instructional Assistant Para Professionals (IAPP) supporting students across the campus with IEPs.
- Berkeley High School and BUSD is in compliance with the Williams Act, which states that which provides all students equal access to instructional materials, quality teachers, and safe schools. to standards-aligned instructional materials. Berkeley Unified School District has a process in place by which any new texts or materials are assessed by curricular committees to ensure that they align with current, subject-applicable standards, at which point they are then also reviewed and approved by the school board. School facilities are maintained in good repair description and evidence of the safety conditions, cleanliness, and adequacy of school facilities.

## Facilities

Berkeley High School is an 18 acre campus with nine main buildings and two support buildings that range in age from 5 to 96 years old. All of our buildings have been seismically retrofitted and fitted with fire alarms and sprinklers. Full time grounds and facilities staff include a maintenance engineer, gardener, and facilities supervisor. BHS is also supported by the district-level maintenance teams, which consist of both a day and night shift, and the grounds staff. We have eighteen custodians that work independently on their own stations during the school year and in teams during the breaks.



Additionally, our campus is undergoing much change as we build out Career and Technical Education pathways. The district has drawn plans to transform an art studio, two adjoining storage rooms and part of a patio to house classroom and workshop spaces as a Carpentry/Stagecraft/Fab Lab scheduled to open in the 2018-19 school year (see images on next page). This space will be equipped with advanced makerspace machines, including 3D printers, a CNC machine, a laser cutter and a variety of power and hand saws and tools. The space will continue as home to art classes and to new CTE (Career Technical Education) classes in carpentry and stagecraft, and serve as a resource for class activities and school groups, such as the Robotics Club.



Lastly, major renovations are in store for the 3500 seat Berkeley Community Theater, 575 seat Florence Schwimley Little Theater, and the adjacent “A building”. The multimillion dollar project will begin in the summer of 2019 to upgrade the theaters, providing additional classroom space, a redesigned dance space and a facility for our new CTE Stagecraft Pathway.

### **Science Facilities and Safety Protocols**

Berkeley Unified has a contract with ENV America/ENV Environmental to do waste disposal and safety training. The city of Berkeley does the Hazardous Materials evaluation and their inspector was last on campus in 2015. All of sciences courses are taught in designated lab rooms with fire proof desks, sinks, and gas jets. Additionally, specific classrooms require fume hoods, eyewash stations and safety showers, are made available to those instructors. We have two prep rooms for chemical storage and several storage closets so chemicals and equipment are stored away from students.

## **LCFF Priority 2 Implementation of Academic Standards**

The Berkeley High staff consistently refining and reflecting on our teaching to ensure that all students have access to a high quality education, with access to the necessary supports. In addition to using the California State Content Standards as the foundation for content, the faculty continues to align these standards to Common State Core Standards. Additionally since the last full WASC visit, teachers within departments developed, implemented and refined common assessments within many departments to accurately gauge progression.

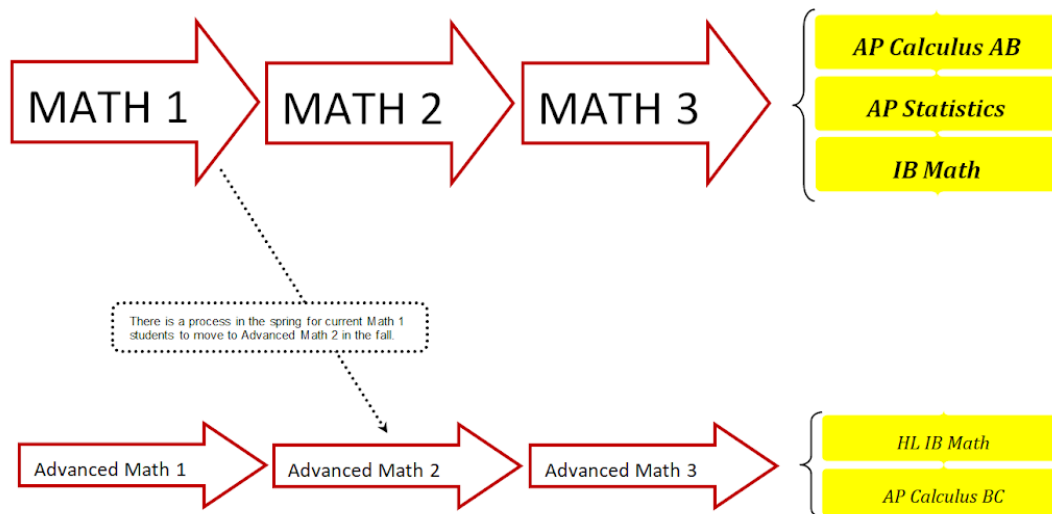
### **Science Department and New Generation Science Standards**

On August 24th, 2016 Lawrence Hall of Science staff Catherine Halversen, John Howarth, and Kevin Cuff facilitated a discussion with BHS science teachers on NGSS adoption (meant to gauge where our department was in the process of NGSS adoption). BHS science staff used a lab activity as an example to show how it could be modified to incorporate the three dimensional learning of NGSS. We then had a discussion about linking Culturally Responsive Teaching (CRT) and social justice pedagogy with NGSS.

Additionally, the science department lead teachers attended the Alameda County NGSS Rollout session and reported back to the department at an all department meeting in September, 2016. At the rollout session, lead teachers learned about three dimensional learning incorporated by the NGSS. Staff additionally learned about CER (Claim Evidence Reasoning) argumentative science writing. Staff was also informed about high school course sequences recommended by the NGSS. Since this rollout session, Berkeley High School chose the “three course sequence model”: Physics, Chemistry, Biology, with Earth and Space Science standards folded throughout the three core courses. Much of this work occurred through the rest of the 2016-2017 where science staff worked with academic counselors, administration and the school board to identify the best method to realign the science content and the major issues in doing so. Additionally, the science department to strengthen technical writing developed and implemented a NGSS aligned Constructed Response essay, given once at the beginning of the year and again at the end.

## Math and the Implementation of Math 1, 2, and 3

As described in Chapter 1, the teachers and administrators of Berkeley High School recognize the importance of providing a rich understanding of mathematics for all students. We are committed to providing instruction, tutoring, and additional supports to promote joy and confidence in learning mathematics, while preparing students broadly for life after high school. Through teaching common core-aligned courses (to both the content standards and the Standards for Mathematical Practice), our goal is to provide all students with a strong understanding of mathematics including critical thinking and problem solving, no matter what they choose to do after graduation. This approach prepares students of all levels to participate in many fields, including science, technology, engineering and math, known as STEM.



## English and Constructed Response

In the 9th and 10th grade, the English department uses a common writing assessment, the Constructed Response, to examine, align and assess how we address the Common Core content standards. Within the first two weeks of school, all 9th and 10th graders take a pre-assessment Constructed Response, in which students read an article about an issue and write a persuasive essay. English teachers score the essay using a teacher-generated rubric that encapsulates the Common Core argumentative writing standards. The results are uploaded to our student data tracking system, Illuminate, where they can be examined by multiple stakeholders. English teachers meet and use a data analysis protocol to reflect on the data.

Throughout the year, all English teachers are encouraged to use the rubric as an instructional tool as they address different aspects of writing. 9th graders complete a formative Constructed Response essay in their Ethnic Studies class. Teachers use a student scoring protocol to lead students through scoring each others' essays using the common writing rubric so that students can become knowledgeable about the rubric. Near the end of 2nd semester, English teachers give a post-assessment Constructed Response. They again reflect on the data as a department, including student growth. Because of the detailed rubric, teachers can share best practices based on which areas they addressed most proficiently. In addition, this year, English teachers also met to begin the process of creating vertical alignment for speaking and listening standards. They identified an important next step of needing to create a school wide discussion rubric--important work that can continue next year.

### **Freshman Seminar and Ethnic Studies**

Berkeley High School has a long and storied past with Ethnic Studies reaching back to the 1960s and the founding of the African American Studies Department, Black House, and the other ethnically-themed small schools of that era. The court decision that ended those themed schools ushered in a new era of rich elective offerings in the English and History Departments covering everything from Women's Studies to Politics and Power. As the costs of the elective program, double-period lab sciences and other BHS innovations became apparent, and recognized as unsustainable, BHS offerings were curtailed every year.

Beginning during the 2015-2016 school year, work began to standardize student experiences during each of the semesters of Freshmen Seminar: one semester of Ethnic Studies (BUSD graduation elective requirement) and one semester of Social Living (California state requirement covering sexuality and substance use / abuse) both taught by the same teacher. The work of standardization and alignment was a precursor to the two year work, laying the foundation for the launch of the Universal 9th program.

### **LCFF Priority 3 Parent Engagement**

Berkeley High has a vital interest in incorporating parent and guardian input on how the school operates, where resources are allocated, and how their children are educated. Parents have the opportunity to sit on one of many advisory committees whether within a SLC or on a body overseeing the entire school, in addition to attending one of the many informal - yet important - gatherings that occur throughout the year.

### **Committees**

At Berkeley High, there are three ways in which a parent/guardian, community member, staff member or student may become involved with the decisions made related to the BSEP funds and programs. All meetings are subject to the Brown Act and are open to public attendance.

#### **BHS Site Committee**

This subcommittee of the School Site Council committee has a role in creating an annual budget for the funds that come to Berkeley High from the BSEP School Site Discretionary Fund. The committee reviews the programs that currently receive funding and considers proposals for funding new programs that support student achievement and school goals. Meets once a month on Tuesday afternoon.

#### **BHS BSEP Site Committee**

This subcommittee of the School Site Council committee has a role in creating an annual budget for the funds that come to Berkeley High from the BSEP School Site Discretionary Fund. The committee reviews the programs that currently receive funding and considers proposals for funding new programs that support student achievement and school goals. Meets once a month on Monday afternoon.

#### **Safety Committee**

The charge of the School Safety Committee is to write, evaluate and update annually a comprehensive school safety plan that addresses the safety concerns of Berkeley High School identified through a systematic planning process. In developing the School Safety Plan, the School Safety Committee consults with a representative from the City of Berkeley law enforcement agency, the Alameda County probation



agency, the City of Berkeley Public Health and Mental Health agencies and the BHS Student Health Center.

### **Small Learning Community and Program Advisory Councils**

Each SLC and program has multiple opportunities for parent involvement and input. BIHS has two main groups to engage parent community: Advisory Council and the BIHS Parent Action Group (PAG). Both groups meet once a month for approximately 75 minutes. Advisory Council is a governance body that advises leadership on programmatic decisions, spending priorities, and BIHS professional development focus. It is made up of 5 teachers including the teacher leads, 5 students, 5 parents, and administration. PAG is a group of parents that help plan events, fundraise, and provide support as needed. Additionally, we use PAG meetings to inform parents about a range of BHS topics such as the health center, U9, math curriculum, the IB diploma, and student leadership to name a few.

AC, CAS, AHA, and AMPS have a advisory stakeholders that includes several parents and meets annually. Many learning communities additionally organizes family events over the year and typically involve families gathering to share a meal and interact with each other to build community, as well as to interact with the staff and get to know their child's teachers/counselor better. In addition, many SLCs are working to grow parent groups and are planning quarterly events around topics such as financial aid and supporting study skills.

For example, on of our small learning communities, AHA has an active parent and community council that involves representation from all four grade levels and even some alumni. These parents meet regularly throughout the year, with AHA teacher leaders and sometimes students, to discuss current issues and plan for upcoming events. The parent group is hugely instrumental in organizing the small school Back to School Night dessert and coffee mixer, our Kala Art Gallery Opening Night, and our Graduation Ceremony. Additionally parents have participated in "parent education nights" before where they organize a speaker to come talk to the parents on topics relevant to raising adolescents. In the past they have been involved and given input with some of our school-wide decisions, such as our early adoption of the Integrated Math curriculum.

## **LCFF Priority 4 Performance on Standardized Tests**

**NOTE:** Berkeley High has administered the CAASPP since the pilot year, and each year one notable difficulty is that we struggle with a widespread perception in our community that standardized testing is not of value. Across a wide swath of stakeholders, there is a noted lack of engagement in the CASSPP testing, which manifests most clearly in test-takers self reporting of not taking it seriously, as well as many requests (from students and parents) to opt completely out of the assessment. With that said, faculty and administration continue to identify ways to encourage students to take the tests seriously.

<b>ELA Percent Meeting Standards 11th Grade</b>	<b>2015 % Proficient</b>	<b>2016 % Proficient</b>	<b>2017 % Proficient</b>
All	66	70	58.4
Black or African American	31	44	21.9

Asian	67	70	56.8
Hispanic/Latino	59	52	38.7
White	86	88	78.2
Two or More Races	66	82	80.0
Economically Disadvantaged	38	47	31.2
Students with Disabilities	16	26	20.8
English Learners	5	18	16.7
Participation Rates	--	77	76.9

Source: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

<b>Math Percent Meeting Standards 11th Grade</b>	<b>2015 % Proficient</b>	<b>2016 % Proficient</b>	<b>2017 % Proficient</b>
All	55%	51%	41.0%
Black or African American	12	20	4.8
Asian	56	61	49.9
Hispanic/Latino	28	28	18.8
White	63	70	65.1
Two or More Races	51	70	48.4
Economically Disadvantaged	18	24	15.7
Students with Disabilities	4	6	15.3
English Learners	13	15	12.1
Participation Rates	--	70	70.3

Source: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

### CELDT

<b>Year</b>	<b>Number Tested</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>
2017	155	83	54%
2016	161	86	60%
2015	182	97	53%
2014	213	129	61%
2013	261	151	57%

**SAT**

<b>Year</b>	<b>12th Grade Enrollment</b>	<b>Number Tested</b>	<b>Avg. Reading</b>	<b>Avg. Math</b>	<b>Avg. Writing</b>	<b># of scores <math>\geq 1,500</math></b>	<b>Percent of scores <math>\geq 1,500</math></b>
2016	798	504	569	568	563	349	69.25%
2015	741	450	583	580	574	335	74.44%
2014	778	497	558	557	551	334	67.20%

**ACT**

<b>Year</b>	<b>Grade 12 Enrollment</b>	<b>Total tested</b>	<b>Reading</b>	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Scores <math>\geq 21</math></b>	<b>Scores <math>\geq 21</math></b>
2016	798	240	26	25	24	24	169	70.42%
2015	741	310	24	23	23	23	194	62.58%
2014	778	214	24	23	23	22	139	64.95%

**Advanced Placement**

- Berkeley High offers 25 Advanced Placement classes in all subject matters.
- In 2017, 784 students took 1460 AP exams. On 299 exams they scored 5; on 383 exams they scored 4, on 355 exams they scored 3; on 269 exams they scored 2 and on 154 exams, they scored 1.
- 144 students were designated AP Scholar meaning that they had a 3 on three or more exams.
- 59 were designated an AP Scholar with honors (3.25 or better on all exams taken or 3 or higher on 4 exams.)
- 74 were designated an AP Scholar with distinction (3.5 on all exams or 3 on 5 or more exams)
- 12 were National AP Scholars having 4 on all exams taken or 4 or higher on eight or more exams.

**Advanced Placement and IB course Data****Advanced Placement and IB course enrollment**

<b>Student</b>	<b>Total at BHS</b>	<b>Total Enrolled in AP or IB</b>	<b>Percent of Population Enrolled</b>
American Indian or Alaska Native	7	4	57.1%

Asian	246	108	43.9
Black or African American	475	117	24.6
Filipino	14	6	42.9
Hispanic	730	273	37.4
Native Hawaiian or Other Pacific Islander	11	2	18.2
Two or More Races	383	166	43.3
White	1227	593	48.3

Source: Illuminate report, Semester one enrollment, 2017-18

	2014	2015	2016
Total Enrolled in grades 10-12	2,353	2,400	2,374
Total AP Tests	1360	1582	1618
Number of students who took at AP test	760	802	796
Percent of students who took at least one AP test	32.3%	33.4%	33.5%

Source: Advanced Placement test coordinator

**International Baccalaureate classes offered with a corresponding IB test at BHS include:**

- IB Economics
- IB Anthropology
- IB Environmental Systems and Societies
- IB Biology
- IB History of the Americas, Senior Year
- IB English, Senior Year
- IB Visual arts

**Other courses that share a course code with AP classes include:**

- Spanish and French IV (which can also be AP Spanish or IB Spanish Standard Level)
- IB Mandarin Standard Level (AP Mandarin)
- IB Math Standard Level (AP Calculus AB)
- IB Math Higher Level (AP Calculus BC)
- IB Computer Science Standard Level/Higher Level (AP Computer Science)
- IB Chemistry (AP Chemistry)
- IB Math Studies Standard Level (which is a class somehow that is mostly non-BIHS students)
- IB Music Standard/Higher Level (AP Music Theory)

**IB Exam Results**

<b>Year</b>	<b>Results</b>	<b>Pass Rate</b>
2015	<ul style="list-style-type: none"> <li>905 exams registered</li> <li>28 scored 3 or lower</li> </ul>	93.1%
2016	<ul style="list-style-type: none"> <li>900 exams registered</li> <li>36 scored 3 or lower</li> </ul>	87.2%
2017	<ul style="list-style-type: none"> <li>825 exams registered</li> <li>48 scored 3 or lower</li> </ul>	88.2%

Course approval at Berkeley High School is a delegated responsibility to one of the Vice Principals.

**English Learner Proficiency**, including performance on EL indicator from LCFF rubrics and other relevant data:

**CELDT**

<b>Year</b>	<b>Number Tested</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>
2017	155	83	54%
2016	161	86	60%
2015	182	97	53%
2014	213	129	61%
2013	261	151	57%

<b>2017</b>	<b>Listening</b>		<b>Speaking</b>		<b>Reading</b>		<b>Writing</b>		<b>Overall</b>	
Level	%	#	%	#	%	#	%	#	%	#
Advanced	11.6	18	32.9	51	20.6	32	22.6	35	17.4	27
Early Advanced	34.2	53	30.3	47	23.9	37	38.1	59	36.8	57
Intermediate	30.3	47	20.6	32	29.0	45	16.1	25	25.2	39
Early Intermediate	14.2	22	5.8	9	9.7	15	9.7	15	6.5	10
Beginning	9.7	15	10.3	16	16.8	26	13.5	21	14.2	22

2016 Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	24.8	40	31.7	51	23.0	37	18.0	29	23.0	37
Early Advanced	34.2	53	30.3	47	23.9	37	38.1	59	36.8	57
Intermediate	30.3	47	20.6	32	29.0	45	16.1	25	25.2	39
Early Intermediate	14.2	22	5.8	9	9.7	15	9.7	15	6.5	10
Beginning	9.7	15	10.3	16	16.8	26	13.5	21	14.2	22

### Other Local Assessments

#### Constructed Response Essay

	ASI 0-2		ASI 3+	
Class of:	Pre-Assessment Fall 9th Gr.	Post-Assessment Spring 10th Gr	Pre-Assessment Fall 9th Gr.	Post-Assessment Spring 10th Gr
2021	51.4%	TBD	29.9%	TBD
2020	48.1%	84.1%	25.3%	67.1%
2019	62.9%	90.5%	40.0%	57.6%
2018	36.1%	82.7%	13.2%	57.9%
2017	39.2%	61.6%	13.4%	39.9%
2016	28.0%	61.0%	3.4%	36.8%

### Math 1

	ASI 0-2		ASI 3+	
Academic Year	Semester One Percent at Mastery	Semester Two Percent at Mastery	Semester One Percent at Mastery	Semester Two Percent at Mastery
2018	83.2%	83.0%	34.7%	34.3%
2017	83.3%	83.2%	27.6%	29.8%
2016	86.0%	84.7%	43.8%	40.0%

**Math 2**

	<b>ASI 0-2</b>		<b>ASI 3+</b>	
<b>Academic Year</b>	<b>Semester One Percent at Mastery</b>	<b>Semester Two Percent at Mastery</b>	<b>Semester One Percent at Mastery</b>	<b>Semester Two Percent at Mastery</b>
<b>2018</b>	65.9%	73.8%	31.8%	30.8%
<b>2017</b>	67.3%	70.6%	36.2%	34.1%

**Math 3**

	<b>ASI 0-2</b>		<b>ASI 3+</b>	
<b>Academic Year</b>	<b>Semester One Percent at Mastery</b>	<b>Semester Two Percent at Mastery</b>	<b>Semester One Percent at Mastery</b>	<b>Semester Two Percent at Mastery</b>
<b>2018</b>	76.1%	64.5%	48.5%	30.1%

**Report Card Data**

	<b>Sem 1 2016-17</b>	<b>Sem 2 2016-17</b>	<b>Sem 1 2017-18</b>
<b>ASI 0-2 Total Grades</b>	10342	9882	11,232
Total Ds	253	243	262
Percent Ds	2.4%	2.5%	2.3%
Total Fs	116	173	223
Percent Fs	1.1%	1.8%	2.0%
<b>ASI 3+ Total Grades</b>	7340	7111	6968
Total Ds	879	882	737
Percent Ds	12.0%	12.4%	10.6%
Total Fs	602	697	572
Percent Fs	8.2%	9.8%	8.2%
<b>English Learners</b>	775	780	985
Total Ds	106	96	85
Percent Ds	13.7%	12.3%	8.6%
Total Fs	71	73	82
Percent Fs	9.2%	9.4%	8.3%
<b>Socioeconomically Disadvantaged</b>	4018	3976	5491
Total Ds	475	475	553
Percent Ds	11.8%	11.9%	10.1%

Total Fs	335	415	456
Percent Fs	8.3%	10.4%	8.3%
<b>Students With Disabilities</b>	<b>1683</b>	<b>1634</b>	<b>1,708</b>
Total Ds	253	257	231
Percent Ds	15.0%	15.7%	13.5%
Total Fs	192	172	167
Percent Fs	11.4%	10.5%	9.8%

Source: Illuminate Report

## LCFF Priority 5 Pupil Engagement

### Graduation rate performance category on LCFF rubrics

Class of : Cohort Graduation Rate	2012	2013	2014	2015	2016
Overall	86.6	88.9	91.8	87.5	89.8
Economically Disadvantaged	82.3	87.8	89.2	85.7	86.1
Students with Disabilities	72.2	80.0	75.5	81.5	73.4
English Learners	74.7	79.0	82.1	68.3	73.8
Foster Youth	---	---	---	66.7	33.3
Asian	88.6	92.1	89.3	91.2	91.5
Black or African American	81.9	88.4	87.2	85.7	89.7
Hispanic/Latino	86.1	88.8	89.7	86.4	89.5
Two or More Races	91.3	86.9	96.3	88.2	86.4
White	90.1	91.4	95.8	89.2	90.6

Source: Dataquest

### Chronic absenteeism performance category on LCFF rubrics

Chronic Absenteeism	Enrollment	Chronically Absent	Chronically Absenteeism rate
English Learners	181	40	22.1%
Foster Youth	14	10	71.4%
Homeless Youth	110	37	33.6%
Socioeconomically Disadvantaged	947	205	21.6%
Students with Disabilities	315	92	29.2%



Black or African American	541	134	24.8%
Asian	252	24	9.5%
Hispanic or Latino	686	104	15.2%
White	1,218	105	8.6%
Two or More Races	345	46	13.3%

Source: Dataquest

### Dropout rate for middle and high school

Cohort Dropout Rate	Class of:				
	2012	2013	2014	2015	2016
Overall	11.2	8.6	6.8	9.8	8.3
Economically Disadvantaged	14.4	8.8	8.3	10.2	9.8
Students with Disabilities	12.7	11.4	16.0	6.5	15.2
English Learners	16.9	16.0	15.4	18.3	14.8
Foster Youth	---	---	---	0	33.3
Asian	10.0	4.5	8.3	3.5	6.8
Black or African American	14.8	9.4	11.0	12.3	7.7
Hispanic/Latino	9.1	7.5	7.7	9.5	6.8
Two or More Races	6.3	10.3	3.5	8.8	12.3
White	9.6	7.7	3.7	9.0	8.8

Source: Dataquest

### Tardiness rate

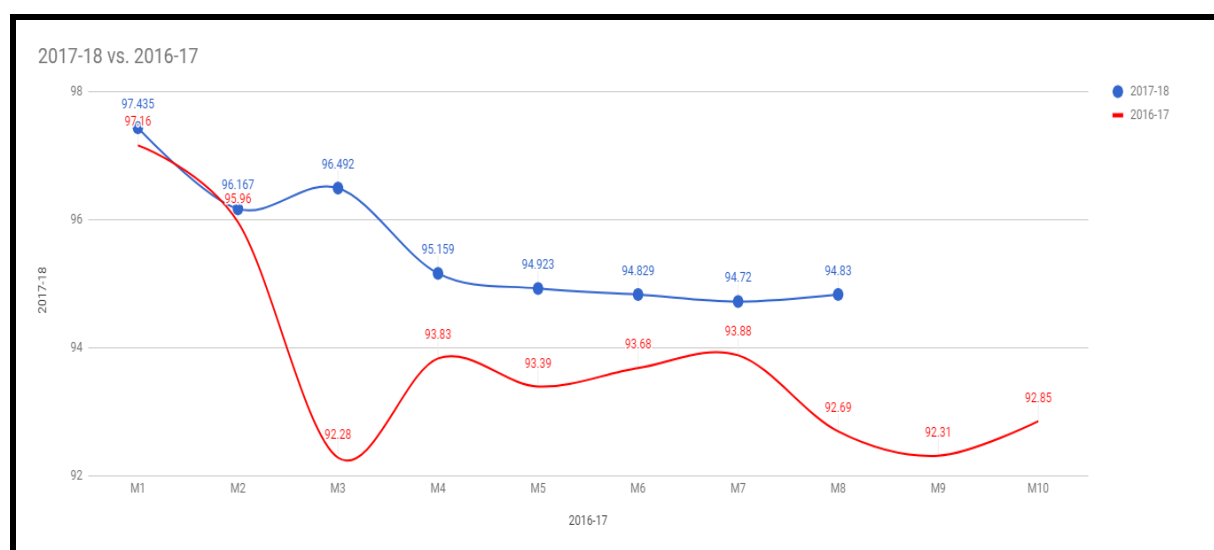
Students at Berkeley High School are tardy to class at a rate of 4.2% of the time (August, 2017 through April, 2018).

### Average Daily Attendance

Attendance Report Comparison for 2015-16, 2016-17, 2017-18											
Period & Dates		09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Diff- erence
M1 - 8/30/2016 - 9/23/16	M1		93.65	95.15	95.38	96.09	96.11	96.14	97.16	97.435	0.275
M2 - 9/26/16 - 10/21/16	M2	93	94.22	95.45	95.55	95.28	95.34	95.27	95.96	96.167	0.207
M3 - 10/24/16 - 11/18/16	M3		92.66	94.53	94.77	94.92	94.64	95.12	92.28	96.492	4.212
M4 - 11/21/16 - 12/16/16 - P1 Report	M4	93	92.16	93.59	93.86	94.12	93.09	92.28	93.83	95.159	1.329

M5 - 1/3/17 - 1/27/17	M5		93.06	94.52	93.42	93.61	93.01	93.63	93.39	94.923	1.533
M6 - 1/31/17 - 2/24/17	M6		90.32	93.32	93.61	92.95	92.37	92.51	93.68	94.829	1.149
<b>M7 - 2/27/17 - 3/24/17 - P2 Report</b>	M7		90.63	92.63	94.01	93.63	92.76	93.14	93.88	94.72	0.84
M8 - 3/27/17 - 4/21/17	M8		89.96	91.51	93.18	92.15	92.01	92.53	92.69	94.83	2.14
M9 - 4/24/17 - 5/19/17	M9		91.64	89.86	92.44	91.96	91.1		92.31	95.4	-92.31
M10 - 5/22/17 - 6/16/17	M10			94.1		91.92			92.85	95.75	-92.85
Average ADA BHS		<b>93.00</b>	<b>92.03</b>	<b>93.47</b>	<b>94.02</b>	<b>93.66</b>	<b>93.38</b>	<b>93.83</b>	<b>93.80</b>	<b>95.57</b>	
Average ADA Alameda County					<b>82.3</b>	<b>82.8</b>	<b>82.3</b>	<b>82.7</b>			

### Average Daily Attendance: 2017-18 vs 2016-2017



### BHS Student Survey (Winter, 2018)

BHS piloted a student survey in the spring of the 2015-16 school year to begin capturing some of the non-academic outcomes addressed by the BHS Intervention Team. Since that time the survey has been revised and beginning in the 2017-18 school year it was offered to all students grades 9-12 in January. BHS is collaborating with professors from both UC Berkeley (Dr. Frank Worrell) and Wayne State University (Dr. Dante Dixon) in the design, administration, and analysis of the survey data. There is a plan to continue to give the survey in its present form each year during the first weeks of January. The majority of the survey questions/clusters have been validated through prior research including those from the School Attitude Assessment Survey-Revised (McCoach), Hope (Snyder), and Culture and Identity (Worrell). We are currently in the process of establishing the validity of clusters developed locally. Data presented below will be considered baseline data going forward

All survey questions were phrased positively. Students scored each statement as follows:

Student Rating	Strongly Disagree	Disagree	Neutral or No Opinion	Agree	Strongly Agree
Cluster Score:	0-20%	>20% to 40%	>40% to 60%	>60% to 80%	>80%

All survey clusters were analyzed for group differences using effect size (*d*).

### Survey Clusters:

- **Culturally Responsive Classroom (Topic of professional development)**
  - BHS Overall Score: 66.2% (Low Agree range)
  - Significant differences in rating for students in CAS (78%)
  - No significant differences by Reported Race
- **Small School Satisfaction**
  - BHS Overall Score: 76.5% (High Agree range)
  - No significant differences by learning community
  - No significant differences by Reported Race
- **School Climate and Culture**
  - BHS Overall Score: 66.2% (Low Agree range)
  - No significant differences by learning community
  - No significant differences by Reported Race
- **Restorative Justice**
  - BHS Overall Score: 66.3% (Low Agree range)
  - Significant differences in rating for students in CAS (74%)
  - No significant differences by Reported Race
- **Diversity**
  - BHS Overall Score: 63.0% (Low Agree range)
  - No significant differences by Reported Race
  - Significant differences in rating for AHA (75%), CAS (75%), and for BIHS (50%)
- **Academic Self-perception**
  - BHS Overall Score: 72.3% (Mid Agree range)
  - No significant differences by Reported Race
  - No significant differences by learning community

- **Attitudes Towards School**
  - BHS Overall Score: 75.9% (High Agree range)
  - Significant differences in rating for the Newcomer program (87%)
  - Significant difference in rating for Black or African American students (68%)
  
- **Motivation/Self-regulation**
  - BHS Overall Score: 72.3% (Mid Agree range)
  - No significant differences by Reported Race
  - No significant differences by learning community
  
- **Hope**
  - BHS Overall Score: 71.1% (Mid Agree range)
  - Significant differences in rating for the Newcomer program (79%)
  - No significant differences by Reported Race
  
- **Culture and Identify**
  - BHS Overall Score: 69.7% (Mid Agree range)
  - No significant differences by Reported Race
  - No significant differences by learning community
  
- **Attitudes Towards Teachers/Classroom**
  - BHS Overall Score: 66.3% (Mid Agree range)
  - Significant differences in rating for the Newcomer program (78%)
  - No significant differences by Reported Race
  
- **Social Emotional Learning**
  - BHS Overall Score: 69.8% (Mid Agree range)
  - Significant differences in rating for the Newcomer program (79%)
  - No significant differences by Reported Race

**Specific Survey Questions:**

- **“There is an adult on campus who knows me well”**
  - Statistically higher for focal students, students in AVID, and students in Bridge
  
- **“I feel safe at school”**
  - Overall 54.8% of students agreed with this statement.
  - 12.3% of females disagreed with this statement (vs 7.6% for males). For Black or African American females the percent disagreeing was 21.5%.
  - There was no difference by grade level.

- There was no difference between students with disabilities and their peers.

## LCFF Priority 6 School Climate

### Suspension rate performance category on LCFF rubrics

Suspensions	2013	2014	2015	2016	2017
Total Suspensions	258	192	183	55	96
Suspension Rate	7.8%	5.8%	5.5%	1.7%	3.1%

Source: Dataquest

### California Healthy Kids Survey

(See BHS Student Survey School Climate and Culture cluster under LCFF Goal 5 above.)

### Expulsion rate

Expulsions	2013	2014	2015	2016	2017
Total Expulsions	0	1	3	0	4
Expulsion Rate	0.0%	0.03%	0.1%	0.0%	0.1%

### Discipline referrals

Year	Discipline referrals
2017-2018 (as of April)	402
2016-2017	447
2015-2016	357

### Student participation in co- and extracurricular activities

Berkeley High enjoys a robust involvement in activities, clubs, and extracurricular sports. While many students enjoy powerful experiences from these activities, we continue to identify pathways for all students to be involved in activities outside the classroom.

Activity	Number of Students
ASB Leadership	63
Non-ASB Leadership	50
Link Leader	120
Club Leaders	200

Club Members	300-500
Student Athletes	1000

### Berkeley High Clubs, 2017-2018

- |   |                                   |  |
|---|-----------------------------------|--|
| ★ Amnesty International                     | ★ Dear Present, Sincerely Future  | ★ Protect All Rabbits (PARC)             |
| ★ Animal Volunteer Program                  | ★ Diplomacy                       | ★ Quiz Bowl                              |
| ★ App Development                           | ★ Dyslexics unit                  | ★ Reading Buddies                        |
| ★ ARK                                       | ★ Fair Trade                      | ★ Red Cross                              |
| ★ Asian Pacific Islanders APIC              | ★ Fashion Club                    | ★ Republic of Krishna                    |
| ★ Bassline Music Composition                | ★ Flag Football                   | ★ Research Team                          |
| ★ Bay Area Volunteer Club                   | ★ Foreign Affairs                 | ★ Robotics Club                          |
| ★ Beads for Good Deeds                      | ★ French Club                     | ★ Rubik's Cube                           |
| ★ Believe It Or Not I Care [B.I.O.N.I.C.]   | ★ Girls Who Code                  | ★ Sailing                                |
| ★ Berkeley Anti-Human Trafficking Club      | ★ Green Team                      | ★ SEVA                                   |
| ★ Berkeley Business                         | ★ Hapa                            | ★ Soccer without Borders                 |
| ★ Best Buddies                              | ★ Harry Potter Alliance           | ★ Social Circle                          |
| ★ BHS Students Demand Action                | ★ Helping Hands                   | ★ Speech and Debate                      |
| ★ Biology Study and Connections             | ★ Hikers & Runners                | ★ Spoken Word                            |
| ★ Black Student Union                       | ★ Homeless Support                | ★ STEMinism                              |
| ★ Body Positive                             | ★ Humans of Berkeley High School  | ★ Storytellers                           |
| ★ Bring Change 2 Mind                       | ★ Improv                          | ★ Student Voice                          |
| ★ BuildOn                                   | ★ Interact                        | ★ Students for One Sky                   |
| ★ Business                                  | ★ Jewish Student Association      | ★ Students Supporting Planned Parenthood |
| ★ California Federation of Scholars         | ★ Key Club                        | ★ Surf Club                              |
| ★ Catch Club                                | ★ Kids Books for Change           | ★ Swim & Water Safety                    |
| ★ Chess                                     | ★ Kiva                            | ★ Tea Club                               |
| ★ Chicano Latino                            | ★ Language & Cultural Exchange    | ★ The Talented Tenth                     |
| ★ Chicano Latino United Voices (CLUV)       | ★ League of Film Connoisseurs     | ★ Ukulele                                |
| ★ Comic Book Appreciation                   | ★ Make-A-Wish                     | ★ Ultimate Frisbee aka BHS Coup          |
| ★ Community Emergency Response Teens (CERT) | ★ Marketing Club                  | ★ UNICEF                                 |
| ★ Computer Science                          | ★ Model United Nations            | ★ Vegan-Vegetarian                       |
| ★ Creative Writing Club                     | ★ Mt. Biking Team                 | ★ Video Games                            |
|   | ★ Music 4 Your Soul               | ★ We Read Wednesdays                     |
|   | ★ Music Production                | ★ Wildlife Conservation                  |
|   | ★ Muslim Students' Association    | ★ Women's Student Union                  |
|   | ★ Net Gains                       | ★ Yearbook Club                          |
|   | ★ Notes for Change                | ★ Young Life                             |
|   | ★ Orienteering                    | ★ Youth For Christ                       |
|   | ★ Peace and Anarchy Student Union | ★ Youth Scholar Philosophy Association   |
|   | ★ Pet Awareness Club (P.A.W.)     |  |
|   | ★ Project Progress                |  |

## LCFF Priority 7 Access to a Broad Course of Study

As the College and Career Indicator will not be rolled until the fall of 2018, we do not currently have accurate data to report on this prompt. With that said, Berkeley High is enthusiastically building out our CTE programs with over 700 students currently enrolled in a CTE course. Additionally, we are growing our relationship specifically with Berkeley City College (two blocks away from BHS) to build dual enrollment opportunities for students.

### Graduates Meeting A-G Requirements

Graduates	2015-2016				2016-2017			
	Number of Graduates	Percent Graduates	Graduates Met A-G Requirement	% of Similar Graduates Met A-G Requirement	Number of Graduates	Percent Graduates	Graduates Met A-G Requirement	% of Similar Graduates Met A-G Requirement
Asian	71	9.1%	47	66.2%	72	9.30%	57	79.1%
Black/African Am	159	20.5%	52	32.7%	150	19.3%	49	32.6%
Hispanic	177	22.9%	108	61.0%	157	20.2%	73	46.5%
Multiple	71	9.1%	54	76.0%	86	11.1%	64	74.4%
White	284	36.7%	248	87.3%	297	38.3%	242	81.4%
All	773	100.0%	516	66.7%	774	100.0%	491	63.4%
Socio-Economic Status								
Disadvantaged	244	31.5%	107	43.8%	260	33.5%	119	45.7%
Not Disadvantaged	529	68.4%	409	77.3%	513	66.2%	372	72.5%
Disability Status								
Student with Disability	63	8.1%	10	15.8%	70	9.0%	10	14.2%
Student without Disability	710	91.8%	506	71.2%	703	90.8%	481	68.4%
McKinney-Vento Status								
Homeless	35	4.53%	7	20.00%	29	3.75%	6	20.69%
Not Homeless	738	95.47%	509	68.97%	745	96.25%	485	65.10%
English Learner Status								
English Learner	35	4.53%	6	17.14%	29	3.75%	5	17.24%

Not-English Learner	738	95.47%	510	69.11%	744	96.12%	486	65.32%
LCAP								
Unduplicated	235	30.4%	102	43.40%	263	33.98%	120	45.63%
Non-Unduplicated	538	69.6%	414	76.95%	511	66.02%	371	72.60%

### Career Technical Education Participation Rates

<b>Statements:</b>
All racial groups participate in CTE within 5% of their overall population percentage.
All household education levels participate in CTE within 10% of their overall population percentage.
Students in CAS and AMPS participate in CTE at significantly higher rates than other SLCs
Males participate in CTE at higher rates than females (30% vs. 22.6%)

Green means that the difference is +/- 5%. Dusty rose is for outside of that range.						
RACE	CTE Total	BHS Total	Percent in a CTE class	CTE %	BHS %	Difference in %
American Indian or Alaska Native	3	7	42.9	0.2	0.4	-0.2
Asian	66	254	26.0	8.2	8.1	0.1
Black or African American	149	447	33.3	14.4	18.3	-3.9
Filipino	7	16	43.8	0.5	0.9	-0.4
Hispanic	213	737	28.9	23.7	26.2	-2.5
Native Hawaiian or Other Pacific Islander	2	11	18.2	0.4	0.2	0.2
Two or More Races	83	395	21.0	12.7	10.2	2.5
White	290	1243	23.3	40	35.7	4.3
Grand Total	813	3110	26.1	100	100	0

Parent Ed Level	CTE Total	BHS Total	Percent in a CTE class	CTE %	BHS %	Difference in %
College Graduate	211	779	27.1	26	25	1
Decline to state/unknown	63	185	34.1	7.7	5.9	1.8
Graduate School/Postgraduate	264	1243	21.2	32.5	40	-7.5
High School Graduate	74	258	28.7	9.1	8.3	0.8



<b>Not a High School Graduate</b>	54	188	28.7	6.6	6	0.6
<b>Some College</b>	146	457	31.9	18	14.7	3.3
<b>Grand Total</b>	813	3110	26.1	100	100	0

<b>Gender</b>	<b>CTE Total</b>	<b>BHS Total</b>	<b>Percent in a CTE class</b>	<b>CTE %</b>	<b>BHS %</b>	<b>Difference in %</b>
<b>F</b>	361	1596	22.6	44.4	51.3	-6.9
<b>M</b>	452	1509	30.0	55.6	48.5	7.1
<b>Grand Total</b>	813	3110	26.1	100	100	0

<b>ASI</b>	<b>CTE Total</b>	<b>BHS Total</b>	<b>Percent in a CTE class</b>	<b>CTE %</b>	<b>BHS %</b>	<b>Difference in %</b>
<b>0</b>	124	687	18.0	15.3	22.1	-6.8
<b>1</b>	214	784	27.3	26.3	25.2	1.1
<b>2</b>	101	359	28.1	12.4	11.5	0.9
<b>3</b>	104	346	30.1	12.8	11.1	1.7
<b>4</b>	94	286	32.9	11.6	9.2	2.4
<b>5</b>	69	227	30.4	8.5	7.3	1.2
<b>6</b>	67	192	34.9	8.2	6.2	2
<b>7</b>	32	138	23.2	3.9	4.4	-0.5
<b>8</b>	6	45	13.3	0.7	1.4	-0.7
<b>9</b>	1	24	4.2	0.1	0.8	-0.7
<b>10</b>	1	12	8.3	0.1	0.4	-0.3
<b>(blank)</b>		10	0.0	0	0.3	-0.3
<b>Grand Total</b>	813	3110	26.1	100	100	0

<b>Small Learning Community</b>	<b>CTE Total</b>	<b>BHS Total</b>	<b>Percent in a CTE class</b>	<b>CTE %</b>	<b>BHS %</b>	<b>Difference in %</b>
<b>AC</b>	265	1262	21.0	32.6	40.6	-8
<b>ACAT</b>	0	8	0.0	0	0.3	-0.3
<b>AHA</b>	48	231	20.8	5.9	7.4	-1.5
<b>AMPS</b>	179	236	75.8	22	7.6	14.4
<b>BIHS</b>	163	839	19.4	20	27	-7
<b>CAS</b>	127	235	54.0	15.6	7.6	8

<b>CEC</b>	1	27	3.7	0.1	0.9	-0.8
<b>ELN</b>	6	72	8.3	0.7	2.3	-1.6
<b>HB</b>	2	19	10.5	0.2	0.6	-0.4
<b>HHI</b>	0	4	0.0	0	0.1	-0.1
<b>ISP</b>	21	149	14.1	2.6	4.8	-2.2
<b>SEIP</b>	0	17	0.0	0	0.5	-0.5
<b>(blank)</b>	1	11	9.1	0.1	0.4	-0.3
<b>Grand Total</b>	813	3110	26.1	100	100	0

<b>English Status</b>	<b>CTE Total</b>	<b>BHS Total</b>	<b>Percent in a CTE class</b>	<b>CTE %</b>	<b>BHS %</b>	<b>Difference in %</b>
<b>English Learner</b>	27	168	16.1	3.3	5.4	-2.1
<b>English Only</b>	595	2277	26.1	73.2	73.2	0
<b>IFEP</b>	66	252	26.2	8.1	8.1	0
<b>RFEP</b>	124	413	30.0	15.3	13.3	2
<b>Grand Total</b>	813	3100	26.2	100	100	0

<b>Highest Post-secondary eligibility status</b>	<b>CTE Total</b>	<b>BHS Total</b>	<b>Percent in a CTE class</b>	<b>CTE %</b>	<b>BHS %</b>	<b>Difference in %</b>
<b>CC</b>	185	739	25.0	28.8	35.5	-6.7
<b>CSU</b>	97	219	44.3	15.1	10.5	4.6
<b>UC</b>	360	1125	32.0	56.1	50	6.1
<b>Total with available data</b>	642	2083	30.8	100	100	0

## LCFF Priority 8 Other Pupil Outcomes

- Average yearly per pupil funds (local and state funds): **\$12,130**

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,486	\$46,511
Mid-Range Teacher Salary	\$71,172	\$73,293
Highest Teacher Salary	\$88,314	\$92,082
Average Principal Salary (ES)	\$117,914	\$113,263
Average Principal Salary (MS)	\$123,182	\$120,172
Average Principal Salary (HS)	\$150,202	\$131,203
Superintendent Salary	\$248,416	\$213,732
Percent of District Budget		
Teacher Salaries	35%	36%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,359	\$1,258	\$7,101	\$74,464
District	♦	♦	\$10,050	\$73,395
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-29.3	1.5
Percent Difference: School Site/ State			8.0	0.0

\* Cells with ♦ do not require data.

### Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Program (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, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

## E. Schoolwide Learner Outcomes

Berkeley High School's five schoolwide learner outcomes are:

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.*
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.*
3. *Create a culture of high expectations for academic achievement.*
4. *Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.*
5. *Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.*

As we have worked with these five learner outcomes over the past several years, we have become increasingly aware of both the sweeping nature of the goals as well as the urgency with which we must address them in order to eliminate the racial predictability across our various measures of student achievement. This struggle is reflected, for example, in our SBA data for outcomes one and two.

However there are other data sources, more qualitative and anecdotal, that show increased engagement in our student body, and indicate that students of color feel more seen and known at our school (the Student Attitude and Assessment Survey, see p. 43). In addition, we have spent a great deal of professional development time examining and discussing our own growth areas as culturally responsive practitioners, in the belief that providing a more inclusive and accessible education to all of our students will have very real and measurable outcomes reflected across various data measures.

In regards to outcome three and four, there have been various efforts across the school to set more uniform expectations for curriculum and assessment of learning. Some examples are the multi-year effort to create department-wide resources and common assessments for the new Math 1, 2, and 3 courses, and our ongoing standardization of both curriculum and assessments for our 9th grade Ethnic Studies course across all five learning communities (See page 33-34). Our commitment to Constructing Meaning as a methodology of ensuring that academic vocabulary is proactively taught across all subject areas continues, as all new teachers are trained in the CM strategies, and all teaching staff will be working to create and upload CM lessons in their subject areas in school year 2018-19.

### **Continued Work on improving SBA Outcomes**

During the spring of 2018, Berkeley Research, Evaluation, and Assessment (BREA) and the BHS Intervention Team conducted a study on a group of 11th graders taking the English Language Arts portion of the Smarter Balanced Assessment. The experiment used a randomized controlled trial design with the treatment group taking the SBA in the East wing of the Theater in a single day. The control group took the assessment in their 11th grade English class over three days. The treatment and control groups were statistically indistinguishable ( $d < 0.15$ ) on four criteria: A-G grade point average, Academic Support Index, Motivation, and Academic self-perception. Both groups were offered unlimited time as is required. The intervention did not include any sort of academic component. Students were asked to complete a survey after the test. This is a replication of studies done in 2014 and 2015 with CAHSEE.

**Research question:** *Does taking assessments with academically similar students help reduce the impact of stereotype threat and result in better academic performance?*

### **Results:**

- Treatment students had a 64% proficiency rate vs. the control at 28% ( $p=0.004$ ).
- The superior performance of the treatment group was equal to 75% of a standard deviation better than the control. This considerable effect size of  $d=0.75$  is educationally significant (Hattie).
- Black or African American students who received the intervention had a proficiency rate of 72% vs. 30% for the control.
- 64% of the treatment group saw increases in their proficiency level vs. 28% for the control compared to their 8th grade performance.
- All the students in both the treatment and control groups had CSU as their highest level of post-secondary eligibility.
- One of the real world implications for this intervention is that 18/28 of the treatment students will not be required to take the placement test when/if they attend a Cal State University (vs. 9/34 for the control, chi test  $p=0.002$ ). Given that the placement exam is a high stakes (and high stress) test and doing poorly will result in having to take remedial coursework this is a big

deal for the treatment group. The issue of CSU students having to take remedial non-degree courses is an area of great concern that is frequently discussed at the 2020 Vision College and Career Readiness subcommittee meetings.

- The results of this study were consistent with those from the testing intervention done with CAHSEE in 2014 and 2015.
- Post-assessment survey:
  - 93% of the treatment group stated they would like to take future assessments in the alternative setting vs. 27% who took it in their English classes.
  - 96% of the treatment group said they thought taking the test in the alternative setting helped them perform better (vs. 36%).
  - 85% of the treatment group said that it was important for them to do well on the SBA (vs. 54% for the control).

**Summary:** The results of this study suggest that providing students with an academically homogeneous group for taking assessments can reduce the impact of test anxiety and result in significant improvements in student performance. Additionally, the post-survey suggests that the language adults use to discuss the SBA during testing appears to impact their attitudes toward the test, their effort when taking the test, and ultimately their performance where positive framing is more strongly associated with positive results, particularly with students who may have struggled historically.

## F. Perception Data

### Parent WASC Focus Group Meetings

The Principal and WASC coordinator held two parent focus group conversations: the first on **February 8th** and the second on **March 22nd**. 11 parents from many of our learning communities attended, covering such diverse topics as the physical layout of the campus, curriculum and instruction, and student stress and well-being.

The answers below were transcribed from the two interviews. Additionally, parents had the opportunity to answer many of the questions via a Google Form survey.

**Consider the Berkeley High campus. In terms of the facilities, what appears to be valuable to student learning? What or where could we improve the campus?**

- The high school should create more spaces that brings kids together; spaces like College and Career Center and counseling center
- Level of activism – Speakers Corner in London
- It would be nice to tie in environmental issues to the physical space on campus around issues of climate change, plants and native species
- The open courtyard is terrific; more seats behind C building vs. the courtyard.
- The space is nice for large groups of students
- The art displays in the C building is always nice, more of this should be spread out over the campus
- The cafeteria is not utilized as much as it should.

- Little Theater is not very accessible.
- Community Theater rarely used for all school assemblies.

*“ 1. CCC and Counseling Center are very useful to a broad segment of the student population. 2. Library, though there could be better training of the students on information research. 3. Performance spaces (e.g., dance studios, theaters) though these could also be expanded and updated. (I think the big theater is getting a renovation in the near future.) 4. Would be great if the "small schools" could get student lounges. 5. Best when student schedules don't require them to run from the top of the M Building to the top of the H/G Building, so students have breathing room between classes.”*

*“Working as teams in class helps bond students together and helps each other learn. In AC the core classes help builds camaraderie. Better air ventilation would be good in classrooms. Assistant teachers would be good. My student has a second teacher earning his degree in the class each day. This is great as the students get an extra teacher in the classroom. Facilities should include tennis courts as it is a varsity sport and every other school has courts in our division. It seems all doors should be unlocked to the outside... for safety reasons. Often doors are locked. Maybe it's just after athletic events? But seems all doors should have the ability to exit at all times. There is probably a good reason why they are locked?”*

*“ CLC & CCC. Improvement: Having a second location for quieter tutoring. The CCC is very noisy and distracting that is why my girls don't go there. They stick to the CLC.”*

**Reflecting about the curriculum and instruction that your student has received, would you say that the content has been relevant and prepared your student for life after BHS?**

- The cored groups (of students) are great!
- Many teachers are available at lunch most of the time.
- Experiential activities that are connected to real world are powerful. Relevant experiences – field trips make for authentic content.
- Life skills are not being taught – this is more needed.
- Writing instruction not consistent; not learning the basics in how to write complete sentences.
- It seems BUSD is focusing on reading, not enough writing.
- More writing coaches in classrooms.
- BHS teaches students how to self-advocate and prepare students for the real world
- When you have a great teacher it is amazing. Good teachers are the key to everything that happens
- Too much math problems inauthentic.
- My 9<sup>th</sup> grade is lost in math Common core
- More support for Math classes
- What is the policy with cell phones? Are we teaching students how to use and navigate?
- There are equity issues is beyond the school; not everything can be done by the school alone.

*“Yes, it's been relevant. I will say that I wish my son's program (AHA) had been a little more rigorous. He gets his work done easily, he's smart but I wish he had been more challenged. Also, I think some group work is ok but I don't think it's a good measure for finals because final projects*

*are completed by multiple kids. How does the teacher know who is completing the work and who is engaged with the subject? I speak as a parent of 2 AHA kids, one compulsively managed and did more than her share of the work and my other kid is a little more passive.”*

*“I would say that preparing our students for life after BHS is a very open-ended question. It could be better prepared for post-secondary education all the way to career and real life skills that ALL students need to be ready for life after high school.”*

*“1. English and social studies are particularly critical from a skill- and content-building perspective for all students. 2. Generally the standards and expectations seem low, especially compared to other schools (e.g., Massachusetts). 3. CCC seems geared towards short-term support of juniors and seniors, and could do more for freshmen and sophomores in terms of longer-term career and college exploration.”*

*“Students really have to check their online grades. Otherwise mistakes do happen. If the student is actively looking at grades/assignments online, then they can see if there is a mistake, or if an assignment is missing. This actually does help the student advocate for themselves in life after BHS.”*

*“Nope! Definitely not in Math for either girls unfortunately. The common core curriculum does not work (Math Vision Project) for all students especially the 9th grade last year but also since 2014. It is a set up to fail. What has worked and been relevant for my girls: English, History and chemistry for my 10th grader; English and Spanish for my 9th grader.”*

**Berkeley High School is working to smooth the transition from 8th grade to 9th and again from 12th to college and / or the workforce. What experience has your student had with these transitions? What has worked? What could be improved?**

### **8th to 9th**

- Transition from Willard Middle School was a good one. However, does not know how to study.
- Where are actual academic skills taught
- How do you study? Spanish teacher – 20 minutes a day
- Some teachers are excellent about explicitly teaching studying.
- I have has an incoming 9<sup>th</sup> grade student. Very excited about the new opportunity for restarting culture [within the Universal 9th grade].
- The transition from 8th to 9th was not difficult except for learning the difference in grading policies in middle school vs. high school.
- Very hard to intervene with teachers when kids are doing poorly.

### **Graduating from BHS**

- The high school scaring parents: meeting for college for 11<sup>th</sup> graders gave mixed messages about how much AP matters. How much help for SATS, do I need a tutoring?
- Students are stressed by the time they get to college. Parents caught in the middle:
  - How do parents help their kids navigate what school to go to?
  - How many students / parents know about TAG programs?
  - How valuable is going to a four year institution?



*"I feel like the resources to apply and info for college are pretty good. My son is in fire science and is excited by the idea that if he continues next year he can take a class (not at bhs) to be an emt. Could there be more pathways like this? Coding? College is the priority but I think it's an interesting option."*

*"I believe that the small schools within BHS really focus on the transition from 12 to post-secondary. As far as 8th to 9th, it will be a huge transition with the new implemented changes for next year. There should be more peer-on-peer mentors for those coming into BHS from the 8th grade and those who have graduated should come back if they can and speak to the seniors about their experience. Is there an exit interview questionnaire for seniors????"*

*"There was limited transitional activities between 8th and 9th grade. It was helpful to have a BHS rep go to my student's middle school and describe BHS and various "sub-schools," and the BHS open houses were valuable. But this was not enough to learn enough about the "sub-schools." The new change (all freshmen following the same curriculum and placed in houses) starting Fall 2018 is a great one! I don't know anything about transition between 12th grade and college/work."*

*"Moving to universal 9th grade is a good first step, so that students can select their school based on experience rather than rumor. More resources are needed to help BHS staff support 12th graders with the transition. Their caseloads are huge."*

*"In English class, the students created a resume. This helps my student realize they might want to do more... Maybe service learning should be encouraged/required? Helps with college applications? Counseling department could use help during class selections and changes... could volunteers help booster during these busy times?"*

*"Both my girls felt unprepared for the 8th grade to 9th grade transition. What has worked for my girls is having a 7th period class for homework help. An improvement would be more communication of expectations in terms of curriculum preparedness between 8th & 9th grade teachers. They are not on the same page on what is taught to prepare my girls/our students. There needs to be more early open communication between students and counselors and their roles in preparation for senior year and college as early as in the 9th grade!!!"*

**Evaluate BHS and BUSD around communication. Consider access to grades via PowerSchool and now Illuminate as well as email from teachers and "Robo calls" from the district. What has worked well? What could be improved?**

- Overall good with e-tree, overall teachers responsiveness is good
- Some teachers respond some do not to emails
- Some teachers are not putting in grades into Illuminate.
- Digital divide – how is the school addressing those families without access
- BUSD – budget discussions was not transparent the connection between the choices vs. the actions.



- BHS – Parents [do not contact school because they] are busy or they are overwhelmed or scared of school.

*“Communication has been good in general. I no longer check power school because my son is on top of his schoolwork and his grades are good. Haven't tried to use illuminate. Robo calls are fine with me. Emails are fine.”*

*“Some teachers are very communicative with emails, but I find the problem lies with those teachers that don't update their PowerSchool regularly and parents that are on PowerSchool consistently are not provided with the most up to date information. I find that the students who are being questioned by their parents who are on top of it are frustrated that teachers are not inputting the grades and work as quickly as they should be.”*

*“BHS and BUSD communication tells me that socio-political issues are more important than academics. We received at least 5-6 emails about one racial incident (understandably distressing) and only 1 delayed message when our student's PSAT scores come back. We're proud of BUSD's focus on social justice, but we also wish there was greater focus on academic achievement.”*

*“Communication is very good. Absences are recorded on our phone as well as email. We are aware of upcoming events thru etree. Teachers have been very accommodating at lunchtime for extra help.”*

*“Illuminate is difficult to navigate even for savvy tech parents. My girls and I miss PowerSchool. Some teachers are good about posting grades in a timely manner and responding to emails. However, there are some teachers you do not do either and it is frustrating! I monitor my daughters' grades and assignment completions to help keep them on track and to teach them how to keep track of what they are doing. When teachers do not respond or have not updated the grade records online then it is hard to get a true assessment of how students (my daughters are doing-what is turned in and what is missing.) are doing in the class.”*

**If your student has had difficulty with school work, did they know where or how to access help / assistance?**

- Individual support from content teachers is overall terrific
- The Intervention team for 9<sup>th</sup> grade is good
- After school tutoring with individual teachers (BSEP funded)
- Some students do not want to have to face their teachers, not getting the attendance it should.
- After school tutoring center in the CCC is a great resource
- Academic counselors are fantastic
- College counselors are super helpful

*“Yes, but some teachers are not readily available to meet with students before, at lunch or after school. The students sometimes feel as if the teachers are brushing them off if indeed they need extra help or to ask questions. This is very apparent with our Black and Brown students.”*

*“Yes. Teachers are great about having office hours and the CCC is valuable though busy given the volume of students. Because teachers and students are so busy, often there is a conflict between choosing to go to tutoring or to go to a student group meeting.”*

*“Yes. Lunchtime has been a great time for teachers to allow students to come in for help. Great when teachers offer extra credit to help booster grades.”*

*“Yes and no. Yes, they know about tutoring and do go at lunch and after school. However, the math has been the struggle. My girls feel that tutoring helps a little and the website videos somewhat. When they added downloadable text of how to do the math problems, they did not communicate it to parents so it has been by word or mouth about the website updates. They need to communicate better here.”*

**In your opinion, what is the best part of Berkeley High School?**

*“Many excellent teachers and diverse group of kids. I think bhs tries to make learning accessible to all students. I speak as a parent of kid without learning challenges other than adhd and the distraction of phones and social media.”*

*“The smaller schools.”*

*“Some of the BHS teachers are amazing! When the teacher is engaging and smart and has good class management skills and high expectations of both him/herself and the students, the classroom is electric!”*

*“The incredible diverse student body and dedicated teachers.”*

*“Camaraderie. Outstanding administration.”*

*“The case manager & coordinator, the CLC and VP Felicia Philips attention to parents' concerns and students' needs for success. Sports too-we need more of a sports curriculum that allows for more teams-A/B teams so more students can actively participate.”*

**In your opinion, what are one or two things we could work on to improve learning for all students?**

- Address the stress that students are experiencing? How do we reduce the pressure that students feel that they need to go to the “best” college?
- Should BHS consider not offering AP classes so we can reduce the stress?
- Where can parents get training on how to help students lower the stress?
- “My Honor Students” bumper stickers do not help!
- Acknowledging the stress – mindfulness taught in the classroom
- How does stress for kids of color vs. white kids differ?
- Illuminate (grading program) is a double edge sword - allows parents and students to know what is going on, but that constant knowledge causes problems as well.

*“Having finals before Christmas break. It is very stressful for students to have to come back from break, get back on track and get ready for finals. Need to really consider starting school earlier in the year to make this happen.”*

*“The teaching staff is inconsistent. My student has a had a couple of astonishing inept teachers. The time spent in those classrooms was truly a waste. Also when teachers are out of on leave for an extended period of time, in our experience decent subs are not hired and kept. My student (and classmates) mostly sat in the classroom in what amounted to "study hall" and lost months of learning time.”*

*“Better classroom management, including consistent enforcement related to distractions such as cell phones and drugs.”*

*“Add assistant teachers (student teachers getting their degree) or trained volunteers in the classroom for extra assistance.”*

*“Relevant Pedagogy (needed in math curriculum phone math examples over 'bunny' examples) in tune with the times especially in the era of social media. Taking the curriculum outside of the classroom in the form of field trips to see the connection of what they are learning to what they are living and what is potentially out there for them especially in Math, Science, English & History. If it is not relevant [students in the center of inquiry] then why would students want to stay in school and learn!”*

## Student WASC Focus Group Meetings

The Principal and WASC coordinator held two student focus group conversations, asking similar questions that parents were asked. The first meeting was held on **February 22nd** and the second on **March 29th**. Students from Academic Choice, BHIS, AHA, CAS, and AMPS were all represented to the best of our ability to recruit. A critical voice that was not represented were younger students from the 9th and 10th grades.

**Consider the physical layout of the Berkeley High campus. In terms of the facilities, what appears to be valuable to student learning? What or where could we improve the campus?**

- Classroom needs better climate controls; rooms either too hot or too cold.
  - One day in a classroom in the C building the temperature was 98 degrees.
- Blackout curtains for digital projectors have helped a lot.
- BHS is a great place for transportation for students to get to school - close to BART and AC Transit very helpful.
- The library and college and career center are great.
- A building, the performing arts building is really old and confusing.
- The old architecture is really nice on some of the buildings – quotes on the buildings are great.
- G / H buildings looks like a prison.
- There is only one bathroom in the G building.

- Location of On Campus Intervention (OCI) and health center is too far away. “I didn’t know where the health center was until my junior year”. ((Asked about health center – over 60% of students were shown as freshmen))
- The courtyard of G / H building and slope of green courtyard not utilized / awkward.
- How to English language newcomers access resources their orientation
- There are too many access points on campus for non-students to get into the school – locked doors; safety vs. freedom.

**Reflecting about the curriculum and instruction that you experienced, would you say that the content has been relevant and prepared you for college and life after BHS?**

**Organization by Small Learning Community**

- Cut out in Berkeley High International School (BHIS) – “felt put down or that I mattered”; “Felt so alone”. Moving to AMPS found community.
- Moving from BHIS to AC “Always a competition in BHIS”; Moving too fast for quiet kids
- BHIS student:
  - “BHIS can be competitive and some students are not given much support. How do we increase racial diversity? Self-fulfilling cycle?”
  - “BHIS can be a sink or swim environment. Do teachers scaffold their content for struggling students? IB students are assumed to be advocate for themselves; never taught to advocate.”
- AMPS students: “AMPS is like home at school - building a relationships is important.”

**Teacher instruction**

- Curriculum is sometimes taught from a very liberal lens; prevents us from knowing the other side. How do students get taught to critically believe?
- What can teachers assume about what is known about their students? Harmful when those assumptions are wrong.
- Consistency and organization is super important and allows students to stay on track. “I had a teacher who changed their grading system three times in one year”.
- Teachers can be very influential – motivating students to do their best. But also changing it up, teachers who gives out sheets every day do not inspire.
- Being passionate about their teaching is inspiring. Some teachers seem burnt out. Nothing there to engage students.
- What is within a teacher’s control? They have to be social worker and a teacher. “Some create an environment of humiliation and not learning.”
- Students can notice difference between an experienced teacher and new teacher just learning content. Knowing the content is critical and it shows.
- Having a teacher that does not use their power to demand respect, but earns it. The best classroom is when a teacher is able to build relationships and having learning going on at the same time.
- The SLCs has too much control over students’ schedules; no room for electives or AP classes.
- Complaints about teachers nothing gets done – even with multiple complaints.
- AMPS teachers consider students needs: changed the date for finals and supported students so students could be successful.

*Below is a side tangent that the students felt important to discuss.*

#### **Stress at school**

- I had a friend that was so stressed that he starting smoking cigarettes.
- BHIS “made me into a competitive person and it makes me feel I am unhealthy... many classes get very toxic.”
- “*Why are they doing this to us?*” student comment about the level of work in BHIS.
- Some teachers seem to hate sports and give student athletes crap for not being in class; but sports keep some students in class.
- All the work that gets piled up. Teachers need to consider that students have 6 or more classes. Some students are overwhelmed and stop going to some classes.
- A-G requirements give me the most stress. I had to finish 60 hours of PE in 1 week. Messed up biology requirements.

#### **Curriculum**

- The classes at BHS over all are incredible with the wide array of content.
- Teachers think their content is the most important
- Content needs to be relate-able, some tangents are important. Some tangents are relevant to student experience.
- Internship opportunities are super valuable and learn a lot from.
- Ceramic studio at BHS is great!
- Math:
  - Students struggle with how is this subject relevant. “A lot of teachers in the math department are not sympathetic to students not liking math.” I took this job because I didn’t know what else to do. “Why don’t you get this?”
  - If you fall behind, you are behind.
  - How do we shift the culture of the math department. How do teachers learn empathy.
  - Tutoring is available but students have to seek it out.
  - The math requirement for tutor hours is ridiculous
  - Math teacher “roasted my school picture” for three minutes in front of the class.
- World Language classes
  - Poor Spanish instruction / content. How the classes are taught do not motivate.
  - Native speakers program is great.
  - Should be a native French speakers program.
  - Latin was nice and good experience. Learning about the culture.
  - Having teachers who experience the culture of language made it more powerful.
  - Group work in French is super helpful.

**Evaluate BHS and teachers around communication. Consider access to grades via PowerSchool and now Illuminate as well as email from teachers and "robo calls" from the district. What has worked well? What could be improved? For most of your classes have you understood how your grade was calculated?**

- Illuminate is horrible, the colors on Illuminate are horrible
- Unfair when teachers do not enter grades with long delay. Essay due in September was not entered until January.
- How we are supposed to improve if I don't get work back.
- Teachers are busy and is there time for feedback and meeting with students when they are teaching 150 individuals?
- If no homework then more time for teachers to work on lessons.

**Berkeley High School is working to smooth the transition from 8th grade to 9th and again from 12th to college and / or the workforce. What was your experience like coming into BHS? Do you feel like BHS is preparing you for life after graduation? What has worked? What could be improved?**

**Transition into 9<sup>th</sup>**

- Coming to BHS was hard as a 1<sup>st</sup> gen students. Bridge (academic support group) was super helpful.
- Coming to BHS as a homeschooled student was overwhelming.
- How do these people make friends when many groups formed in middle?
- Many students who eat lunch alone.
- Student coming from Piedmont – sports teams and clubs are very helpful in meeting people.
- Bigger push on attendance – 9th graders do not know how handle that freedom.

**Graduating / leaving**

- How do we promote more opportunities about non-college work options after graduation.
- There is this attitude at BHS that "We are all going to college?"
- The College and Career Center has amazing resources – college presentations are great; they should be earlier in high school.
- AMPS has specialized learning about colleges from counselor from Berkeley City College.
- What often does not work is scheduling a meeting with counselor is on the burden of the student.
- All English classes came to CCC to hear from college counselors is super helpful.
- Students often do not know that private schools may be cheaper than UCs for some students.
- It is difficult to know what is important with different academic counselor every year.
- The college counselors should recommend state schools more; there is pressure to apply to Ivy's only. *"I felt trapped only applying to UCs and privates."*
- The website needs more information about community colleges and trade schools.
- Nice to know how to taxes and the practical things of adulthood.

**How have you been supported at BHS? If you had difficulty with school work, did you know how to get help? If you needed to talk to an adult, did you have someone on campus you could talk to?**

- Some teachers are very helpful with students talking about difficult topics.
- Boltz (former science teacher and Dean of Attendance) has helped me a lot.
- Many teachers provide support at lunch and after school.
- Health center is underutilized.
- I have to navigate home obligations and school work.
- Tutoring sessions – are not utilized as much.
- Mental health issues are not being addressed; there is still a stigma to get help - it is hard to reach out for help.
- After school math tutoring – teachers are not required to stay after school. How do we get support when students do not have access to teachers or help from U.C. Berkeley students when they do not know the content?
- Many of the academic counselors are really good.
- Building a relationship with teachers is super important and that is very helpful.
- There should be more ways for AC teachers to loop more often.
- I hate missing class for mental health issues. Often it is seen as “your problem”.

**In your opinion, what is the best part of Berkeley High School**

- Communities – the small schools and developing a community with students and teachers
- So much diversity and opportunity.
- Madeiran as a world language is amazing.
- Arts programs are really good.
- Really “interesting” teachers and people. Do not necessarily like them but they are interesting people!
- A lot of resources: College and Career Center, certain classes. Love the library!
- The sports department
- Clubs and the support from the school.
- I like the campus and never had a teacher that I really hated. Most teachers seem to care about their students.

**In your opinion, what are one or two things we could work on to improve learning for all students?**

- BHIS leadership project – each teacher, once a week for five minutes of mindful reading each teacher would do five minutes and each student would get once daily.
- “Some teachers fail students then fail themselves.” Teachers fall behind on their grading and do not even teach.
- Teachers need to get assignments into Illuminate in a timely manner. Students need to make sure they know how they are doing.
- Lunch should be longer!
- Door to off campus should be looked; some people really like the increased security. Access points have to be controlled.
- Closing the A gate was a good idea - making a feeling of safety or actually making the school safe.

**Think about how BHS works for some students and not for others. What is something that works for you that you would be willing to give up so others are given the resources so they might succeed?**

- I would give away college oriented help who may need trade schools and workforce opportunities.
- Teach more students who qualify for financial aid
- Students need to know where the free / reduced lunch program signed up.
- For students to know that it is “not too late!”
- Many students believe that a grade defines them.



# **Chapter 3: Self Study Findings**

2018 Berkeley High School Self Study

## Chapter III: Self-Study Findings

**NOTE:** In order to collect as much information from the Berkeley High staff, we converted the 64 indicators from chapter 3 into a survey that was sent out to faculty in October of 2017. Almost 100 teachers, administrators, and support staff completed the survey and we have included these results in each indicator.

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

#### A1.1 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.3%	9.8%	35.9%	<b>38.0%</b>	13.0%	<b>Strongly Agree</b>

Findings	Supporting Evidence
Berkeley High School continues to strive to meet the educational and emotional needs of an incredibly diverse student body. With equity at the heart of allocating resources per the LCAP funding model, we simultaneously aim to challenge all students while providing the necessary supports for students who are struggling both academically and socio-emotionally. As previously mentioned in chapters 1 and 2, BUSD has pioneered the use of data to assess the risk of academic failure, using the Academic Support Index, enabling teachers and administrators to much	

<p>more objectively identify those students in most need of additional support.</p> <p>The mission of Berkeley High School is to educate and inspire all students in a safe, respectful, and supportive environment. To achieve this mission, we will:</p> <ul style="list-style-type: none"> <li>• Expect maximum achievement from each student</li> <li>• Maintain high expectations for both students and ourselves</li> <li>• Teach students to think critically, creatively and analytically</li> <li>• Respect each member of the community as an individual</li> <li>• Model and expect ethical and responsible behavior</li> <li>• Provide a school structure which is open and accessible</li> </ul> <p>We strive to create a variety of academic options for our students that both challenge and support all students to become academically successful. We share a commitment to:</p> <ul style="list-style-type: none"> <li>• Pedagogy that focuses on student achievement and results</li> <li>• A rigorous academic curriculum in which all students can succeed</li> <li>• Effective instruction that is assertively monitored and supported</li> <li>• Positive relationships and community</li> <li>• A school culture that values inquiry and growth</li> </ul> <p><b>Schoolwide Learner Outcomes</b> (The current Schoolwide Learner Outcomes stem directly from the last WASC full visit in 2012. Additionally these outcomes directly inform our Single Plan for Student Achievement, recently updated and ratified in the spring of 2018.)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Create a culture of high expectations for academic achievement for all students through the use of</li> </ul>	<p>BHS Mission Statement</p> <p>A-G graduation requirements</p> <p>Academic Support Index</p> <p>Constructed Response Essays</p> <p>Alignment of content standards</p> <p>Universal 9th Grade Program</p> <p>Intervention Counselors</p> <p>AVID</p> <p>RISE</p> <p>BHS Bridge</p> <p>Expansion and access to AP courses</p> <p>BHS Health Center</p>
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disaggregated assessment data from internal and State Smarter Balanced assessments. <ul style="list-style-type: none"> <li>● Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.</li> <li>● Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.</li> </ul>	Schoolwide Learner Outcomes  Single Plan for Student Achievement
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**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

### A1.2 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	5.3%	20.2%	31.9%	<b>33.0%</b>	9.6%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School continues to work with our student body, district, parents /guardians, and community partners to gather input in the refinement of our mission statement and schoolwide learner outcomes. A possible new model of gathering invaluable data and information towards impacting our school vision stemmed from the WASC Parent and Student focus groups conducted in February and March of 2018. Both of these meetings generated a wealth of qualitative data and information. As such we are exploring a way to hold these kind of “focus group” meetings on a more regular basis.</p> <p>More traditionally, students and parents are able to voice their thoughts and opinions on the variety of committees and advisory councils throughout the school. The Site Council, comprised of administration, faculty, parents, and students refined and adopted our new Single Plan for Student Achievement in June 2018.</p> <p>BHS administrators work with the school board in a number of different ways throughout a typical school year. These can include communication over new course offerings, presentations</p>	<p>Parent Focus Group</p> <p>Student Focus Group</p> <p>Small Learning Community</p> <p>Advisory Councils</p> <p>Site Council</p> <p>School Board Meetings</p>

to the board at regular intervals about new programs and initiatives, and general check-in and informational meetings.	
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### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

### A1.3 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.2%	30.1%	<b>35.0%</b>	22.6%	8.6%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High continues to reach out to our community and create clear opportunities for students, parents, and members throughout Berkeley to add their thoughts and opinions to our vision, mission, and schoolwide learner outcomes. Through the various standing committees, SLC advisory councils, and volunteer opportunities, parents and guardians have multiple access points to the high school, influencing the schools mission and learner outcomes. Additionally, the principal holds regular office hours for students throughout the school year in which they bring a variety of questions and concerns for consideration.</p> <p>The BHS Site Committee meets once a month and has a direct role in creating an annual budget for the funds that come to Berkeley High from the BSEP School Site Discretionary Fund. The committee reviews the programs that currently receive funding and considers proposals for funding new programs that support student achievement and school goals. This committee recently revised and adopted the new Single Plan for Student Achievement. The BSEP Committee, a subcommittee of the Site Council is responsible for allocating over \$800,000 in discretionary funds. Comprised of teachers, parents, and students, the committee reviews the programs that currently receive funding and considers proposals for funding new programs that support student achievement and school goals;</p>	<p>SLC advisory councils</p> <p>School Site Council</p> <p>Safety Committee</p> <p>BSEP Site Committee</p>

<p>these proposals are subsequently approved by the Site Council.</p> <p>More specifically, the high school and the district created a transparent and accessible process for the community to weigh in on a three year process in redesigning the 9th grade year for students. The Universal 9th grade program planning began in the spring of 2015 and subsequently lead to multiple community meetings at each of the three BUSD middle schools. Additional meetings were convened, addressing the U9 proposal at the Chicano Latino Bilingual Family Forum and the Parents of Children of African Descent Form. The U9 design team also presented information at multiple all-staff meetings at BHS and informational presentations at the BUSD School Board, which the board approved in the Fall of 2017. The Universal 9th Grade Program will officially roll out for the 2018-19 school year.</p> <p>Additionally, at the district level, BUSD has convened a series of meetings for key LCAP stakeholder groups, the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the Education Advisory Committee (EAC) and student focus groups. The meetings provided the stakeholders with an overview of local and state student achievement data and updates on LCAP funded Actions and Services. This was provided with the goal of creating opportunities for the participants to provide ongoing inquiry and feedback on the services, actions and goals of the Local Control Accountability Plan (LCAP). Community members, parents, educators and students were also provided with numerous opportunities to learn about the Local Control Funding Formula (LCFF).</p>	<p>Universal 9th Grade Planning Committee</p> <p>U9 Outreach Meetings</p> <p>PCAD Forum</p> <p>Chicano Latino Bilingual Family Forum</p> <p>BUSD School Board Meetings</p> <p>Parent Advisory Council</p> <p>District English Learner Advisory Committee</p> <p>Green Dot</p>
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## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

### A2.1 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	7.7%	11.0%	34.1%	<b>36.3%</b>	11.0%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High School is the primary and single high school in the Berkeley Unified School District with our continuation high school, Berkeley Technology Academy, located four blocks away. Berkeley High School and BUSD follows the LCAP-state guidelines and are in accordance with and support of schoolwide learner outcomes as supported by BUSD's governing board.</p> <p>Information about Uniform Complaint process, Title IX and Williams Act is posted on our district website. Additionally this information is shared on the BHS website, student handbook and posted throughout the school. In addition, the BUSD School Board Policy Subcommittee meets throughout the year to consider new policies that better address equitable outcomes for all students.</p>	<p>LCAP</p> <p>School Board agendas and minutes</p> <p>LCAP stakeholder agendas and minutes</p> <p>Uniform complaint procedures</p> <p>Title IX</p> <p>Williams Act</p> <p>Berkeley Unified School District website</p>

## Understanding the Role of the Governing Board

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

### A2.2 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	6.6%	11.0%	<b>38.5%</b>	33.0%	11.0%	Strongly Agree

Findings	Supporting Evidence
<p>The current Berkeley Unified School District Board of Directors has been heavily active and involved in various new initiatives at Berkeley High School. In particular, BHS staff have presented numerous times to the School Board regarding the new Universal 9th grade program, the adoption of a new Math 1, 2, and 3 course sequence, and the restorative justice practices going on at BHS. The Board gives guidance, poses questions, and considers and votes on financial support for these initiatives.</p> <p>District staff, including the superintendent and the associate superintendent, work to directly communicate with and provide direction to BUSD administration.</p>	<p>Various school board meeting recordings</p>

## Governing Board and Stakeholder Involvement

**A2.3. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

### A2.3 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	2.1%	10.6%	<b>37.2%</b>	34.0%	16.0%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School continues to support existing structures that include parents and community members and to identify other pathways that parents and guardians, especially those of students of color. Additionally, BHS continues to encourage leadership from students, whether sitting on one of the standing committees or participating in ASB Leadership. One specific example of student leadership that assists in building a community of leaders is Link Crew. The Link Leaders consist of a pair junior and/or senior mentors for a small group of freshman. We currently have over 120 Link Leaders serving for the 2017-18 school year. Link Leaders receive training and</p>	<p>BHS Site Committee</p> <p>BSEP Committee</p> <p>Safety Committee</p> <p>Small Learning Community and Program Advisory Councils</p> <p>ASB Leadership</p>



<p>support from staff supervisors of the program.</p> <p>Berkeley Unified School District engaged and convened a series of meetings for key LCAP stakeholder groups, the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the Education Advisory Committee (EAC) and student focus groups. The meetings provided the stakeholders with an overview of local and state student achievement data and updates on LCAP funded Actions and Services. This was provided with the goal of creating opportunities for the participants to provide ongoing inquiry and feedback on the services, actions and goals of the Local Control Accountability Plan (LCAP). Community members, parents, educators and students were also provided with numerous opportunities to learn about the Local Control Funding Formula (LCFF).</p>	<p>Link Crew</p> <p>BUSD LCAP Advisory Committees</p> <p>DELAC</p> <p>EAC</p>
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### Board's Evaluation/Monitoring Procedures

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

### A2.4 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	8.8%	16.5%	40.7%	29.7%	4.4%	Strongly Agree

Findings	Supporting Evidence
<p>There are various ways that these different aspects of the functioning of BHS are monitored, assessed, and communicated about by key stakeholders.</p> <ul style="list-style-type: none"> <li>LCAP assessment of district goals and the Eight State Priorities <ul style="list-style-type: none"> <li>There is a district-level staff person who</li> </ul> </li> </ul>	<p>Berkeley Unified School District Staffing and Roles</p>

<p>oversees LCAP expenditures for all K-12 schools in BUSD. This staff member communicates throughout the year with BHS administrators regarding the LCAP expenditure amounts, the particular ways those LCAP expenditures are meeting district LCAP goals and the Eight State Priorities, and what decisions need to be made going forward about those expenditures.</p>	
<ul style="list-style-type: none"> <li>● Review of student performance toward career and college readiness <ul style="list-style-type: none"> <li>○ BHS makes an effort to both fund positions that support career and college readiness and to measure and evaluate that support. To this end, we currently have two full time college counselors, a fellow from University of California's Early Academic Outreach Program (EAOP), a 40% of full time Career Counselor. This entire team works to make sure that students are aware and take advantage of a wide range of opportunities for post-college attainment, including career options, community college, and various four year programs. Beginning during the Fall 2018 semester we will be utilizing the College and Career Readiness Indicator to measure and evaluate how we are reaching this goal.</li> </ul> </li> </ul>	<p>UC EAOP College and Career Fellow at Berkeley High</p> <p>Career Advisor</p>
<ul style="list-style-type: none"> <li>● Assessment of overall school programs and operations <ul style="list-style-type: none"> <li>○ This general category of evaluation of programs and operations happens throughout each school year, in a process with various members of the school community. Specifically, the Professional Development team (two teacher PD leads and a team of teacher leaders) work with BHS admin to set Professional Development goals for the school and personalize them for each of the various communities at BHS. These goals are revisited and evaluated at the end of the school year. Many other types of evaluation and assessment of programs and operations happen in various committees (mentioned above) and professional groupings.</li> </ul> </li> </ul>	<p>Professional Development roles and responsibilities</p> <p>BUSD Data Support Staff</p>
<ul style="list-style-type: none"> <li>● Fiscal health of the school</li> </ul>	<p>Berkeley High Clerical Staff roles</p>

<ul style="list-style-type: none"> <li>○ BHS employs a classified staff member who helps the Principal manage BHS' budget. In addition, we employ a student body account technician that aids with the general flow of funds through the Associated Student Body. Throughout the year, the Principal and the budget manager are in communication with members of the financial services staff at the district office, leading to a close out meeting each June in which any outstanding expenses are reviewed and accounted for.</li> </ul>	and responsibilities
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### Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

#### A2.5 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	11.0%	18.7%	<b>36.3%</b>	30.8%	3.3%	<b>Strongly Agree</b>

Findings	Supporting Evidence
BUSD and BHS are working hard to make sure that complaint procedures are clear, that the process is easy to follow, and the communication about the process is adequate so that all parties know how to file a complaint when and if that is necessary. As recently as this school year, BUSD successfully streamlined the Uniform Complaint Process so that there is one set of procedures and timelines that govern all types of complaints. Parents are communicated with by both the district and the school site about how to follow these procedures in various ways, including the student handbook, school and district website, and bulletin boards throughout the school.	BUSD Website BHS Website BHS Student Handbook

### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic,

college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

#### A3.1 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	6.5%	15.1%	31.2%	<b>34.4%</b>	12.9%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School created and pioneered the Academic Support Index which has empowered our school to much more accurately identify those student groups most at risk. This data driven foundation has enabled the school to create programs and structures that challenge all students, while providing support for those students in need.</p> <p>More specifically, the ASI framework has impacted how we organize and structure the school and has lead directly of our new Universal 9th grade program, launching in the fall of 2018. Building off the feedback from the last WASC full visit in 2012, the BHS stakeholders concluded that our movement into small learning communities had the unintended consequence of separating out our student body. Our goal with the U9 program is to have a common experience for all incoming freshmen who will make a much more informed choices as to what learning community they join for the beginning of their 10th grade year.</p> <p>As the BHS staff has embraced the use of ASI and other qualitative data, much of our staff lead professional development has involved guiding teachers through their own cycles of inquiry. Further PD topics over the last few years have included Constructing Meaning, culturally responsive teaching, and implicit bias training.</p>	<p>ASI data</p> <p>Universal 9th grade program</p> <p>U9 Community Planning Meetings</p> <p>Professional Development meetings / calendar</p>

Additional collaborative spaces that include all stakeholders include Site Council which reviews, edits, and updates the Single Plan for Student Achievement. The BSEP subcommittee is responsible for allocating over \$810,000 for programs at Berkeley High School.	Site Council BSEP Site Council SPSA
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### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

#### A3.2 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.4%	6.8%	<b>44.3%</b>	35.2%	10.2%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>The Site Council recently updated and revised the Berkeley High Single Plan for Student Achievement which included valuable input from staff, administrators, parents and students. The SPSA has proven invaluable for informing and guiding professional development for Berkeley High around student learner outcomes, academic and career readiness goals, and college and career readiness needs. As each school year progresses, new data is then used to inform and update the SPSA as necessary.</p> <p>Additionally individual departments and SLCs use data to create achievement and equity goals for their communities. Each collect and monitor this data to adjust instruction. This is the on the ground version of analysis of achievement data.</p>	<p>BHS Site Council agenda and minutes</p> <p>Single Plan for Student Achievement revision</p> <p>ASI</p> <p>Department / SLC equity goals</p>

### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

### A3.3 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	4.3%	10.6%	18.1%	<b>44.7%</b>	22.3%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High has a long history for utilizing a distributed leadership model that emphasizes cooperation from all stakeholders. Much of the work involves a team decision making process with administration guiding final choices and action on any policy or program. In addition to a team of teachers guiding all staff professional development meetings, each learning community and department have lead teachers who have release time to lead their respective communities. While this distributed model for leadership can impact the time it takes to reach consensus, it all but guarantees significant buy in from staff.</p> <p>To support this process, lead teachers, PD leads, and administration have standing weekly meetings to identify critical needs and to plan for short and long term goals. Within the U9, administration, teacher leaders, and teachers all collaborate to make decisions.</p>	<p>Professional development model</p> <p>Professional development calendar</p> <p>Meeting schedule agendas</p>

## Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

### A3.4 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	6.5%	20.4%	25.8%	<b>36.6%</b>	10.8%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>At a school with over 250 teachers, support staff, and administration and with over 3100 students, communication is essential and work continues to identify critical and efficient means to clearly communicate important and relevant information.</p> <p>This begins yearly with information mailed out to staff during the summer regarding beginning of the year professional development meetings and teacher work / preparation days. In additional critical tool that BHS utilizes is communication via the Berkeley High Conference email address which sends out critical and / or time sensitive information to all staff on the BHS campus.</p> <p>Additional information for staff, students, parents, and other community stakeholders can be found at our school's website, which is continually updated and refined. Specific information is available to teachers regarding requesting substitutes, reserving space in the library or computer labs, and logging in visitors to the campus among many others.</p> <p>The principal holds standing weekly meetings with the school wide PD leads and meets with SLC and department teacher leaders every other week. Often at request, the principal meets with parent groups and has a regular open door policy with students. Additionally, the principal is a member of the Site Council and the BSEP subcommittee.</p> <p>It is inevitable that conflict among staff members arises from time to time. Sometimes these conflicts work themselves out naturally, but often members of the BHS administrative team get involved to help solve conflicts within their respective supervisory areas.</p>	<p>Berkeley Unified School District Calendar</p> <p>BHS Professional Development Calendar</p> <p>Principal's welcome back letter</p> <p>berkeleyhighconference@berkeley.net</p> <p><a href="http://bhs.berkeleyschools.net/">http://bhs.berkeleyschools.net/</a></p> <p>Principal's standing meetings</p>

#### **A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

#### **Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.1. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

#### A4.1 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	5.6%	10.0%	21.1%	<b>43.3%</b>	20.0%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High has a “highly qualified” staff with virtually all teachers certified to teach in their assigned subject area. On average, teachers at BHS possess 12 years experience in the classroom. Over 90 teachers have earned a masters degree with 14 teachers Nationally Board Certified. Per California credential requirements, all teachers are CLAD trained, with a number of teachers possessing BCLAD certification.</p> <p>As Berkeley High School is a highly desired school to teach at the school often will receive dozens of applications via EdJoin for one teaching position. This enables hiring committees made up of teachers and administrators to hire the most highly qualified instructors. Most applicants graduate from rigorous credential programs and arrive to BHS with at least a few years teaching experience.</p> <p>Additional support and structures are provided to new teachers, such as guaranteeing that new members of our staff teach no more than two preps and have their own classroom. New teachers to the profession are also supported through the California Teacher Induction Program and are connected with a veteran teacher at BHS.</p> <p>For those teachers who teach Advanced Placement or International Baccalaureate courses, Berkeley Unified provides financial support to train teachers in their respective content areas. For example, in the summer of 2018, 12 teachers were provided AP or IB training, with more scheduled for training during the coming school year.</p>	<p>Berkeley Unified School District Human Resources / Dataquest</p> <p>Hiring Committees / Interview Process</p> <p>California Teacher Induction &amp; Professional Support - TIPS (formerly BTSA)</p> <p>AP / IB Training</p>



## Staff Assignment and Preparation

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

### A4.2 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	8.6%	17.2%	<b>33.3%</b>	30.1%	10.8%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High has a collaborative approach to teacher assignments. Every March, teachers complete an “Assignment Input Form” which asks what specific classes a staff member would like to teach the following year. This information is taken into account with the needs of the school. After the Master Schedule is completed each May, teachers are informed what classes they will be teaching the following academic year. Effort is made, when possible, to minimize the number of individual “preps” each teacher has, normally limiting the individual classes a teacher teaches to two.</p> <p>Additionally, teachers new to BHS attend a new orientation meeting held in late August every year. Teachers who are brand new to teaching receive additional support such as early access to their classrooms and access to the supply room. BHS assigns one Vice Principal with the task of updating our New Teacher Handbook, holding the New Teacher Orientation meeting, and scheduling monthly check-in meetings at lunch for all staff that are new to Berkeley High School. Lastly, “5 day” CM training for new teachers occurs every summer and fall to ensure that we have a common language for instructional practices.</p>	<p>Teacher Assignment Input Form</p> <p>Master Schedule</p> <p>New Teacher Orientation Meeting</p>

## Defining and Understanding Practices/Relationships

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

### A4.3 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.3%	16.3%	27.2%	<b>32.6%</b>	19.6%	Strongly Agree

Findings	Supporting Evidence
<p>As Berkeley High migrated our email system to the Google suite, more critical information is shared digitally like the “<b>BHS Online Teacher Handbook</b>”. This document is updated yearly as our needs change and evolve. The handbook includes the following critical information, providing hyperlinks either to a separate document or form to be filled out:</p> <ul style="list-style-type: none"> <li>• <b>Teacher Resources:</b> supply order directions, maintenance request form, tech support form</li> <li>• <b>Calendars:</b> BHS, BUSD, testing schedule, events calendar</li> <li>• <b>Roster &amp; Roles:</b> Administrator, Counselor, Safety Officer, and Staff Roster</li> <li>• <b>Urgent issues &amp; Emergency Response:</b> Lockdown procedures, Evacuation process, suspected child abuse reporting form</li> <li>• <b>Facilities:</b> BHS School Map</li> <li>• <b>Field Trips and Student Attendance:</b> FAQ, Policies, field trip guidelines</li> <li>• <b>Student Supports:</b> special education overview, 504 expectations handbook</li> <li>• <b>Technology:</b> resources, adding printers, Illuminate grading and attendance support</li> </ul>	BHS Online Teacher Handbook

<ul style="list-style-type: none"> <li>• <b>Employee Policies:</b> Sexual harassment board policy, bullying / hate crime policies, employee acceptable tech use contract</li> <li>• <b>Safety &amp; Discipline:</b> On-Campus Intervention (OCI) Overview, Teacher referral form</li> <li>• <b>Academic &amp; Instructional Resources:</b> Academic Language Supports, Daily Learning Objectives, Warm-Demander Framework</li> <li>• <b>Teacher Resources:</b> Substitute request website, Berkeley Federation of Teachers Resources</li> </ul> <p>While having an online, digital resource available is more efficient, it is unclear how often the handbook is accessed throughout the year by staff.</p>	
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### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

#### A4.4 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	4.3%	18.3%	21.5%	<b>44.1%</b>	11.8%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Professional development at Berkeley High is an essential cornerstone of the work we do as it allows the faculty to reflect on what is working well and where we need to allocate time and resources to those students who are most at risk. Our Professional Development Calendars over the years attempts to strike a balance between whole school PD work, Small Learning Community space, and professional development time within some of the individual departments.</p> <p>Our whole school Professional Development work over the course of an academic year focuses the staff on one or two best</p>	<p>Professional Development Calendars:</p> <ul style="list-style-type: none"> <li>• 2015-16</li> <li>• 2016-17</li> <li>• 2017-18</li> <li>• 2018-19</li> </ul>

<p>practices or strategies for instruction and / or classroom management. These have included the following:</p> <ul style="list-style-type: none"> <li>• <b>Constructing Meaning:</b> Strategies which provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Constructing Meaning is based on backward design and a gradual release of responsibility model to ensure support for students while giving opportunities to learn on their own.</li> <li>• <b>Culturally Responsive Teaching:</b> the pedagogy that recognizes the importance of including students' cultural references in all aspects of teaching.</li> <li>• <b>Illuminate training:</b> Staff technical training on new student management software that incorporates attendance, grades, and other assessment tools.</li> <li>• <b>Cycle of Inquiry:</b> investigative approach to teaching where instructors 1. Make observations 2. Develop a hypothesis 3. Develop a guiding question 4 Collect data 5. Evaluate data 6. Re-evaluate observations</li> <li>• <b>Mandated Reporter training:</b> Per California law, all required eligible staff will update the best practices in ensuring that minors in our care are safe from harm and / or neglect.</li> <li>• <b>ALICE / Active Shooter Response Training (Fall 18):</b> In response to the rash of school shootings across the United States, Berkeley High will dedicate a significant portion of our August 23rd professional development day to train teachers on the best practices and strategies in case an active shooter situation occurs.</li> </ul> <p>In addition to all staff, all school professional development time, faculty utilize "late start" Monday professional development which runs from 8:00 am to 9:30 am; students officially start school at 9:57 am. During this time, staff alternate throughout the school year between their <b>small learning community</b> (Academic Choice, AMPS, CAS, AHA, BHIS) and their content <b>department</b> (Science, Math, English, History). Within these 90 meetings staff will address a host of topics and issues that range from developing common assessments to focusing on at risk and</p>	<p>Late Start Monday Bell Schedule</p> <p>SLC late start Monday morning agendas</p> <p>Department late start Monday morning agendas</p>
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struggling students.	
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## Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

### A4.5 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	2.2%	11.0%	25.3%	<b>46.2%</b>	15.4%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>New teachers and probationary teachers are evaluated every year, with tenured teachers evaluated every other year. Tenured teachers who earn a “Distinguished” or “Proficient” have the option to complete an Alternative Evaluation project that may be a Lesson Study, earning National Board Certificate, or being a new teacher support provider. Teachers who choose the alternative evaluation are expected to “go public” with their work by giving a presentation or synopsis of their completed project.</p> <p>For teachers who earn less than a satisfactory evaluation, Berkeley Unified teachers have the option of entering what is called Peer Assistance and Review (PAR). The goal for all PAR Referred Teachers is for them to receive high quality coaching and feedback to allow them to meet the California Standards for the Teaching Profession and to exit the PAR program.</p> <p>Generally speaking, BHS administration finds that the most effective evaluations occur when the teacher and the administrator share a strong commitment to examining what is best for students, honestly interrogating current practices, and striving to improve both teaching and evaluation techniques in service of these goals. This can be accomplished through both the Alternative Evaluation option as well as the more traditional observations.</p>	<p>CTIPS (BTSA) Support Programs</p> <p>Teacher Evaluation Forms</p> <p>Alternative Evaluation Forms</p> <p>Berkeley Peer Assistance and Review (B-PAR) review documents</p> <p>Berkeley Federation of Teachers contract</p>

**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

**A5.1 Survey Results**

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	7.8%	11.1%	<b>42.2%</b>	27.8%	11.1%	Strongly Agree

Findings	Supporting Evidence
Berkeley High School receives general funds from BUSD, with an additional \$810,000 of the high school's budget coming from the Berkeley Schools Excellence Program (BSEP). The BHS BSEP subcommittee, which consists of BHS faculty and parents, is tasked with evaluating grants and approving requests each spring. The BSEP grant proposals are then presented to Site Council for approval. Critical programs at Berkeley High School funded through BSEP include two College Advisors, Academic Support and Tutors, and many other programs targeting at risk populations.	Berkeley Unified School District budget  Berkeley Schools Excellence Program  BSEP Subcommittee  BHS BSEP Budget Worksheet
The Berkeley High School Site Council, consisting of administration, teachers, parents, and students, is tasked with incorporating data from our internal Academic Support Index and LCAP targets to modify and update our Single Plan for	Site Council  ASI

Student Achievement.	Single Plan for Student Achievement
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## Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

### A5.2 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.5%	11.4%	<b>50.0%</b>	27.3%	6.8%	Strongly Agree

Findings	Supporting Evidence
<p>Yearly budgets are largely based on past practice, and are developed each year over the course of the spring, and in conjunction with district staff. In addition to General Fund monies, there are separate processes for LCAP funds (explained more in detail throughout this document), as well as BSEP Site funding. In each case, there are clear processes spelled out for how funding is allocated, who makes the decisions, and what auditing happens throughout the process. In addition to these more formal funding structures, there are ancillary There are multiple processes for making sure that BHS expenditures are tracked carefully, whether through the district financial services offices or the Associated Student Body audit.</p> <p>The principal and the classified staff budget manager make sure that the budget allocated for BHS is spent correctly according to the allocation, and every year in June they meet with the account managers in district financial services to make sure all monies are accounted for.</p>	<p>Annual Budget reports</p> <p>BSEP Fund processes and reports</p>

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

### A5.3 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	5.4%	8.7%	25.0%	<b>37.0%</b>	23.9%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School is an 18 acre campus with nine main buildings and two support buildings that range in age from 5 to 96 years old. Since the last full WASC visit, we have opened an additional academic building on the south side of the campus with an additional gymnasium (M building).</p> <p>As explained in Chapter 2, Berkeley High School is undergoing much change as we build out Career and Technical Education pathways. The district has drawn plans to transform an art studio, two adjoining storage rooms and part of a patio to house classroom and workshop spaces as a Carpentry/Stagecraft/Fab Lab scheduled to open in the 2018-19 school year (see images in Chapter 2). This space will be equipped with advanced makerspace machines, including 3D printers, a CNC machine, a laser cutter and a variety of power and hand saws and tools. The space will continue as home to art classes and to new CTE (Career Technical Education) classes in carpentry and stagecraft, and serve as a resource for class activities and school groups, such as the Robotics Club.</p> <p>Additionally, in light of the national climate around school shootings, BHS is undergoing a systematic review of security and safety protocols. All entrances to the school are promptly locked when school begins and again at the end of lunch. Students tardy or late to school must now go through the main administrative building and show their identification before sent to class. Berkeley High staff will undergo extensive training prior to the 2018-19 school year on the best practices in case of an active shooter situation arises (ALICE training).</p>	<p>BHS campus map</p> <p>CTE design plans and blueprints</p> <p>Safety committee</p> <p>School Safety Plan</p> <p>ALICE Training</p>



## Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, 31-manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

### A5.4 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	4.3%	16.3%	18.5%	<b>42.4%</b>	18.5	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>The needs in this category are provided for in a number of ways:</p> <ul style="list-style-type: none"> <li>BUSD has a technology department that is responsible for assessing the school's technology needs and servicing existing technology to make sure that the equipment is up to date and well taken care of. Over the recent past, this has ensured an equitable distribution of Chrome Carts, for example, across the school's learning communities and programs.</li> <li>The district office, specifically Education Services, is the support arm for ordering and spending funds on textbooks and other printed materials.</li> <li>BHS has an on-site classified position that deals directly with managing the textbook room, keeping track of texts checked out to classes and teaches, and maintaining inventory.</li> <li>Our BHS library is staffed by two full time staff members who oversee acquisitions, discards, collection management, and spending for the library. They are overseen by both a BHS Vice Principal as well as a district-level staff who oversees funding and hiring for library positions district-wide. Our teacher-librarians</li> </ul>	<p>BUSD / BHS staffing organization - Technology Support Staff</p> <p>District roles and responsibilities</p> <p>BHS Textbook Coordinator</p> <p>BHS Library Staff</p>

also oversee and maintain several search databases and help with providing online resources to any teachers that are in need of this support for their students.	
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## Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

## A5.5 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	6.6%	20.9%	<b>34.1%</b>	30.8%	7.7%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High continues to cultivate a well qualified staff by streamlining new hires and providing critical professional development opportunities and necessary training. All applicants to Berkeley High School are required to have the necessary credential and in many cases having prior teaching experience is preferred. Within the hiring processes, teaching staff in the respective subject matter are often involved in the screening steps prior to formal interviews with administration.</p> <p>More specifically, BUSD and Berkeley High provide additional training when relevant. All International Baccalaureate teachers receive initial and ongoing IB training during the summer months in their respective content areas. Similar training and professional development is offered for Advanced Placement course work.</p> <p>Per the new the California State College and Career Readiness Indicator requirements, Berkeley High is enthusiastically redesigning part of the school to not only promote college, but also career exploration. As a foundation, BHS has long had two dedicated College Advisors, separate from traditional academic counselors, who guide all seniors through the college and financial aid process.</p>	<p>Berkeley High hiring procedures</p> <p>IB training schedule</p> <p>AP training schedule</p> <p>College Advisors</p> <p>Career Advisor</p>

Berkeley High School in the last few years also has aggressively expanded our Career and Technical Education classes which include coursework in EMT certification, Fire Science, Introduction to Law, Robotics, Carpentry and Stagecraft. Additionally through various state grants, BHS has allocated a part time position, dedicated to Career Advising.	CTE state frameworks  BHS Course Catalog
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## Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

### A5.6 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	5.7%	6.8%	<b>51.1%</b>	30.7%	5.7%	Strongly Agree

Findings	Supporting Evidence
<p>In a school as large as BHS, evaluating the effectiveness of these procedures is also a large job, and most certainly a joint effort with BHS staff, administrators, and district-level staff.</p> <p>BHS pays for 20% of a full time position with our district-level data department so that we have access to data to help evaluate the effectiveness of programs, look at grade and achievement trends across the school, standards-based assessment scores, etc. Anyone, not just administrators, can make data requests in order to investigate their practice, the effectiveness of an intervention program, or look at changes over time. High-level (what we often call "balcony view") data is also looked at every year in conjunction with district staff. This data ranges from grades for all students in a particular course, to survey data from our Student Attitudes and Assessment Survey (SAAS), and many more examples.</p>	<p>BUSD / BHS Data Analyst position</p> <p>Illuminate Data Management Software</p> <p>Student Attitudes and Assessment Survey</p>

## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

### **Summary (including comments about the critical student learning needs)**

Berkeley High School continues to evolve, grow, and adapt to meet the needs of all of our students, especially those students who historically have been marginalized by the education system. With the mission statement and vision of the school, we have crafted a Single Plan for Student Achievement with input from parents, students, and teachers that not only prepares all of our students with the option of pursuing a college education, but ensures that resources of support are allocated in an equitable manner to best support students who are deemed “at risk” or face significant barriers to future success. In particular, we have made extensive use of the new Academic Support Index as an objective measure that can better guide the infusion of resources to students who most need them.

Per the most recent funding models from the state (LCAP) and in conjunction with our local BSEP funding source, Berkeley High continues to lean into equity centered reforms. Since the last full WASC visit, the new allocation of resources has allowed the school to hire our first “intervention counselor” whose singular responsibility is to check in multiple times per semester with underperforming 9th and 10th graders. These students have either been identified from middle school articulation as at-risk via Academic Support Index or are presently exhibiting behaviors (e.g. skipping class, low homework completion) that are more likely to lead to jeopardizing graduation. This initial intervention counselor (along with the whole intervention team model) was so successful BHS was able to hire two more counselors in recent years.

Additional efforts to support underperforming students involve the weaving of multiple and often purposefully redundant structures to ensure students are able to receive targeted interventions. This includes programs at BHS such as AVID classes, RISE (an after school tutorial environment) and BHS Bridge, which provides support to incoming 9th graders and continual support throughout a student's high school experience. Proper support is also provided to our Parent Resource Center, specifically creating a welcoming space to families, especially engaging with parents of color and those households where English is not the primary language. Furthermore, the new LCAP state funding model was a critical component to reorganizing and reallocating funds and resources to launch our Universal 9th grade program for the fall of 2018.

Outreach to our community partners and stakeholders continues to be made a priority. This includes clear communication between the school district and the school site in terms of funding models, policy implications, and clear and effective complaint processes. Moreover, we are exploring alternative and structured environments where students and parents can provide constructive input on policies and organization of the school, an idea influenced and generated through the focus group process necessitated by our WASC data gathering for this report.

With the Berkeley High Staff of over 250 certificated, classified, and support staff, two-way collaborative communication is essential. Much of this communication begins with school wide PD leaders and teacher-leaders of small learning communities and departments meeting regularly with the principal and other key members of the administration. Our leadership model ensures that teaching staff are not only informed on critical information, but also have a significant stake and involvement in the direction of the school. Additionally, staff in respective subject matter areas are involved annually in assisting administration in interviewing and hiring new teachers. As explained earlier in this chapter, BHS relies heavily on email and Google drive for much of the work we do. Our “berkeleyhighconference” email address allows any individual staff member to communicate to the entire school while Google drive allows collaboration on lesson plans and professional development work. Additionally, we have created an online teacher handbook that sits in our Google drives, allowing easy access while enabling us to update annually with minimal effort. With the multiple avenues for communication, we continue to strive to resolve conflict and disagreements in a manner where the goals and outcomes are first and foremost beneficial to student learning.

Berkeley High staff is highly qualified with virtually every teacher having the proper subject matter credential, with a significant proportion of the staff having graduate degrees or being Nationally Board Certified. We continue to provide space for personalized professional development as well as summer training in Advanced Placement and International Baccalaureate subject matter instruction. The combination of having a highly qualified staff combined with teacher input on what classes they teach helps create a collaborative environment. For much of the staff, this “buy in” often translates into well utilized professional development time focused on the best practices on authentic curriculum development and instruction.

The Berkeley High 18 acre campus is constantly being updated and upgraded with one of the oldest buildings approaching 100 years old. In 2014, BHS has expanded yet again with the construction and opening of the M building that includes 16 classrooms, a weight room, and a gymnasium. Most recently, a major renovation of some classrooms elsewhere on campus includes space for carpentry, stagecraft and a “fab lab” scheduled to open in the 2018 - 2019 school year. As part of our CTE buildout, this space will be equipped with advanced makerspace machines, including 3D printers, a CNC machine, a laser cutter and a variety of power and hand saws and tools. Lastly, as funding becomes available, Berkeley High will undertake a multimillion dollar renovation of the Berkeley Community Theater. These planned renovations include a rebuilding of the classroom spaces, better connections and flow between the two main theaters and performer support spaces, and major upgrades to address accessibility issues as per the Americans with Disabilities Act.

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Effective at creating opportunities for community members to be involved in various levels of site based decision making (e.g. Site Council, BSEP subcommittee).
- Existence of a clear communication pathway between BHS and district LCAP decision makers in order to identify and secure appropriate LCAP resources for BHS students and families. The

same can be said regarding communication between BHS administration and district staff around other funding priorities, as evidenced by the district financial support for the U9 program.

- Increasing amounts of collaboration between BHS administration, district leadership, and members of the school board to identify areas of success as well as areas where more support is needed.
- Highly effective in the area of college and career. With two dedicated College Advisors, a part time Career Advisor, and expanding Career and Technical Education classes, BHS prioritizes preparing students for options after graduation.
- A shared model of leadership between administration and teacher leaders produces impactful professional development, strategic organization of the school, and builds consensus around major decisions.
- Professional Development at Berkeley High School strives to be student centered and focused on improving student outcomes. To this end, the BHS staff has experienced multiple trainings and seminars on Constructing Meaning professional development, culturally responsive teaching and its connection to implicit bias, and incorporating the cycle of inquiry into our teaching practice.
- Berkeley High and Berkeley Unified School District has pioneered the use of the Academic Support Index (ASI) which has allowed the school site and district to better predict which students may underperform and redirect the appropriate resources to support those students.
- With the use of data driven inquiry, BHS will rollout a major reorganization of the school beginning in the 2018-19 school year with the Universal 9th Grade program. Incoming 9th graders will be placed in common “hives” with selecting learning community for 10th grade.
- Berkeley High School is fortunate to have ample technology resources. As networking and mobile technology become more commonplace, the school and the district has embraced the use of Chromebook mobile carts. Students are automatically assigned a Google account when they register in BUSD, enabling students to access the Google office suite as well as storing work in their Google drive. Additionally, each teacher is assigned their own Chromebook and are support by two staff who paid release time for technical support.
- Berkeley High School has a highly qualified staff, with all teachers properly credentialed in their respective subject matter. A significant proportion of our faculty have graduate degrees in either education or a relevant subject area.
- Berkeley High School is very fortunate to the Berkeley community for our local tax assessment known as the Berkeley Schools Excellence Program (BSEP). BSEP provides 20% of the BUSD operating budget, or over \$25 million to support smaller class sizes, essential technology, and critical positions like the two College Advisors at the high school.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

- There is more work to be done to better systematize the process of reviewing various levels of data by the faculty. The administrative team reviews data with our district data analyst. In addition, data review is included in department and small learning community professional development plans, and there is an effort with the Professional Development Teacher Leaders to include relevant data as part of individual teacher growth efforts each year, but all of these efforts need to become more and more an expected part of the fabric of each initiative, however small, at BHS.
- Security concerns and ALICE training: BHS is a very porous campus, with multiple entry and egress points along its perimeter. In the last year, BHS admin and safety staff have worked hard to limit and better monitor those points, and have secured support from both the Berkeley Police Department as well as district staff to hold a much-needed active-shooter training (ALICE) for the entire faculty.
- BHS administrators continue to work hard to make the formal evaluation process meaningful to teacher participants. Often, in the day-to-day running of this very complex campus, administrators are pulled several different directions, and their ability to be instructional leaders in this particular way can be compromised. In addition, the process itself needs work to make it as personal and thus as meaningful as possible for the participants. More work can also be done to explicitly connect the evaluation process with our professional development goals.

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

#### B1.1 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	2.2%	10.8%	21.5%	<b>49.5%</b>	16.1%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High School has a strong tradition of incorporating the best practices from educational research. Sitting just blocks from U.C Berkeley there has been frequent collaboration over the years whether assisting teachers to become better reflective practitioners or many members of the BHS staff participating in the inaugural year of the Principal's Leadership Institute founded in 2000.</p> <p>Since the last full WASC visit, BHS staff has gone through Constructing Meaning training. While this evidence based teaching methodology initially was framed for English Learners, as is often the case with good teaching, Berkeley High embraced these strategies for all learners. These goals include:</p> <ul style="list-style-type: none"> <li>Promotes learning goals that include both content and language objectives.</li> <li>Uses a functional language approach organized around the critical tasks and text structures needed to engage in rigorous, grade-appropriate, content-area coursework. Focuses on high-leverage academic language that is applicable across content areas.</li> </ul>	<p>U.C. Berkeley PLI</p> <p>Constructing Meaning training calendar</p> <p>Constructing Meaning website</p> <p>Professional Development</p>



<ul style="list-style-type: none"> <li>● Provides an organized method of content and language instruction that divides a lesson or unit into discrete, measurable skills, tasks, or objectives and prepares students for successful completion of a larger, more complex outcome or expectation.</li> <li>● Is explicitly taught and emphasizes oral and written language skills to ensure that students develop the analytical language and processes necessary for college-ready work.</li> </ul> <p>Additionally, BHS staff continues to use the best practices from the latest research including:</p> <ul style="list-style-type: none"> <li>● Training in culturally responsive teaching, reflecting on implicit bias and how it impacts learning and inclusiveness.</li> <li>● Backward planning curriculum, answering the question “what do I want my students to know and be able to do by the end of the year?”</li> <li>● The use of Warm-Up, Cool-Downs, and “exit tickets” to assess learning.</li> <li>● Best utilizing board agendas, which may include prior knowledge learned, content and language learning objectives and expectations for the next class meeting.</li> </ul>	<p>Calendars:</p> <ul style="list-style-type: none"> <li>● 2015-16</li> <li>● 2016-17</li> <li>● 2017-18</li> <li>● 2018-19</li> </ul>
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## Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

**B1.2 Survey Results**

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.2%	11.7%	20.2%	<b>44.7%</b>	20.2%	<b>Strongly Agree</b>

<b>Findings</b>	<b>Supporting Evidence</b>																
<p>Berkeley High School continues to push students to reach the A-G graduation requirements necessary to be UC / CSU eligible. For the vast majority of graduates, this is the case. For those students who struggle to meet the BHS graduation requirements additional support is offered.</p> <table border="1"> <thead> <tr> <th colspan="2"><b>UC / CSU Required “A-G” courses</b></th></tr> </thead> <tbody> <tr> <td><b>A</b> Social Studies / History - 2 years</td><td>20 credits</td></tr> <tr> <td><b>B</b> English - 4 years</td><td>40 credits</td></tr> <tr> <td><b>C</b> Math - 3 years</td><td>30 credits</td></tr> <tr> <td><b>D</b> Science - 2 yrs / 3 yrs recommended</td><td>20 - 30 credits</td></tr> <tr> <td><b>E</b> World Language - 2 years / 3 years recommended</td><td>20 - 30 credits</td></tr> <tr> <td><b>F</b> Visual / Performing Arts - 1 year</td><td>10 credits</td></tr> <tr> <td><b>G</b> Electives - 1 year</td><td>10 credits</td></tr> </tbody> </table> <p>All academic courses are aligned or are in the process of being aligned to the California Common Core State Standards.</p>	<b>UC / CSU Required “A-G” courses</b>		<b>A</b> Social Studies / History - 2 years	20 credits	<b>B</b> English - 4 years	40 credits	<b>C</b> Math - 3 years	30 credits	<b>D</b> Science - 2 yrs / 3 yrs recommended	20 - 30 credits	<b>E</b> World Language - 2 years / 3 years recommended	20 - 30 credits	<b>F</b> Visual / Performing Arts - 1 year	10 credits	<b>G</b> Electives - 1 year	10 credits	<p>BHS Course Catalog</p> <p>A-G graduation requirements</p> <p>California Common Core State Standards</p>
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<b>F</b> Visual / Performing Arts - 1 year	10 credits																
<b>G</b> Electives - 1 year	10 credits																

<b>Findings (B1.2 continued)</b>	<b>Supporting Evidence</b>
<p>ENGLISH:</p> <p>English teachers meet regularly to design standards based assessments that then shape the curriculum and standards of focus at each grade level in writing and reading. Teachers work together to articulate the expectations of skill level of each standard for grades 9-12. This is an ongoing process as different programs have developed their own progressions.</p> <p>School-wide in grades 9 &amp; 10 students take a Constructed</p>	<p>English Department meetings</p> <p>Constructed Response Essays</p>

<p>Response written assessment that assesses multiple writing standards. The assessment is revisited yearly in English Department meeting and English teachers work together to adapt and improve the assessment, review the data, and plan standards based instruction in response to the data.</p>	
<p><b>SOCIAL STUDIES / HISTORY:</b></p> <p>BHS history teachers meet regularly to vertically align the history standards in grades 9-12 and create a spiraling curriculum that begins with essential questions for each unit and culminates with rigorous, relevant, performance assessments which answer the question “What do the students know and what are they able to do with that knowledge?”</p> <p>10th grade World History builds off of 9th grade Ethnic Studies with units on Revolutions, Industrialization, and Colonization to name a few. In the Revolutions unit, students put on a Philosopher’s Debate in which they assume the role of a famous philosopher from history and debate the nature of humans, society’s ability to govern itself, and how those beliefs apply to modern systems of government, from democracy to fascism.</p> <p>During a student’s junior and senior year, these themes continue into U.S History, Economics, and Government. Courses evaluate the economic-political spectrum analyzing the role of government in regulating a market based economy.</p>	<p>History subject / department meetings</p> <p>World History Content</p> <p>Philosopher’s Debate</p>
<p><b>MATHEMATICS:</b></p> <p>Four years ago the math department started our transition to common core. As part of that process we piloted several curriculum and in the end choose a curriculum that is aligned to both the common core mathematics standards and the mathematics practice standards. As we have phased in each course, Math 1, 2, and 3, the math department has met to ensure that our course progression is aligned vertically. We also successfully applied to UCOP for A-G credit for all three of these courses.</p>	<p>Module and lesson breakdown of the standards covered.</p> <p>Pacing guides for each course to ensure that all topics are taught each year.</p> <p>Vertical Alignment document that shows where each standard is taught (which course and module).</p> <p>Common semester exams are given in Math 1, 2, and 3.</p> <p>Curriculum groups meet at least</p>

	<p>once a month to discuss course.</p> <p>UCOP approved course description.</p>
<p><b>PHYSICAL EDUCATION:</b></p> <p>The Physical Education department meets regularly to reassess our alignment with state standards. All freshmen enrolled in PE participate in the state mandated Fitnessgram. The Fitnessgram is conducted in the Spring.</p>	<p>Department meetings</p> <p>Fitnessgram</p>
<p><b>SCIENCE:</b></p> <p>The science department has been working for the past few years to align our three core courses (Physics, Chemistry, Biology) to the Next Generation Science Standards (NGSS). This involves meeting in subject area teams, as well as vertical planning within the whole department. The facility requirements for “wet labs” are met for all lab science courses.</p> <p>We have adopted the “3 course model” to align our courses to the NGSS. All 9th grade students take Physics, then students take Chemistry and Biology. Our entire department created a sequencing map of the three courses that distributed the Earth and Space Science standards within Physics, Chemistry, and Biology.</p> <p>Subject area teams met to discuss course scope and sequence (order of units), labs, and to write common assessments. Physics 1 (9th grade), is completely finished, Chemistry is in progress, and Biology is being re-written to move the course from the 9th grade to the 11th grade.</p> <p>All science classes are taught in lab classes with access to sinks, electric sockets, and gas. Chemistry has access to fume hoods, eye wash stations, and safety showers.</p>	<p>Next Generation Science Standards</p> <p>Wet lab standards</p> <p>Three Course Science Progression Model</p> <p>Science facility requirements</p>
<p><b>SPECIAL EDUCATION:</b></p> <p>The Special Education department has collaborated in subject-specific teams to align our INE (Inclusive Education) courses to California Common Core State Standards. For example, our INE-Literacy course is now aligned to the College &amp; Career Readiness Anchor Standards for Reading, Writing,</p>	<p>INE Courses</p> <p>Common Core State Standards</p>

<p>Language, and Speaking and Listening. Our INE-Algebra course is aligned to the California Common Core State Standards in Mathematics, Higher Math Standards / Integrated Pathway.</p> <p>Our INE-Literacy team meets regularly to refine course scope and sequence and to write common curriculum and assessments. The goal of the INE Literacy course is to promote the development of skills in the areas of reading fluency, reading comprehension, reading strategies, writing fluency and writing mechanics. Students in this class will build vocabulary and academic language skills in reading, writing, and oral language practice. Students will read from a variety of genres, including fiction and non-fiction, and practice all forms of academic writing.</p>	<p>INE-Literacy team meetings</p> <p>English Language Literacy</p>
<p><b>VISUAL AND PERFORMING ARTS (VAPA):</b></p> <p>Visual and Performing Arts teachers meet regularly to share practices that support students' academic achievement and career readiness. Site and regional administrators work with teachers to develop courses that meet academic standards as defined by a-g and/or CTE requirements.</p> <p>In all art classes, students participate in a critique process that promotes the use of academic language, reflection and critical thinking. All teachers have students collaborate with classmates on the creative process so as to acquire the kind of interpersonal skills that will benefit them in college and career. Many teachers have students write "Artists Statements" so as to contribute to Berkeley High's school-wide focus on literacy and academic language. All teachers expose students to adult professionals from the art world who provide students with insights into careers in art.</p>	<p>VAPA collaboration meetings</p> <p>A-G and CTE requirements</p> <p>Critical thinking evaluation protocols</p> <p>Guest speakers</p>
<p><b>WORLD LANGUAGES:</b></p> <p>World Language teachers meet regularly to create common curriculum and assessments that are vertically aligned for all levels of World Languages. We are also currently working on revamping our curriculum to more closely align with a Proficiency Based model that is recommended by ACTFL, (American Council on the Teaching of Foreign Languages)</p>	<p>World Language Department meetings</p> <p>ACTFL Standards</p>

Formative and summative (end of semester) common assessments are given at each level to determine progress and assure vertical alignment. Teachers share ideas and strategies with one another during level alike group work and follow pacing guides. A core group of WL teachers participated in a 2 day training last June to work towards implementing a Proficiency Based Model.	World Languages Formative and Summative Assessments
We use Constructed Response for common assessments in Spanish for Spanish speakers and also have worked in partnership with the newcomers program to create common Constructed Response assessments in Spanish and English.	Constructed Response Essays

## Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

### B1.3 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	2.2%	11.0%	35.2%	<b>39.6%</b>	12.1%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>We are constantly framing and reframing the question “What does it mean to be college and career ready?” To that end, we found some helpful responses when we spoke with our student focus groups about how the skills and concepts taught at BHS translate for them to college and career readiness. Students reported that often simply because of the size of Berkeley High School, they learn to navigate systems, structures, and procedures in a way that will greatly benefit them in their post-high school plans, whatever they may be.</p> <p>BHS Schoolwide Learner Outcomes</p>	

<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Create a culture of high expectations for academic achievement for all students through the use of disaggregated assessment data from internal and State Smarter Balanced assessments.</li> <li>● Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.</li> <li>● Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.</li> </ul>	<p>Berkeley High Schoolwide Learner Outcomes</p>
<p>Parent Focus Group responses about their students preparation for life after graduation:</p> <p><i>"I feel like the resources to apply and info for college are pretty good. My son is in fire science and is excited by the idea that if he continues next year he can take a class (not at bhs) to be an emt. Could there be more pathways like this? Coding? College is the priority but I think it's an interesting option."</i></p> <p><i>"I believe that the small schools within BHS really focus on the transition from 12 to post-secondary. ...There should be more peer-on-peer mentors for those coming into BHS from the 8th grade and those who have graduated should come back if they can and speak to the seniors about their experience."</i></p> <p><i>"In English class, the students created a resume. This helps my student realize they might want to do more..."</i></p>	<p>Parent Focus Group</p>
<p>Student Focus Group responses about their students preparation for life after graduation:</p>	<p>Student Focus Group</p>

<ul style="list-style-type: none"> <li>• <i>The College and Career Center has amazing resources – college presentations are great; they should be earlier in high school.</i></li> <li>• <i>AMPS has specialized learning about colleges from counselor from Berkeley City College.</i></li> <li>• <i>All English classes came to CCC to hear from college counselors is super helpful.</i></li> <li>• <i>Nice to know how to taxes and the practical things of adulthood.</i></li> </ul>	
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### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

#### B1.4 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.3%	14.4%	<b>44.4%</b>	31.1%	6.7%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High continues to identify areas where thoughtful and authentic content areas can be integrated. Given the complexity of the Master Schedule, some of this integration has occurred when English and social studies classes can be “cored”, sharing the same students. This integration might be 11th graders who are studying the Harlem Renaissance in their history class, also studying that eras poetry and literature in their American Literature course.</p> <p>Much of this integration work was pioneered with our Community Partnerships Academies: the Arts and Humanities Academy (AHA), Communication Arts and Sciences (CAS), and the Academy of Medicine and Public Service. Additionally, many of the SLCs have interdisciplinary projects that attempt to</p>	<p>BHS Master Schedule</p> <p>Community Partnerships Academies</p>



<p>use the “spiral curriculum” model where each core subject has students learn something about the topic from that perspective. Berkeley High International School (BHIS) integrates content where possible, especially bringing in themes across the courses through the required Theory of Knowledge class.</p> <p>Additionally, as mentioned previously BHS continues to expand our CTE course offerings and pathways, placing subject matter and “integration” within the context of the real world. This includes students conducting “ride-alongs” with Berkeley Fire and Berkeley Police Departments, participating in statewide robotics competitions, or being placed in an internship at a biotechnology company as part of our Biotech Program.</p>	<p>Interdisciplinary projects</p> <p>CTE pathways</p>
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### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

### B1.5 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	9.9%	23.1%	<b>35.2%</b>	25.3%	6.6%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High School’s location in downtown Berkeley lends itself to easy communication and interaction with community colleges, trade schools, four-year universities and employers. Within the last few years, Berkeley High has developed a strong relationship with Berkeley City College located one block away. This relationship has not only assisting graduating seniors with registering for enrollment, but also providing presentations on vital information like FAFSA, the Transfer Admissions Guarantee (TAG) program to U.C. Berkeley, and how to apply for grants and scholarships. Between 80 and 120 BHS students start at BCC right after they graduate from BHS.</p> <p>Additionally, BHS and BCC have collaborated to create a course</p>	<p>Berkeley City College</p> <p>BCC Counseling 57</p> <p>Get Focused Stay Focused - AMPS class</p> <p>Concurrent Enrollment</p>

<p>called Counseling 57, “Life and Career Planning” specifically for Berkeley High students. Offered since 2015, the class assists students for the planning and preparation needed to be successful in college. Moreover, BCC and BHS continue to collaborate to offer concurrent enrollment classes, where the high school students take college classes, like American Sign Language, which earns the student credit for high school graduation and college credit.</p>	
<p>Berkeley High School, Berkeley City College, and the City of Berkeley collaborate every spring in a city-wide push called the College and Career Summit. During this event BHS students have access to dozens of presentations by professions including medical doctors, mental health professions, and computer programmers. During the week, students are also able to sign up for workshops on borrowing money for college and panels of former BHS students on the transition college.</p>	College and Career Summit
<p>Our relationship with local, state, and national four year universities is strong. Every fall, dozens of colleges send representatives to explain their programs and their ideal student. Additionally, hundreds of Berkeley High students get the opportunity to visit regional college campuses such as U.C. Davis, Stanford, and San Francisco State University.</p>	
<p>Using data from the National Student Clearinghouse we are able to track both college matriculation and degree attainment for all BHS graduates from the class of 2009 going forward. We can then analyze that data through the lens of programs, courses of study, and interventions in which students may have participated while enrolled at BHS. Additionally, our close relationship with Berkeley City College has helped us to better understand the post-high school academic pathways of many of our students who go either directly to community college or enroll in community college after withdrawing from CSUs or other colleges or universities</p>	National Student Clearinghouse

## B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

## Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

### B2.1 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	4.4%	13.2%	30.8%	<b>41.8%</b>	9.9%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Since the last full WASC visit, Berkeley High School has expanded and promoted opportunities for students to explore career options and pathways after graduation. Beginning in 2015, BHS added a part-time Career Advisor to our College and Career Center that works closely with the district's CTE program manager to roll out CTE programs, set up speakers, and assist students individually with career planning. As mentioned in B1.5, BHS participates in a College and Career Summit in collaboration with the City of Berkeley and Berkeley City College to expose students to career options and paths. Additionally over 700 BHS students visit our annual "Summer Opportunities Fair", providing access to summer jobs, internships, and volunteer opportunities.</p> <p>Throughout Berkeley High School, there are dozens of opportunities that students experience to best prepare them for applying for college and making informed choices for life after high school. This process begins in earnest during students' junior year where college advisors present an overview about taking and preparing the SAT, collecting letters of recommendation and strategically applying to colleges and universities. During their senior year, the two College Advisors assist in guiding seniors through the application process and identifying funds through scholarships and grants. As mentioned previously, dozens of schools visit BHS every year for presentations and we are making a concerted effort for each student at least once to go on a school sponsored school visit.</p>	<p>College and Career Summit</p> <p>Summer Opportunities Fair</p> <p>College advisors presentations</p>

Within the academic experiences, many BHS students are prepared for the college and career options through specific coursework within their small learning community. Most students begin their personal statements during the spring of the their junior year. Additionally, the three California Partnerships Academies (AHA, CAS, and AMPS) all have required courses that guide students the college application process.	AHA, CAS, and AMPS courses
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### Accessibility of All Students to Curriculum

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

### B2.2 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.3%	14.1%	<b>27.2%</b>	41.3%	14.1%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>All Berkeley High Students are encouraged and supported to complete the A-G requirements, preparing for the option of attending a four year college following graduation. Since the last full WASC visit, BHS has pushed to make Advanced Placement more available to accessible to all students, encouraging students to take at least one of the 25 AP classes offered.</p> <p>Within each learning community, students experience a wide variety of rigorous and relevant curriculum. Berkeley High School continues to create opportunities for students to take Advanced Placement classes. In recent years, the three CPAs created a "AP English augmentation" class where students attend regular English during the school day, then attend a 7th period class twice a week adding on the AP content and ultimately preparing students to take the AP English exam. As of this year, SLC are taking either an AP or Honors levels class within their six period day.</p> <p>Our second largest learning community, Berkeley International</p>	<p>Master Schedule</p> <p>AP course offerings</p> <p>AP English augmentation</p> <p>BHIS Graduation Requirements</p>

<p>High School (BIHS), an authorized International Baccalaureate school, is a program within Berkeley High School, focusing on international studies for grades nine through twelve (shift to ten through twelve per the new Universal 9th grade model). The integrated course of study in 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. Students will graduate with the knowledge and habits of mind to participate confidently in the increasingly interdependent world. BHIS students not only prepare for college and career options after high school, but many consider participating in the rigorous IB Diploma Programme.</p>	
<p>In addition to the traditional academic program, BHS students have the option to learn in the wide variety of electives and participate in off campus internships. Having one of the oldest African-American Studies departments, BHS continues to support classes that acknowledges the experience of students of color. With this in mind, three years ago, BHS relaunched a Chicano-Latino Studies course, examining the history and literature of Latinos in the U.S. and California. More recently, this class earned B credit, allowing students to earn English A-G graduation credit.</p>	BHS electives
<p>Berkeley High's location has enabled students to enjoy a wide array of internships. Many students in the small learning communities are given a modified schedule, allowing the student to leave BHS early to attend valuable, real world experience at local organizations like Children's Hospital of Oakland, Pixar Animation, and Bayer Pharmaceuticals.</p>	Student Internships
<p>Our location and highly educated community also allows us to draw on professionals to come speak to students, whether in a classroom setting or a large group format in our College and Career Center. Increasingly, teachers are attempting to incorporate more speakers in their traditional coursework. Over the last few years, we have had doctors, nurses, mental health professionals, professors from U.C. Berkeley, and Alameda County District Attorney discuss their educational and career paths. Additionally, BHS is continuing to develop "career pathways" for those students who desire to join the workforce right after graduation within local utilities or apprenticeships in the trades. In our College and Career Center, we continue to revise and plan for a career event specifically for graduating</p>	Career Speakers
	CTE Career Pathways
	Senior Trades and Career Fair

students who are unsure about their options.	
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### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

### B2.3 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.4%	18.7%	<b>39.6%</b>	31.9%	5.5%	Strongly Agree

Findings	Supporting Evidence
<p>Leaning into the idea that “parents are students’ first teachers”, our parent and guardians are a strategic and valuable partner in educating students and preparing them for life after high school. The vast majority of teachers use forms or index cards to collect parent phone numbers and email addresses to cross reference the information entered in Illuminate which can be inaccurate. Most recently BHS has engaged in an effort for teachers to reach out to parents when something positive occurs instead of only contacting parents with bad news. Of course the reality of developing consistent communication with parents is a challenge when teachers have up to 150 student contacts. Parent also have multiple opportunities to serve on advisory councils and volunteer within their child’s SLC classrooms and on field trips.</p> <p>Part of managing communication is understanding where our parent’s perspectives. Through the WASC parent meetings, we gained invaluable information:</p> <p><i>“Communication has been good in general. I no longer check power school because my son is on top of his schoolwork and his grades are good. Haven't tried to use illuminate. Robo calls are fine with me. Emails are fine.”</i></p>	<p>Illuminate parent data</p> <p>WASC Parent Meetings</p>

<p><i>“Communication is very good. Absences are recorded on our phone as well as email. We are aware of upcoming events thru etree. Teachers have been very accommodating at lunchtime for extra help.”</i></p> <p>More frustrating for parents is navigating the online grade and attendance programs PowerSchool and the shift to Illuminate. As can be seen, we have work to do around establishing consistent protocols for teachers entering grades:</p> <p><i>“Illuminate is difficult to navigate even for savvy tech parents. My girls and I miss PowerSchool. Some teachers are good about posting grades in a timely manner and responding to emails. However, there are some teachers you do not do either and it is frustrating! I monitor my daughters' grades and assignment completions to help keep them on track and to teach them how to keep track of what they are doing. When teachers do not respond or have not updated the grade records online then it is hard to get a true assessment of how students (my daughters are doing-what is turned in and what is missing.) are doing in the class.”</i></p> <p><i>“Some teachers are very communicative with emails, but I find the problem lies with those teachers that don't update their PowerSchool regularly and parents that are on PowerSchool consistently are not provided with the most up to date information. I find that the students who are being questioned by their parents who are on top of it are frustrated that teachers are not inputting the grades and work as quickly as they should be.”</i></p> <p>Additionally, we were able to sit down and discuss a wide array of topics with students who had generally positive things to report in regards to their education and classroom environments. With that said, a student generated conversation about stress emphasized the pressure that many students experience:</p> <ul style="list-style-type: none"> <li>• <i>I had a friend that was so stressed that he starting smoking cigarettes.</i></li> <li>• <i>“Why are they doing this to us?” student comment about the level of work in BIHS.</i></li> <li>• <i>“Some teachers seem to hate sports and give student athletes crap for not being in class; but sports keep some students in class.”</i></li> <li>• <i>“All the work that gets piled up. Teachers need to consider that students have 6 or more classes. Some students are overwhelmed and stop going to some classes.”</i></li> </ul> <p>As can be deduced, many students feel pulled in multiple</p>	<p>WASC Student Focus Group</p>
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<p>opposing directions, all in the name of “getting ahead” and being prepared after graduation. With that, many students described positive experiences in classroom instruction and other opportunities available:</p> <ul style="list-style-type: none"> <li>• <i>The classes at BHS over all are incredible with the wide array of content.</i></li> <li>• <i>Teachers think their content is the most important</i></li> <li>• <i>Content needs to be relate-able, some tangents are important. Some tangents are relevant to student experience.</i></li> <li>• <i>Internship opportunities are super valuable and learn a lot from.</i></li> <li>• <i>Ceramic studio at BHS is great!</i></li> <li>• <i>Having a teacher that does not use their power to demand respect, but earns it. The best classroom is when a teacher is able to build relationships and having learning going on a the same time.</i></li> </ul> <p>Berkeley High School serves approximately 320 students with Individual Educational Plans (IEP’s). Special Education services at the high school meet the diverse requirements of students with a wide range of learning needs, from mild to moderate learning disabilities to severe cognitive and physical differences. In accordance with the mandate to provide the least restrictive environment for all students, special education staff members provide students with the most inclusive program possible. Special education teachers collaborate with and support general education teachers. All learning communities are able to meet the needs of all students with IEPs, and educational specialists work with the staff of each learning community to make the curriculum accessible. Special educators teach literacy, math and transition with the twin goals of increasing student success in general education and of promoting positive post-secondary outcomes. Students’ school programs are designed through the IEP process and may include single or multiple periods of inclusive education support. The IEP process also focuses on building skills needed for post secondary transition, sometimes including job placements, individualized programs that enable students to make up needed credits, and classes explicitly preparing students for life after high school.</p>	<p>BHS Special Education Services</p>
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## Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.



**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

#### B2.4 Survey Results

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	1.1%	12.1%	34.1%	<b>39.6%</b>	13.2%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>As with any high school, BHS primary purpose is to prepare students for life after high school. While much of this work of course occurs in the classroom, many students take advantage of the College and Career Center (CCC) which is staffed by two full time College Advisors (separate from academic counselors), a part time Career Advisor, and managed by the CCC coordinator. As mentioned previously, the CCC hosts dozens of college visits, career speakers and is a space for all students to plan out their academic paths. Additional presentations on applying to college, filling out the required forms for FAFSA, and developing a financial plan to assist in paying for college all occur in the CCC.</p> <p>In addition to the work that occurs in our College and Career Center, many students have access to college and career preparation within their six period day. Many students take a course like “BEST” (Berkeley Experiential Senior Transition) which pulls seniors through the details of applying to schools, identifying financial aid packages, and exploring careers. The BEST courses often also create a space for students to take advantage of internships in the Bay Area.</p> <p>While historically, BHS has excelled in preparing many students for college, we have tended to overlook the need and desire for students to begin exploring career options. As was mentioned previously, BHS is aggressively expanding career exploration through increased Career and Technical Education courses, career speakers series and holding our annual College and Career Summit every spring. Additionally, through the work of the Career Advisor, BHS is building relationships with regional employees assisting in dozens of students getting their first paid job.</p>	<p>College and Career Center</p> <p>College Visits</p> <p>Presentations on Applying to College, FAFSA, scholarships and grants</p> <p>BEST classes</p> <p>CTE courses and pathways</p> <p>Career speakers</p> <p>College and Career Summit</p> <p>Career Advisor</p>

## **ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

### **Summary (including comments about the critical student learning needs)**

Berkeley High School is a dynamic environment for learning, robust in programs, courses, and experiences to best prepare students for life after graduation. This work begins with our highly qualified staff by incorporating a long tradition of being reflective practitioners. Our professional development work, often based in education research, pushes our staff to constantly identify and implement the best practices for teaching a diverse student body. Over the last few years, the BHS staff has framed much of our work in student-centered practices that are embodied in the Constructing Meaning professional development workshops, emphasizing not only the content, but the language necessary to for students to understand that content. Additional professional development work included reflecting on how implicit/unconscious bias can impact our teaching and our students. Culturally Responsive Teaching training prompted teachers to consider how their world view may be different than our students in terms of their racial and cultural identity. Once again, this work forces the teacher to consider the content from the students perspective and requires us to consider “What am I assuming about my students, what they know and understand? How is their experience in my classroom affecting and supporting their ability to access the curriculum?”

While the vast majority our students graduate having satisfied the A-G requirements, we continue to examine this data and work to ensure that all our classes are meeting the Common Core State Standards. While we strive to create an educational environment that is rigorous and challenging, we also continue to ensure that those students most at risk are given the necessary resources in order to succeed. Within the science department, teachers have begun phasing in the Next Generation Science Standards. The science department is also rolling out a new physics class designed for 9th graders in our new Universal 9th grade program beginning in the Fall of 2018. Since the last full WASC visit, the Math department has experienced a complete renovation, utilizing the integrated model in Math 1, 2, and 3. While this migration away from the traditional math classes has not been as smooth as we had hoped, we believe this approach to teaching the subject will prove fruitful in the long run. We also continue to examine data relative to our students' math performance, allocate resources toward these needs, and focus particularly on math achievement in the Universal 9th grade.

Within our academic departments and within our five learning communities, many teachers take advantage of any opportunity to collaborate and integrate their curriculum. Within a large program like Academic Choice, teachers of the same course collaborate, often through formal structures within our Professional Development meetings on Mondays, ensuring that each student is receiving the similar content, regardless of teacher. Within our three Community Partnership Academies, students are cored in their academic classes, allowing for easy integration of similar content themes. The smaller scale of the CPAs also enables staff to roll out more robust, longer term integrated projects that culminate in projects presented to community members.

At Berkeley High School we see our mandate to educate the “whole student”, ensuring that they not only learn the content knowledge of their classes, but also possess the skills necessary to thrive once they graduate. These skills include being able to identify and plan out short, medium, and long-term goals in regards to their desired career path and the training and education necessary for that industry. Thus, since the last full WASC visit, BHS has attempted to balance out the push towards college with some discussion around career. This has included emphasizing and building out Career and Technical Education courses, providing workshops on networking and resume writing, and collaborating with the City of Berkeley and with Berkeley City College each spring around our College and Career Summit.

In addition to being reflective about where students are academically while in our classes and at our school, we are very mindful about where Berkeley High students strive to be once they graduate. As mentioned previously, this begins with pushing every student to be A-G compliant so the choice of a four year institution is available. Berkeley High is fortunate to have dozens of colleges and universities visit our campus every fall, enabling our students to make informed decisions about their post-high school plans. Additionally, we are working to ensure that every student at least once during their time at BHS has the opportunity to tour a major regional university. The process of considering life after graduation begins in earnest during a student’s junior year when students begin receiving regular communication from our College and Career Center. This begins with an overview from our two College Advisors who explain the importance of planning backwards, beginning with considering letters of recommendation, signing up for required standardized tests, and identifying the schools they might be interested in attending.

Lastly, we continue to identify ways in which parents, guardians, and ultimately the students themselves can all be partners in their education and experience at BHS. This includes parents having clear lines of communication with the school administration and with teachers. It also includes opportunities for parents to volunteer in the classroom or sit on one of many advisory councils within our learning communities or the Site or BSEP committees. One of the most positive outcomes of the WASC process this past year was the robust and engaging conversation we had with our Parent and Student Focus Groups. These conversations were so valuable that we are exploring ways in which focus groups might become a permanent part of our school, allowing us to have constructive dialog and feedback from both groups.

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- Widespread work with teachers on both Constructing Meaning language strategies as well as Culturally Responsive Teaching and reflection.
- New focus on national standards (NGSS) in our science department, resulting in a thoughtful reordering of the curricular sequence, beginning with Physics in 9th grade.
- Support for math department to plan for and introduce three new courses, Math 1, 2, and 3, with relevant supports for students such as a website with videos for each lesson and course-specific tutoring hours.
- Carefully defined collaboration time on Monday morning staff meetings in which teachers are often grouped in course-alike groups, alternating with Small Learning Community meetings.

- Emphasis on both college and career opportunities post-high school, keeping students A-G eligible while educating them about a range of college and career choices.
- Increasing opportunities for families and students to give feedback and share directly with administration and other key school leaders about their experiences and needs at BHS.

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- A challenge that Berkeley High continues to struggle with is gathering high quality data about the “effectiveness of our curricular programs” in supporting students’ choice and completion of post high school opportunities. While we have thorough data in regards to what percentage of our students enter either a community college or four year institution, it is difficult to gather comprehensive and accurate statistics of what percentage actually complete their post BHS education / training.
- Berkeley High School continues to attempt to make as much of the curricular content authentic and relevant to students’ lives. This includes bringing in speakers, incorporating community based projects, and developing courses that bring in “real world applications”. With this goal in mind, however, many students have stated that they fail to see the connection between what they are learning in certain courses and how this knowledge or skill set will serve them in the future.
- As BHS transitions to the Math 1, 2, and 3 we continue to make a concerted effort to identify ways in which we can make the content more accessible to students and parents. Part of this effort includes developing an online video for every lesson and module, allowing students to revisit the concepts taught in class. Despite this effort, there is much education necessary in order to inform students and parents to the value of integrated math curriculum instead of the traditional math sequence of study, and to get them familiar with the support that we have already put in place.

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	1.1%	4.3%	20.7%	<b>45.7%</b>	28.3%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>ENGLISH:</p> <p>The English Department works to design curriculum that is both challenging and relevant to diverse populations. Texts selected are from a range of genres and a diversity of authors. We use a range of discussion protocols that support students in their discussions and acknowledge the diversity of communication styles and comfort levels. Teachers are attuned to the levels of participation in class and employ a variety of strategies (such as equity cards) to support the participation of all students. By looking at student work teachers tailor the instruction to the essential standards students need the most work in.</p> <p>Many in the English department has used a grade level PLC team model to collaborate on clear standards being taught in each unit. Teachers individualize their lessons and teaching strategies for these standards, but deliver common formative assessments to determine student mastery of the standard being taught. The teachers work together to look at student work and assess the success of teaching strategies. Teachers are easily able to assess student success and note if there are issues where students from</p>	<p>Common English texts</p> <p>English Course Discussion protocols</p> <p>Grade level PLC Team Model</p> <p>English department common formative assessments</p>

<p>diverse backgrounds have not met the goal. The team then pushes each other to ask what about the teaching or curriculum might be an obstacle or problematic and work together to problem solve and create reteaching opportunities.</p>	
<p><b>SOCIAL STUDIES / HISTORY:</b></p> <p>Berkeley High School's social studies / history department has always prided itself on challenging all students while incorporating the impact of race, culture, and socioeconomic status into many of our lessons, units, and classes. To that end, BHS was one of the first high schools in the U.S. to require a semester of Ethnic Studies as a graduation requirement. This class was specifically designed to educate students about the importance the historical and societal implications of race and class. Due to the similar themes, this semester was combined with our Social Living class (which includes the required content regarding substance abuse and human sexuality) to create our year long Freshmen Seminar. Cored with our 9th English class, freshmen get the academic foundation necessary for later work such as parenthetically cited persuasive essays, source quality evaluation, and capstone projects which often involve public speaking.</p>	<p>BHS Freshman Seminar: Ethnic Studies / Social Living</p> <p>A-G history graduation requirements</p> <p>IB coursework / standards</p> <p>AP U.S. History</p> <p>AP Government</p> <p>AP Economics</p> <p>World History Constructed Response essay</p>
<p><b>MATHEMATICS:</b></p> <p>When we selected our curriculum we choose a curriculum that has a low floor and a high ceiling so that all students would have access to the curriculum and students ready for more challenge would also be served by the curriculum. We also purposefully choose a curriculum that was more focused on problem solving and math exploration so that all students would have an opportunity to construct the math. We also recognize that no curriculum fits all students needs. To address this we created additional practice and rewrote lessons when appropriate to meet the individual needs of our students. Teacher also use a variety of ways to measure student learning including formal tests, informal quizzes, projects, in class work, and homework. We also use strategic questions and classroom presentations to include all students and make the material accessible to all.</p>	<p>Math 1, 2, and 3 curriculum</p> <p>Warm ups and exit tickets</p> <p>Quizzes and Tests</p> <p>Projects</p> <p>Teacher notes provided with the book</p> <p>Our teacher guides</p> <p>Classroom observations</p>
<p><b>PHYSICAL EDUCATION:</b></p>	

<p>Physical Education students engage in activities which are in line with state standards. Freshman prepare throughout the year for the Fitnessgram. Intro to Fitness courses focus on the learning of lifelong fitness and creating fitness plans.</p>	<p>Fitnessgram</p> <p>Fitness plans</p> <p>Skill assessment</p>
<p>SCIENCE:</p> <p>All students will take science classes that are NGSS aligned. The school wide “Cultural Responsive Teaching” focus helped us examine our courses to make sure that they are accessible to all students (including students with IEPs and EL students). We examined which students were taking accelerated courses (Honors/AP/IB) and looked into how we can recruit/support more students of color in Honors/AP/IB courses. We infused our lessons with Constructing Meaning (CM) strategies, which structures the acquisition and use of academic language in the classroom. We assessed student progress via a school wide CM Constructed Response (CR), as well as formative and summative assessments specific to each course/classroom. We began learning about “Claim Evidence Reasoning” (CER) writing techniques, and how they may be used in our science classes.</p> <p>The Physics, Biology, and Chemistry team did an analysis of D/F rates (grade level, ethnicity, attendance, other factors). We found that poor attendance was the primary factor in students earning a D or F. We are now looking into “next steps” to see how we can interrupt predictable outcomes for some of our students. We changed how we recruited students to our AP/IB/Honors courses. (Previously, we relied on students self-selecting into accelerated courses, but now also reach out to teachers to help us recruit/reach out to students who are ready to take AP/IB/Honors courses).</p> <p>In subject area teams, we developed lessons with “CM” strategies: for example, sentence frames (for written and oral language), and protocols to aid students digest text.</p>	<p>NGSS aligned courses: Physics, Chemistry, and Biology</p> <p>Culturally Responsive Teaching strategies</p> <p>Honors / AP / IB science courses</p> <p>Constructing Meaning strategies</p> <p>Science Constructed Response Essay</p> <p>D / F rates in science classes</p> <p>AP / IB / Honors recruitment efforts</p>
<p>SPECIAL EDUCATION:</p> <p>The Special Education department has worked to align our courses to CA Common Core State Standards as well as to the general education course that would be the next most likely into</p>	<p>Course outlines and syllabi</p> <p>Cycle of Inquiry data collection and</p>

<p>which the student would move when s/he advances to grade-level. All special education teachers are engaged in action research through the Culturally Responsive Teaching Cycle of Inquiry process, in which they participate in classroom observations and examining student work. All of our teachers also develop lessons with Constructing Meaning templates and strategies that general education teachers use. Students are evaluated for learning and other disabilities that impact their educational progress through criterion and/or norm-referenced assessments, observations by teams of school psychologists and education specialists.</p>	<p>reports</p> <p>Constructing Meaning templates</p> <p>Assessment protocols</p>
<p><b>VISUAL AND PERFORMING ARTS (VAPA):</b></p> <p>Teachers and administrators observe art teacher's classes, student work is exhibited in a variety of venues and student work is analyzed at art department meetings; in these ways, the art department ensures that students are engaged in challenging, relevant work.</p> <p>Teachers are invited to observe their colleagues teaching and sub coverage is provided to help make observations happen. In addition to regularly, evaluative observations by administrators, teachers are encouraged to schedule visits by administrators intended to provide teachers with an outside perspective on student learning. Both kinds of observation results in specific, actionable feedback for teachers with the goal of ensuring that students are engaged in challenging and relevant work. Teachers meet regularly to discuss student work so as to develop common language, expectations and pedagogy aimed at eliciting the best possible work from students. Student work is exhibited a a variety of ways: on stage, screen, in galleries, etc. Knowing that their work will be seen by large audience of peers, both teachers and students are motivated produce art at the highest level possible. Authentic assessments are developed in all art classes so that students from diverse backgrounds and abilities have clear paths to success.</p>	<p>Student work evaluation and analysis</p> <p>Teacher - Peer Observations</p> <p>Teacher Feedback</p> <p>VAPA department meetings - common expectations</p> <p>VAPA assessments</p>
<p><b>WORLD LANGUAGES:</b></p> <p>World Language teachers collaborate regularly and share ideas</p>	<p>Interpersonal, Presentational and</p>



<p>for best practices that will engage all students and are mindful of culturally competent teaching practices. All teachers have been trained in CM (Constructing Meaning) strategies which provide the scaffolding and differentiation necessary to meet the needs of all students. The use of SLPS (Structured Language Practice Strategies) and sentence frames is common across all levels and languages to provide the appropriate explicit oral and written language instruction that is essential for learning.</p> <p>There is an emphasis on learning authentic culture based on practices, products and perspectives of other cultures. There is also much opportunity for cross curriculum learning through the use of current events, Newsela articles and other media sources. Students are given opportunities to engage with the culture of the language being taught through the use of music, art, video and other authentic resources Some examples of this are in class dance lessons, learning songs/poetry of the cultures of the languages studied, guest speakers representing different aspects of the culture being studied, field trips to museums and other countries.</p>	<p>Interpretive proficiency.</p> <p>Constructing meaning strategies</p> <p>Structured Language Practice Strategies</p> <p>Oral and written assessments</p> <p>Students regularly participate in speaking, writing and reading activities.</p> <p>Cultural experiences outside classrooms</p>
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## Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	1.1%	14.0%	29.0%	<b>41.9%</b>	14.0%	Strongly Agree

Findings	Supporting Evidence
<p>ENGLISH:</p> <p>School wide English teachers use a common rubric for argumentative writing. Students are taught this rubric as freshmen and revisit it each year.</p> <p>The argumentative Writing Rubric used by all English teachers at</p>	<p>English department common rubric</p> <p>Components of writing standards</p>

<p>BHS has clearly articulated levels of proficiency in Content, Organization, and Use of Language categories. These categories them articulate specific skills including: Thesis, Introduction, Counter Argument, Use of Evidence, Reasoning, Conclusion, Mechanics, Academic Language Use, Use of transition words, Paragraph Organization</p>	
<p><b>SOCIAL STUDIES / HISTORY:</b></p> <p>All projects and writing assignments have standards based rubrics which students receive with the introductory materials. Rubric columns include Below Standard, Approaching Standard, Meeting Standard, and Exceeding Standard, with detailed descriptions of each. Students self evaluate at the end of a project and, in some cases, evaluate their peers.</p>	<p>All four years of social studies / history classes attempt to incorporate the following where appropriate:</p> <ul style="list-style-type: none"> <li>● Introduction/Thesis</li> <li>● Background Research</li> <li>● Evidence/Analysis</li> <li>● Conclusion</li> <li>● Craft of Writing</li> <li>● Mechanics, Citations</li> <li>● Works Cited</li> </ul>
<p><b>MATHEMATICS:</b></p> <p>We give at least one test per module in Math 1, 2, and 3. While we do not all give the same exact test, we share our tests on google drive and very often end up using each other's assessments or questions from assessments. At the end of each semester we give a common exam. Each question on the exam is linked to the standard group being tested which allows us to analyze student understanding based on content strands. Also each exam includes 5 free response questions that teachers grade based on a 0-5 rubric.</p>	<p>Module tests</p> <p>Semester exams</p> <p>Common Math department rubric</p>
<p><b>PHYSICAL EDUCATION:</b></p> <p>Where appropriate, students are provided rubrics for specific assessments. At the beginning of the semester all students are given a course syllabus that outlines learning outcomes and class/department policies. There are a variety of performance based and knowledge based assessments at the conclusion of PE units.</p>	<p>Rubrics</p> <p>Syllabi</p> <p>Written assessments</p>

<p>SCIENCE:</p> <p>Many classes have standards based rubrics for their projects and lab reports. Physics 1 (9th grade course) has detailed rubrics for their summative projects that students complete at the end of each quarter.</p> <p>Physics and Chemistry have units and lessons aligned to NGSS PEs (Performance Expectations). Biology is in progress (we will launch the NGSS aligned class in 2019-2020).</p>	<p>Standards based rubrics</p>
<p>SPECIAL EDUCATION:</p> <p>Special Education Classes, such as INE Literacy, Algebra, and the Collaborative Learning Center use rubrics to measure proficiency levels. Rubrics are written in student friendly language, so that expectations are clear. Essays are scaffolded to meet student need. Collaborative Learning Center classes use a formative assessment to measure transition skills and a summative assessment of the same skills to measure growth. INE Literacy classes use the Slosson formative assessment to determine each student's baseline reading ability. Literacy classes use Read Naturally, a system incorporating formative fluency and comprehension assessments and growth monitoring.</p>	<p>Example: Literacy classes scaffold through the use of structured academic language practice, sentence frames, outlines, and multiple accommodations such as the use of a scribe, text to speech, and 1:1 adult support.</p>
<p>VISUAL AND PERFORMING ARTS (VAPA):</p> <p>Through the use of student-produced examples, rubrics and the critique process for every project, students understand the expected performance levels in all art classes. In addition, performances, exhibitions, film festivals and displays establish high standards for student artists.</p> <p>Because we have a stable teaching staff and because art teachers share their assessment tools and regularly reflect on their curriculum and their assessments, teachers are able to clearly articulate their expectations to students. Evidence of this is the fact that Berkeley High art students achieve at an exceptionally high level; they regularly win competitions, receive awards, are published and, often, are purchased.</p> <p>Students' quest for excellence in art classes is evidence of the fact that they are deeply engaged in the creative process vs.</p>	<p>VAPA common rubrics</p> <p>VAPA common expectations and assessment tools</p>

fulfilling assignments in order to earn a grade. The art they produce is personal, passionate and reflective of their desire to express themselves through art.	
<b>WORLD LANGUAGES:</b>  We are currently working on a shift towards proficiency based teaching, which would make expectations clear to students. Our current model is based more on grammar and we are hoping to move away from that.	N / A

### Differentiation of Instruction

**C1.3. Indicator:** The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	1.1%	6.6%	28.6%	<b>50.5%</b>	13.2%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High school has embraced differentiated instruction in much of our professional development in recent years. Staff practiced implementing the Gradual Release of Responsibility, where teachers provide ample scaffolding at first and, over time, remove these supports to allow students to practice and master skills and content on their own. The Gradual Release of Responsibility is captured within the tagline “I do, we do, you do” that is often posted in teachers classrooms. This strategy was coupled with teachers being “warm demanders” with their expectations of their students. This translates into teachers expecting the best from their students, while being thoughtful supportive as students learn the content.</p> <p>Additional professional development has focused on intensive training in Constructing meaning. To ensure the academic achievement of English learners - as well as all students at BHS</p>	<p>Gradual Release of Responsibility</p> <p>“Warm Demander”</p> <p>Constructing Meaning Professional Development</p>

<p>- a comprehensive approach for developing English proficiency is essential. Integral to such an approach is explicit language instruction in every class, every day. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:</p> <ul style="list-style-type: none"> <li>• understand the role language plays in content learning</li> <li>• decide what language knowledge students need to access content and express understanding</li> <li>• provide appropriate, explicit oral and written language instruction and practice</li> </ul> <p>Expanding on all this training includes ensuring that our classrooms have clear instructions when students enter at the beginning of every period. This includes have clearly written agendas with daily learning objectives.</p>	Daily objectives with lesson goals
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## C2. Student Engagement Criterion

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. Indicators with Prompts

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	1.1%	4.4%	32.2%	<b>48.9%</b>	13.3%	Strongly Agree

Findings	Supporting Evidence
Berkeley High has made a focused and structured plan to help train teachers to use a variety of instructional strategies with technology integration. Starting four years ago, BUSD piloted a	Google Apps for Education (GAFE) Suite

<p>“Tech Teacher Leader” model for instructional technology. This “TTL” group consists of teachers from each school in the district and three instructors from Berkeley High who help vet tech tools to select the most appropriate products that match instructional best practices on campus. The TTL group also helps brainstorm workshops and professional development opportunities to help students, instructors, and community members to integrate technology into their lives. They also help teachers connect to become Google Certified educators to learn new instructional tools and practices. The TTL group is complemented by the creation of an “EdTech Specialist” position that is released full time to help coach and guide teachers in using instructional strategies. According to one of these specialists “we are using the SAMR model to help push teachers beyond substituting new technology for old technology and instead focusing on ways to replace existing systems with new and innovative strategies.”</p> <p>Berkeley High uses Google Apps for Education as its foundation for offering a wide variety of strategies using media and technology. All faculty have opportunities to attend workshops on using the entire suite of GAFE tools. Student collaboration and teacher modeling has been effectively through the use of Google Docs and Google Slides. Many instructors have chosen to create Youtube channels of digital multimedia content to supplement lessons and many more have begun using screencasts (primarily through Screencastify) to record lessons and model student work. Screencasts are being effectively used as a form of student assessment with students explaining their work in academic language and recording themselves doing so. Media and video specifically are also key to instructional design of many teachers curriculum with the use of Flocabulary and Newsela to use videos on current events and relevant classroom topics to unpack difficult concepts. The purchasing of a Peardeck license for all of campus has also allowed teachers to actively practice academic language in small team activities.</p> <p>The use of chromecasts has also shifted instructional practices and allows for student work to be shown and displayed in class without students being called to the front of the class. Document cameras are also used to model student writing and for students to exhibit work and explain it in classrooms.</p> <p>Approximately 20% of the staff use Remind.com to communicate to students via a text in class and schedule reminders to students about homework, resources and campus events. In addition, Remind.com is used to communicate to</p>	<p>Tech Teacher Leader group</p> <p>EdTech Specialist positions</p> <p>Ongoing tools workshops for family communication, assessment, and classroom culture</p> <p>Tech Tools Website and vetted products sheet</p> <p>45 chromecast devices used in classrooms</p> <p>Google Classroom usage ~1 in 5 teachers</p> <p>Formative Assessment Tech Tools: Quizziz, Plickers, Kahoot,</p> <p>Student communication and culture building: Remind.com,</p> <p>District subscriptions to Newsela, Flocabulary, Peardeck</p> <p>Video production curriculum using EdPuzzle and Youtube Channels</p>
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parents about the work happening in classrooms. This is supplemented by the use of Google Classroom which approximately 1 in 5 instructors use to “push out” materials and collect student work.	
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## Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	2.2%	6.5%	35.9%	<b>43.5%</b>	12.0%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>ENGLISH:</p> <p>Teachers are trained in EL Achieve Constructing Meaning and have adopted many strategies from “Making Thinking Visible” that encourage students to think and demonstrate their thinking through structured practices.</p> <p>Teachers use Gradual Release of Responsibility with students for most tasks, from learning specific annotation strategies (They Say/ I Say) to paragraph and essay writing. In discussion there are widely used protocols, such as Micro Labs discussions, Think/Write/Pair/Share, Socratics, etc that teachers train their students in and coach them toward deeper understanding and questioning.</p>	<p>English department PD in Constructing Meaning</p> <p>Gradual Release of Responsibility</p> <p>Annotation strategies</p> <p>Discussion protocols</p>
<p>SOCIAL STUDIES / HISTORY:</p> <p>All teachers are trained in EL Achieve’s Constructing Meaning 5 Day Academic Reading, Writing, Listening, and Speaking Strategies. Teachers use Gradual Release of Responsibility (I do, We do, You do together, You do on your own) coaching method for students as they instruct in academic functions such as Cause &amp; Effect and Compare &amp; Contrast. They use academic language frames to explore content language and function</p>	<p>Social Studies / History department PD Constructing Meaning training</p> <p>Gradual Release of Responsibility</p> <p>Cause and effect concepts</p>

language in both oral and written form. Students use methods such as “Quiz, Quiz, Trade” to acquire, discuss, and share knowledge with peers.	Compare and contrast
<p>MATHEMATICS:</p> <p>In order to involve all students teachers use a variety of participation methods including cold calling, thoughtful presentation sequencing, projects, and presentations.</p>	<p>Projects on the drive</p> <p>Sample projects from previous years.</p> <p>Index cards or popsicle sticks</p> <p>Picture and videos of student presentations</p> <p>Student posters</p>
<p>PHYSICAL EDUCATION:</p> <p>Physical Education relies on the use of a variety of teaching methods. Written/ oral directions are combined with teacher or peer demonstrations. Students are given opportunities to practice and perform self and peer evaluations when learning new tasks. Currently, we’re focused on using the “warm demander” approach with our students.</p>	<p>Self evaluation sheets</p> <p>Peer evaluation sheets</p> <p>Passing skills drill</p>
<p>SCIENCE:</p> <p>Same as history (above). These are school wide efforts affecting all areas of study.</p> <p>In practice, teachers use different methods of questioning strategies to enable equitable response from all students. We have learned about the teacher as a “warm demander” approach high expectations for all students in a safe, engaging, and supportive classroom environment. Some teachers use scripted activities where students quiz each other on content. This allows the teacher to include oral language practice, and gives the students a clear structure on how to quiz each other, and give feedback. The teacher circulates while the students are quizzing so they can gauge how well the students are understanding the material. “Wet labs” are classic and essential in a science class. Students are able to first hand witness phenomena, pathways,</p>	<p>Some questioning strategies used:</p> <p>“Cold call” using “equity sticks”, name cards, or other randomizer. Pair activities such as “Hands up, pair up”, “Get your card back”, “Think Pair Share”.</p> <p>Examples of project based learning: Physics 1 quarter building projects (summative assessment), Science Symposium Poster Projects (AP Chemistry, IB Biology, and AP Biology)</p>



and processes learned in class. Teachers will circulate while students are working in teams. Most classes have some form of project based learning, allowing the teachers to scaffold for students' needs.	
<p><b>SPECIAL EDUCATION:</b></p> <p>Thanks to professional development in Gradual Release of Responsibility and Culturally Responsive Teaching, teachers use GRR strategies such as the "I do," "We do," "You all do," "You do" lesson planning format and questioning strategies such as "equity sticks" to facilitate equitable participation. Teachers also commonly use project-based learning in our INE classrooms.</p>	<p>Photos of teachers using equity sticks</p> <p>Lesson planning sheets with GRR formats</p> <p>Project assignment sheets</p>
<p><b>VISUAL AND PERFORMING ARTS:</b></p> <p>In art classes at Berkeley High, teachers support students as coaches; teachers are subject-area experts whose job it is to provide instruction/skills and to elicit students' best efforts. Teachers provide multiple means for students to access the curriculum, the necessary techniques to fulfill assignments and authentic formative and summative assessments to give students valuable feedback.</p> <p>Use of "equity sticks" and other similar tools to ensure equitable participation. Teachers provide students with models of completed projects as well as show students videotapes of past performances as models. In order to clearly communicate what is expected of students, teachers present professionally-produced versions of projects/pieces as models. Because of the nature of the visual arts, students choreograph their own dances, select their own topics for video projects and identify the social issue they'll address in their art piece.</p>	<p>VAPA formative and summative assessments</p> <p>Differentiation of content</p> <p>Teacher produced examples / models</p>
<p><b>WORLD LANGUAGES:</b></p> <p>Teachers regularly share strategies and ideas for immediate implementation with colleagues. This ranges from projects to games to speaking activities. This year we have set up folders on Google Drive to keep the curriculum current and accessible to all the teachers of that level.</p>	<p>Common World Language strategies</p>

## Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	1.1%	4.3%	35.9%	<b>45.7%</b>	13.0%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Regardless of whether students at Berkeley High are just entering our 9th grade program or are seniors in one of our five learning communities, they are part of a series of courses in each subject area that require demonstrating growth and competency over time.</p> <p>An examination of the BHS Catalog shows each learning community's goals and articulated course progression. Students are expected to build on the knowledge and skills they gain each year in each subject, and some learning communities in particular offer interdisciplinary projects in which all skills are combined. As an example, the students in the Studio Art course in particular have in the past created bodies of work that encompass an approach that included speaking with teachers across curricular areas for advisement and incorporation of other subject areas into their artwork. Similarly, students in the Arts and Humanities Academy work on an interdisciplinary project each year that requires reflection and connection of various subject areas and culminates in a local exhibition.</p> <p>In many learning communities, as well as our Career Technical Education courses, the courses are designed to represent a pathway for students to build on knowledge and skills from the previous course, all leading to a capstone course that prepares students for a specific career or college goal. Examples include the Fire Science/EMT/Paramedic pathway, or our Forensic Science/Biological Health Science/Internship course in the</p>	<p>BHS Catalog Course Progressions</p> <p>Interdisciplinary Art Show</p> <p>AHA Exhibition</p> <p>BHS Catalog, particularly CTE course pathways</p>

Academy of Medicine and Public Service.	
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**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	1.1	2.2	26.4%	<b>52.7%</b>	17.6%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>ENGLISH:</p> <p>Students are given a common writing assessment at the beginning and end of each school year. They write an argumentative essay which is graded by all teachers on a school-wide rubric. Students are given a prompt, written by English department faculty, data and statistics related to the prompt, and then use that information to construct a coherent argument. They must be judicious in their use of evidence, what they chose to include and how to frame an argument from that specific data set.</p> <p>Teachers use these essays to evaluate the writing skills of their students, and plan and craft lessons based on the strengths and areas of need of those students. All BHS English teachers bring student work samples to a school-wide meeting each year to discuss, plan and reflect on their practice, using those work samples.</p>	<p>School-wide Constructed Response essay.</p> <p>Assessment data informed lesson development</p>
<p>SOCIAL STUDIES / HISTORY:</p> <p>Within the four years of the social studies and history progression, students engage in a variety of projects and discussions that require increasing levels of critical analysis and problem solving, orally and in their writing. This includes students use letter writing as both a demonstration of how to integrate knowledge from their unit lessons as well as their own</p>	<p>Socratic Seminars</p> <p>Various projects depending on grade level</p> <p>Example: During the unit on the</p>

personal civic engagement.	Armenian Genocide, students learn about the history of the Ottoman Empire all the way through modern day Turkish denial of the events that took place during WW1. In their final assessment, they are in groups of 4 writing a letter to either the American government, the Armenian government, or the Turkish government with a summary of the historical events, an understanding of that country's role (past and present) and a recommendation for an action item that would improve the lives of the Armenian people or create a more just society (connected to their essential question).
<p><b>MATHEMATICS:</b></p> <p>Teacher us a variety of measures to measure how well students understand the material. Some of these include warm ups, exit tickets, group quizzes, participation quizzes, traditional assessments, projects, and much more. During class time teachers observe students working and give feedback to students as they work individually, in pairs, and in groups.</p>	<p>Warm ups and exit tickets</p> <p>Quizzes and tests</p> <p>Projects</p> <p>Group quizzes</p> <p>Participation quizzes</p>
<p><b>PHYSICAL EDUCATION:</b></p> <p>Teachers use various teaching strategies, including divergent discovery and convergent discovery, to help students learn and apply the content.</p>	<p>Students learn to use heart monitors</p> <p>Find their target heart rate</p>
<p><b>SCIENCE:</b></p> <p>During wet labs and teacher demonstrations, students observe phenomena/processes/systems, and then use their observations to predict or explain using academic language. In multiple classes, students demonstrate knowledge in various project based learning opportunities.</p>	<p>Students use "cause and effect", "description and elaboration", and "sequencing" language.</p> <p>Some teachers use "Claim</p>

	<p>Evidence Reasoning” (CER) as a way for students to structure their written responses.</p> <p>Some examples of project based learning is our poster symposium in several of the AP classes (students design and present the findings of their own experiments), or “build” projects in Integrated Science.</p>
<p><b>SPECIAL EDUCATION:</b></p> <p>In INE- and CEC- classes, students frequently engage in problem solving and critical thinking activities and discussions through sheltered math, reading, science, and social studies classes. In the classes for severely handicapped students, teachers have students develop problem solving skills through real world activities such as using math, science, and reading in cooking projects, and planting a community garden.</p>	<p>INE CT community garden photos</p> <p>INE CT cooking curriculum</p> <p>CEC Government debate videos</p> <p>CEC math slack line investigations</p> <p>INE Algebra teaching poster projects</p> <p>INE Pre-Algebra budgeting projects</p> <p>INE Literacy character investigations</p>
<p><b>VISUAL AND PERFORMING ARTS:</b></p> <p>In art classes at Berkeley High, students develop high level thinking skills by expressing themselves through art. Their artwork addresses social issues, politics, interpersonal relationships, gender identity, topics raised in other classes, etc. Students regularly write reflectively about the art they produce. Students participate in a critique process at the conclusion of every project. Students write “Artists Statements” about the projects they complete.</p>	<p>Student self evaluation and reflection of assignments</p>
<p><b>WORLD LANGUAGES:</b></p> <p>Teachers use a variety of measures to determine how well students understand the material. Some of these include warm</p>	<p>Warm-ups, Exit tickets, Quizzes, Projects, Speaking activities</p>

ups, exit tickets, quizzes, projects, presentations, etc. During class time teachers observe students working and provide feedback to students (individually and in groups).	
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**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	0.0%	5.4%	19.6%	<b>41.3%</b>	33.7%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>At Berkeley High School we strive to create an environment where the use of technology is a means to an end, ultimately assisting and supporting student learning. As a district, BUSD integrates the use of technology, specifically the Google suite, beginning in our elementary schools where students learn basic internet search skills and incorporate that information into a presentation. From elementary through middle school, students learn more complex uses of technology with an emphasis on research and typed papers.</p> <p>As a more specific example, BHS math students have regular access to Chromebook computers, which they use to demonstrate mastery of the content standards through formative assessment tools such as Desmos activities, the Google suite for education (Google Classroom, Forms, Sheets, Docs, Slides, etc.), and Kahoot! style quizzes. Students also learn the functions of graphing calculators to assist them in achieving the academic standards.</p>	<p>Google Suite Student Work:</p> <ul style="list-style-type: none"> <li>● Google Docs Research papers and persuasive essays</li> <li>● Google Slide Presentations</li> <li>● Google Sheets to create graphs and charts.</li> </ul> <ul style="list-style-type: none"> <li>● “Desmos” activities</li> <li>● Kahoot! Interactive quizzes</li> <li>● Graphic calculators</li> </ul>

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
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Strongly Disagree	0.0%	5.6%	15.6%	<b>42.2%</b>	36.7%	Strongly Agree
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Findings	Supporting Evidence
Berkeley High students experience learning from a wide variety of resources beyond the textbook. These include documents from ProQuest full-text database, current events from newspapers and documentaries, as well as primary sources in history and literature. Other common experiences for students are the numerous opportunities to learn outside the walls of our school, whether field trips to San Francisco and other parts of the Bay Area such as San Quentin State Prison or the murals of the Mission District. Within science labs, students are able to apply knowledge and see first hand how chemical interactions or fundamental properties of physics work. Other profound learning occurs for students who take advantage of internships at regional organizations like Bayer Pharmaceuticals, Children's Hospital or the political campaign of a local politician. Additional hands-on experiences have recently been made available through our newer CTE courses like robotics and Stagecraft & Carpentry.	Proquest Database Primary sources Sources from current events Science lab materials Internships Field Trips CTE materials

### Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.3%	21.7%	34.8%	<b>30.4%</b>	8.7%	Strongly Agree

Findings	Supporting Evidence
Over the last few years, Berkeley High School has come to realize and conclude that while we are very good at preparing students for the option of a four year college degree, we in the recent past have done very little around career exploration. To that end, through various grants, a part time Career Advisor	Career Advisor

position was created to play a key part in assisting students in resume writing, career exploration, as well as facilitating job fairs and speaker events. This position is also the site coordinator for the College and Career Summit a joint effort between the city of Berkeley and Berkeley City College. Additionally this is the point position, connecting students to available jobs in the greater Berkeley community.	College and Career Summit
Additional efforts are being made to expand the availability of internships that our SLCs have incorporated into their programs and made a requirement for students.	Internships
Per the College and Career Readiness Indicator on the California Dashboard, BHS is aggressively expanding out our CTE offerings focusing on industry sectors such as Health Science & Medical Technology, Public Service, Engineering & Design, and Building Trades and Construction. A highlight of this work is the opening of a brand new Carpentry Shop & Fabrication Lab.	Career Technical Education courses and pathways

## ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

### Summary (including comments about the critical student learning needs)

Berkeley High School continues to attempt to strike a balance between teacher instructional independence that enables high levels of creativity in our classrooms and ensuring there is measurable growth in student learning and accountability of high standards throughout the school. Most recently BHS has utilized Constructed Response essays, given multiple times a year in English, History, and Science classes in order to identify the critical thinking and writing skills of students and what weaknesses need to be addressed. Additionally, these essays allowed the school to measure *progress* and growth in each student, comparing initial score with secondary scores on the same writing prompt. The evidence from this work, where teachers used similar language and instruction, made a measurable difference in students writing ability, especially when presenting a counter argument to their thesis.

Further professional development for our teachers has focused on student-centered pedagogy where many of our staff frequently engage their classrooms more as coaches, facilitating project-based learning and student controlled dialog. This philosophy embraces sharpening critical thinking skills through the *application* of knowledge - not just measuring memory on standardized tests. All this occurs in a setting where many teachers use the powerful concepts behind "zone of proximal development", pushing students to higher levels of learning while providing the necessary scaffolds for all students to be



successful. Recent professional development had staff discussing what it means and looks like in our classrooms to be a “warm demander”, always requiring excellence in our students in an environment that feels nurturing and supportive. Teachers utilize a variety of classroom materials in order to create stimulating learning environments that incorporate technology and tools other than or in addition to the typical textbook. With the installation of digital projectors into many classrooms, teachers are able to shift back and forth from PowerPoint or Google Doc presentations of the content, to quick videos and other multimedia. Through the use of “Google Groups”, teachers are able to email specific classes, send out primary documents or to links to podcasts.

Additionally, BHS continues to identify ways we can be transparent in our teaching so students understand what content and academic skills are required of them and why the content and academic skills are necessary for later learning. This is evident in academic departments and Small Learning Communities where teachers meet and develop similar rubrics where applicable. This consistency simultaneously allows students to understand what is expected, while enabling them to experience the same rubric from class to class. Other examples of transparency is the use of our Student Information Systems. For the 2017-18 school year BUSD migrated from PowerSchool to Illuminate, where students and parents and guardians have access to attendance, grades, and progression to graduation. Language in the most recent teacher contract with the district requires teachers to update their Illuminate grade books at minimum every two weeks.

BHS is aggressively developing opportunities for students to explore career options. These include connecting to internships and paid work while still in high school, hearing from professionals who come to campus to speak about their education and career paths, and developing Career Technical Education courses that lead to high wage, high growth industries. BHS recently adopted Naviance, rolling out the College and Career Readiness interactive software that enables students to explore careers and plan for college. Naviance also allows students to “interact” with colleges they are interested in matched with the Common Application.

Prioritize the areas of strength and growth for Category C.

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- The vast majority of BHS students experience challenging and relevant work, simultaneously learning the content, but requiring students sharpen their critical thinking skills and apply content to the outside world.
- Successful effort to standardize writing expectations through the use of Construct Response essays given multiple times a year in English, History, and Science classes.
- Berkeley High professional development time has prioritized student centered outcomes in the form of the Constructing Meaning instructional strategies, evaluating the importance of implicit bias, and ensuring that our teaching is cultural responsive. Moreover, we continue to encourage teachers to be reflective practitioners, utilizing the cycle of inquiry where possible.
- BHS staff is well trained in differentiated instruction strategies, ensuring that while our content is challenging and rigorous, it is accessible to all students, especially those who require extra supports and scaffolding.

- Students have access to a wide-array of courses, internships, and field experiences that go way beyond what could be learned in a textbook, assist in critical real-world analysis, and often support career exploration.
- Extensive use of technology throughout BHS, used as a means-to an end, support student learning and growth. This includes teaching students the expected standards in writing, communication, and academic work. Many teachers utilize technology such as Kahoot which if used correctly brings students into the lesson and conversation.
- BHS continues to embrace the power of transparency, enabling students and their parents / guardians to understand what is expected of them and how students are progressing in their education. Within the classroom this is evident through well written syllabi and the use of standardized rubrics. For the school at large, transparency is the use of our Student Information System, Illuminate as well as having well a crafted Single Plan for Student Achievement.
- Within a very short amount of time, BHS has launched multiple Career and Technical Education courses and pathways. These include career oriented classes in robotics, public service, and stagecraft & carpentry. Moreover, we continue to build out areas where students of color - specifically African-American and Latino students - have the opportunity to be involved engineering clubs.

### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- While Berkeley High has developed many activities and CTE courses around career preparation, there is still much work to be completed. As discussed, BHS has excelled in preparing students for college while lacking focused attention to career exploration. Part of this challenge includes educating students on the variety of career options available to them, beyond the obvious options such as medicine or computer science. To this end, we hope to expose students to career paths within the Universal 9th grade program, getting students to consider their interests early. Other steps include launching a regular career speakers series that occurs frequently and not just during our annual College and Career Summit. Part of addressing this issue is the rollout of the College and Career readiness software Naviance for the 2018-19 school year, enabling students to evaluate colleges and possible career paths simultaneously.
- As a large urban public high school, we frequently have students absent from school for days, weeks or even a month due to a variety of reasons, including personal and community-based trauma. An essential part of ensuring the success of students who have been absent for long periods of time is having clear processes for re-entry to their classes and to the BHS community. This includes equity-centered solutions that give students a chance to recover academically from numerous missing assignments and create a space where it is mathematically possible to earn credit.

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	5.4%	9.7%	31.2%	<b>47.3%</b>	6.5%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School has made great strides in using a variety of assessments to evaluate the proficiency of our students. As mentioned repeatedly, much of this work revolves the intersection of ASI scores where we are able to disaggregate data based on demographic data.</p> <p>Beginning in 2013, the entire school created and administered Constructed Response essays administered within students English, World History, and Science classes. Keeping the essay questions consistent, the essays were first given in the fall and then again in the late spring. Unlike one-off assessments, these Constructed Response essays enabled staff to measure growth and progress, especially for those students behind grade level proficiency.</p> <p>Additionally work has occurred within specific departments where teachers during professional development time and during preps, created and administered common assessments throughout the year. Much of this work began in the science and English department. Additionally since the math department adopted the new Math 1, 2, and 3 curriculum, common assessments are being</p>	<p>ASI</p> <p>Constructed Response</p> <p>Common Assessments</p>

utilized at the ends of both Semester 1 and 2.	
Berkeley High School also administers the Smarter Balanced assessments every Spring.	Smarter Balanced

## Monitoring and Reporting Student Progress

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.3%	12.1%	<b>45.1%</b>	29.7%	9.9%	<b>Strongly Agree</b>

Findings	Supporting Evidence
Berkeley High School strives to be as transparent as we can with our community. As mentioned previously, BHS administration is in frequent and constant contact with our school board, communicating our performance and requesting resources to best educate all of our students.	School Board Presentations
As important if not more, is educating our parents about the structures, processes, and requirements of our programs and graduation requirements. Some of this occurs with middle school presentations to 8th grade families. Additional information occurs throughout a student's tenure at BHS, including important information on our website, Back to School and Open House events. More specific information can come from our small school teacher leaders and of course the teachers themselves.	8th Grade Presentations
	BHS Website
	Back to School / Open House Nights
Parents and guardians also have the opportunity to serve on advisory councils and to volunteer in many of their child's classroom and on field trips. Parents also serve on the three	BSEP Committee
	Safety Committee

<p>major committees - Safety, BSEP, and the Site Council which revised the Single Plan for Student Achievement at the end of the 2018 spring semester.</p> <p>Our College and Career Center is also a vital resource for students and parents. Every year, multiple workshops and presentations occur for the parents of juniors and seniors on the overall process to apply to college, applying for grants and scholarships, and signing up for FAFSA. Every spring BHS hosts a well attended college fair geared to second semester juniors and their families.</p> <p>Lastly, BHS has begun the process of utilizing the new California Dashboard website, providing critical information on Graduation Rates, Absenteeism, and other performance indices.</p>	<p>Site Council Single Plan for Student Achievement</p> <p>College and Career Center</p> <ul style="list-style-type: none"> <li>- Applying to College Overview</li> <li>- Financial Aid Overview</li> <li>- FAFSA Workshop</li> <li>- Spring College Fair</li> </ul> <p>California Dashboard</p>
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## Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	4.6%	9.2%	35.6%	<b>42.5%</b>	8.0%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School utilizes various attendance and grade Student Information Systems (SIS) to track the performance of our students. For many years, teachers, administrators, students and parents had access to this information through PowerSchool, migrating to Illuminate beginning for the 2017-18 school year. While no single SIS is perfect, the BHS community has found great value in the transparency that these systems provide, enabling students and parents to track attendance and grades. A</p>	<p>PowerSchool</p> <p>Illuminate</p>

<p>concern from parents however that not all teachers update their online gradebooks in a timely manner. This is an area we hope to address, urging teachers to update as frequently as possible.</p> <p>In addition to Illuminate, we are rolling out student access to Naviance for the 2018-2019 school year. This college and career readiness tool will not only enable students to track and coordinate their college and career options, it will allow students to apply to colleges directly using the Common Application.</p> <p>Academic and College Counselors utilize students data to ensure that all students are on track to graduate and are four year college eligible. With more frequent meetings as students get closer to graduation, counselors are able to conduct a “credit inventory” with students, teaching them how to track their progress towards graduation. Moreover, many students have support from academic programs (AVID, RISE, BHS Bridge) or classes within their day to assist in the process towards graduation and applying to college.</p>	<p>Naviance</p> <p>Academic Counselors</p> <p>College Counselors</p> <p>Academic Support Programs</p> <p>BEST CPA classes</p>
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## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Indicators with Prompts

#### Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	1.1%	3.3%	25.6%	50.0%	20.0%	Strongly Agree

Findings	Supporting Evidence
ENGLISH:	

<p>Teachers working in grade level subject “PLC” groups designed at least one Common Formative Assessment per unit based on agreed upon learning targets and standards. Teachers developed these assessments together and administered them in the same time frame, then analyzed the data together to determine student achievement and the need to reteach. This process was effective, but hindered by the inconsistencies of the PD meeting schedule and the sometimes infrequent ability to meet together during the school day. When the cycle of assessment and inquiry was consistent it resulted in greater collaboration and consistency between different classes and allowed all teachers to better guide classroom instruction based on student progress.</p> <p>English teachers used Common Formative Assessment to assess student progress in learning grammar standards focusing on identifying and correcting sentence fragments and run-on sentences. Teachers developed and gave a Common Formative Assessment then analyzed the data to determine where students had met standards and if there were any demographic patterns for who had reached the standard and who had not. This low stakes assessment helped teachers plan reteaching and further student support in advance of a grammar final exam. Additionally it helped teachers fully articulate the skill they wanted students to acquire: the ability to find and correct their own sentence structure errors. This in turn was better communicated to students who could then assess their own progress and seek more support when needed.</p>	<p>PLC grade level teams</p> <p>Common Formative Assessments</p> <p>Cycle of Inquiry</p>
<p><b>HISTORY:</b></p> <p>The Social Studies and History courses at BHS utilize a variety of formative and summative assessments throughout our classes. The vast majority of our teachers practice daily warm ups to active and check for understanding from the previous lesson. Additionally through a school wide effort, many teachers will have a one or two question “exit ticket” that is quite often turned in for completion credit. Given the nature of these classes, many classrooms are frequently engaged in dialog and constructive debate enabling the teacher to assess understanding and tailor future instruction. Moreover, many of our social studies classes utilize a form of student driven conversation whether a large Socratic dialog or the use of a “fish bowl” where students in an inner circle are in dialog and evaluated by the outer circle.</p>	<p>Exit tickets</p> <p>Warm ups / Cool downs</p> <p>Participation</p> <p>Socratic Seminars</p> <p>“Fishbowl” conversations</p>

<p>In terms of summative assessments, many instructors use traditional tests, midterms, and finals to evaluate what students have learned. Additionally, most students will complete a final persuasive research paper or a final project which will often require students to present to their fellow peers and community members. With our two hour block of time during our finals week in January and June, many teachers utilize this time not only for final summative assessments, but for presentations, final conversations, and events like “community walks” to evaluate projects.</p>	<p>Final Exams</p> <p>Final Research Papers</p> <p>Final Projects</p>
<p><b>MATHEMATICS:</b></p> <p>Math teachers meet at least twice a month to discuss the curriculum, our assessments, and student progress. We also analyze results from our two semester exams.</p>	<p>Common assessments</p> <p>Pacing Guides</p> <p>Semester Exams</p> <p>Semester Exam Data</p>
<p><b>PHYSICAL EDUCATION:</b></p> <p>Physical Education teachers use written and/or skill assessments for each unit. All freshman taking PE courses complete the Fitnessgram (statewide physical fitness test) in the spring.</p>	<p>Written assessments</p> <p>Skill assessments</p> <p>Fitnessgram</p>
<p><b>SCIENCE:</b></p> <p>All teachers use formative and summative assessments to gauge student understanding of content. We are in the process of rewriting our common assessments to align with the NGSS. Some courses, (like Physics 1) are complete. Physics 1, 9th grade NGSS aligned course, has a complete set of formative assessments (quizzes and labs), and summative assessments (quarter group building projects with a writing component). Chemistry and Biology are in the process of rewriting their common assessments. AP Environmental Science and Honors Anatomy have sets of common summative assessments.</p>	<p>NGSS aligned formative and summative assessments</p> <p>Common Assessments in AP Environmental Sciences and Honors Anatomy</p>



<p><b>SPECIAL EDUCATION:</b></p> <p>Special education teachers in every subject area use formative and summative assessments to monitor and measure student learning throughout the year. Our department collaborated to create the Effective Transition Outcomes performance assessment that case managers conduct twice each year based on observations and interviews with each student, measuring development of transition skills in such areas as self-advocacy, disability awareness, and productivity. INE-CLC teachers also use their own rubric performance assessment and require their students to conduct self-assessments so that development of transition skills can be comparatively evaluated.</p>	<p>INE-Literacy, INE-Algebra, CEC-Algebra, INE-Pre Algebra pre-assessments</p> <p>interim formative assessments, and summative assessments</p> <p>Effective Transition Outcomes rubric</p> <p>CLC student self-assessment, teacher assessment</p>
<p><b>VISUAL AND PERFORMING ARTS:</b></p> <p>Teachers use assessments- both formative and summative- to gauge student learning, to revise curricula, to determine when review is necessary; in general, assessments are used by art teachers as a reflective tool that illuminates patterns of student learning and guides teachers' instruction.</p> <p>Students critique one another's work in "rough cut workshops," gallery walks, whole class critiques. Additionally, students review videotapes of rehearsals in dance and music. Teachers provide verbal and, sometimes, written feedback throughout the creative process. Students complete milestone assignments en route to final art pieces. These milestones afford teachers opportunities to assess and support students' progress toward project completion.</p>	<p>VAPA formative and summative assessments</p> <p>Student critique venues</p> <p>Teacher oral and written feedback</p> <p>Capstone projects</p>
<p><b>WORLD LANGUAGES:</b></p> <p>All levels administer level alike exams at the semester. Some levels give additional level alike assessments throughout the semester. World Language teachers have a few meetings each semester to look at semester exams and make adjustments and improvements.</p>	<p>Common Assessments</p> <p>World Language PD meetings</p>

## Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	2.2%	6.6%	27.5%	<b>44.0%</b>	19.8%	Strongly Agree

Findings	Supporting Evidence
<p>ENGLISH:</p> <p>Grade levels content teams use an incoming argumentative writing assessment to determine the curricular goals for the year. Through analysis of this assessment data teams select the standards for each level that need the most attention. Within units, teams set specific and clear learning targets for students to master a standard and develop common formative assessments that are delivered in the same time frame. Teams then analyze the data from these assessments together to note any patterns, to determine who needs to reteach, to check if there is inequity in who is or is not meeting the learning target. Teachers are then able to share the strategies they used to teach material and assess what has worked and share in planning reteaching strategies. This process proved effective for teachers who were consistently checking on student progress and able to support each other with successful teaching strategies and lessons, and work together to adapt curriculum. The process has the potential to be more effective with more consistent meeting times and ongoing administrative support, but in its fledgling stages demonstrated a clear and accountable way for teachers to collaborate.</p> <p>9th grade AC English teachers used this strategy to determine how well students learned to write counter-arguments in an argumentative writing unit. Analysis of a common formative</p>	<p>English grade level meetings</p> <p>Assessment data analysis</p> <p>Analysis of a common formative assessment</p>

<p>assessment revealed the need to reteach the skill in several sections. Teachers were able to share successful curriculum and lessons with colleagues who needed to reteach. Additionally, the group found long term EL students were continuing to struggle in most sections. Teachers then worked to modify sentence frames and language support to help these students better access the material. In following summative assessments teachers saw an increase in mastery of counter-argument writing. Long term EL students also improved with tailored supports.</p>	
<p><b>SOCIAL STUDIES / HISTORY:</b></p> <p>As was explained in D2.1, the history department uses a variety of formative and summative assessments in our teaching practice. With that said, collaboration amongst social studies and history faculty occurs primarily within our SLCs, with our CPA communities having only two or three history staff each. Complicating collaboration even further is the launch of our new Universal 9th Grade program where Freshman Seminar (social studies course) teachers will primarily work together. While there is a goal to use formative and summative assessments across curricular departments, the organizational design of BHS makes this much more difficult in light of other priorities. In light of this, BHS will launch a new Small Learning Community Humanities meeting where some of these deficiency hoped to be addressed.</p>	<p>SLC Humanities PD meetings</p>
<p><b>MATHEMATICS:</b></p> <p>Math teachers meet at least twice a month to discuss the curriculum, our assessments, and student progress. We also analyze results from our two semester exams. Teachers also use exit tickets, warm up, class work, and classroom observations to determine student understanding and then adjust their instruction accordingly.</p>	<p>Assessments Pacing Guides  Semester Exams  Semester Exam Data  Exit Tickets  Warm Ups  Class work</p>

<p><b>PHYSICAL EDUCATION:</b></p> <p>Prior to teaching a skill, Physical Education teachers use assessments to determine prior knowledge.</p> <p>Physical Education teachers assess fitness level of freshmen at the beginning of the year. We then incorporate appropriate activities to better prepare them for the Fitnessgram.</p>	<p>skill assessments</p> <p>written/oral assessments</p>
<p><b>SCIENCE:</b></p> <p>Teachers meet in subject area teams to discuss student progress as well as to analyze student successes within specific groups (EL, SPED, ethnicity, gender...etc). Many classes have made changes to their curriculum to better suit the needs of their students.</p> <p>In subject area teams, teachers review the breakdown of grades to discuss how instruction can be adjusted to improve student understanding of concepts. For example, we are able to tag questions in Illuminate, and break down an assessment further into categories, so we can analyze how well students understood specific content within one assessment.</p> <p>We use Illuminate to analyze the success of different student groups on assessments, and then we are able to discuss any disparities between groups, and how we can increase the success of any one group of students.</p> <p>Physics 1 (our 9th grade program) has drastically changed how they assess student learning (more frequent quizzing in smaller chunks, project based assessments, two hands on labs per week). In the upper grades, some courses have re-written old labs to include probeware, computers, and other newer technology to allow students more access to visualizing content that was previously only covered during direct instruction.</p>	<p>Subject PD meetings</p> <p>Illuminate data</p> <p>Data Informed Cycle of Inquiry</p>
<p><b>SPECIAL EDUCATION:</b></p> <p>Teachers meet regularly in subject-alike teams as well as full departments to revise assessments and to examine assessment data to inform instruction. Teachers are trained to read and analyze reports in Illuminate so that instruction can be adjusted to meet students' learning needs. CEC teachers use Assessment of Lagging Skills to focus instruction goals for specific students</p>	<p>Slides with ETO assessment data used in 2017-18 department meetings</p> <p>Assessment of Lagging Skills sample forms and feedback sheets</p> <p>Literacy pre-assessment report used to communicate areas of strength and challenges among and between classes.</p>

<p><b>VISUAL AND PERFORMING ARTS:</b></p> <p>Art teachers meet regularly to study the assessments they use in their classes; this analysis allows them to revise their assessments to provide the best possible feedback for students and it allow them to revise their practice so as to meet their students' needs. Moreover, VAPA teachers meet regularly to discuss specific student work so as to establish norms and expectations for student output. Department teachers share their rubrics so as to improve this assessment tool for each of their assignments.</p> <p>Teachers share their version of "Artists Statement" assignments so as to improve their version of this department-wide assignment.</p>	<p>VAPA department meeting</p> <p>VAPA common assessment tools / rubrics</p>
<p><b>WORLD LANGUAGES:</b></p> <p>Teachers meet after semester exams to reflect upon and discuss areas of growth and strength to shape and improve teaching. Two meetings are used to do this annually. We have used this information to shape and guide our curriculum for the given levels.</p>	<p>World Language PD meetings</p>

## Student Feedback

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	4.4%	19.8%	29.7%	<b>33.0%</b>	13.2%	<b>Strongly Agree</b>

Findings	Supporting Evidence
Receiving feedback from students happens in various ways at BHS, but not necessarily in a uniform way across the school.	

For example, our Academic Choice learning community gave a survey for some time that let individual teachers receive anonymous feedback from students, and several individual teachers choose to give surveys to students at each semester's end, the results of which are not reported to administrators but are nevertheless used to adjust instruction and respond to students' reflections on their experiences.	AC Student Survey
Our new U9 program will begin with a student survey this fall and administer a follow-up, and in preparation for the writing of this WASC report, administration and our WASC coordinator entered into valuable dialogue with students (and parents) about their experiences at BHS. Another, small-scale example of dialogue with students are the Principal's semi-regular office hours, in which students can bring up a concern about their life at school for consideration. BHS additionally administers the BHS Student Survey annually, a wide ranging inventory measuring students' connections to BHS and teachers.	U9 Student Survey  Principal's office hours  BHS Student Survey
Finally, BHS makes an important effort to reach out to recent alumni in the winter of their first year out of high school. Many students return to BHS to speak on panels about their college experience, and this provides important reference points for staff regarding students' self-reported preparedness levels for various post high-school endeavors.	Alumni Speakers Panels

### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

#### Indicators with Prompts

#### Schoolwide Assessment and Monitoring Process

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly	4.4%	23.1%	44.0%	22.0%	6.6%	Strongly

Disagree						Agree
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Findings	Supporting Evidence
<p>Berkeley High School continues to make the monitoring process of our academic outcomes as transparent as possible while retaining the appropriate level of privacy for students. The primary way students and parents monitor progress is through our Student Information System, Illuminate, which publishes attendance, assignment and course grades, as well as transcript information. When utilized as much as possible, this transparency is crucial for students and parents to know where they stand at any given moment, giving time for struggling students to advocate and get the support they need in order to be successful.</p>	Illuminate
<p>Another tool that enables clear communication between BHS, the student, their parents, and prospective colleges and universities is the college and career readiness software Naviance. With a soft rollout the spring of 2018, all BHS seniors will utilize Naviance in evaluating career options and the colleges that have programs that serve those careers.</p>	Naviance
<p>BHS staff and administration frequently update and inform the school board on our progress as well as request support and funding for identified project needs.</p>	BUSD School Board
<p>Another example of coordination with our larger community is the 2020 Vision commission that includes stakeholders from BHS, the City of Berkeley, and Berkeley City College. The purpose of this coordination is our community wide effort to end disparities that exist along racial lines among students in BUSD. An outcome of this group is our annual College and Career Summit held every March where students focus on career and college choices through workshops and guest speakers.</p>	<p>2020 Vision Working Group</p> <p>College and Career Summit</p>

### Curriculum-Embedded Assessments

**D3.2. Indicator:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.4%	11.2%	34.8%	<b>40.4%</b>	10.1%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>The English department at Berkeley High School assesses 9th and 10th grade writing through a common writing prompt for each grade level: the Constructed Response (CR) essay. CR scores are inputted into an online platform that allows teachers to look at their data and scores for sub-groups in their classrooms. In our English department meetings we use this data at least once a year to determine areas of growth for our students, and to plan together to raise the writing skills for students.</p> <p>The math department assesses students in Math 1, 2, and 3 twice a year using a multiple choice and free response test. The multiple choice portion was designed to include common errors as answer choices and the free response is graded on a rubric. Each question on the exams is aligned to the common core content standards. We input students' responses to Illuminate which allows teachers to analyze the data by particular student subgroups, questions, or content standards. In subject specific groups we analyze the data to determine what topics are going well and what topics need a fresh look and which students are having success and which students need additional support. We then also take time at least once a year to talk as a whole department to discuss how the results from these assessments can also be used to inform our vertical alignment.</p> <p>As part of these assessments, students in Math 1 and 2 begin the year with a pre-assessment. The ten questions on this pre-assessment are then given again at the end of each semester. This again allows us to identify and discuss trends in the data so that we can better serve our students.</p>	<p>Constructed Response Essay</p> <p>Informed Alignment of English content per CR essay scores</p> <p>Math department common assessments</p> <p>Common Rubric</p> <p>Illuminate analysis of scores</p> <p>Pre &amp; post math assessments</p>



### Schoolwide Modifications Based on Assessment Results

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	1.1%	14.4%	34.4%	<b>38.9%</b>	11.1%	Strongly Agree

Findings	Supporting Evidence
<p>The use of Constructed Response consistently over the past five years has resulted in higher scores between the initial assessment in the fall of 9th grade and the final CR given in the spring of 10th grade. This focus on critical thinking and writing skills has resulted in improvements in SBA ELA overall scores between 8th and 11th grades, specifically for targeted groups such as SI 3+, African American, and Hispanic/Latino/a students.</p> <p>The math department has implemented standards based assessments for Math 1, 2, and 3. A pre-assessment given in the fall is used to identify learning gaps as well as strengths. Summative assessments are given at the end of both semesters 1 and 2.</p>	<p>Constructed Response essays</p> <p>SBA / ELA proficiency levels</p>

**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	2.2%	13.5%	30.3%	<b>36.0%</b>	18.0%	Strongly Agree

Findings	Supporting Evidence
<p>At BHS, the large number of programs offered require an equally large amount of data-gathering and evaluation in order to determine progress and areas of growth.</p> <p>Academic counselors are responsible for reviewing student transcripts each year as they program and complete student schedules for the following year. Transcripts are reviewed in order to make sure all students are progressing toward career and college goals, and the school sends home transcripts to each family for their review as well as a copy of the courses that students have requested during our online scheduling period for the following school year.</p> <p>At the completion of each semester student outcomes (grades and common assessments when available) are analyzed for both passing rates as well as for rates of grades with a C or higher (UC/CSU Eligibility requirement). The data is disaggregated by ASI clusters, key Dashboard student groups (ie Students with disabilities, English learners, etc), grade level, Intervention Team Focal Student cohorts, and learning communities.</p> <p>Post-secondary eligibility status is periodically provided by the Transcript Evaluation Service (UC Berkeley) for all BHS students. We monitor this data for trends and progress with historically underperforming subgroups.</p> <p>Graduation rates (Calpads) and post-secondary outcomes such as college matriculation and degree attainment rates (via National Student Clearinghouse) are analyzed by subgroups as well as by programs designed to impact college going rates for historically underrepresented groups.</p>	<p>BHS Mailing to families including transcripts and course requests, sent every spring</p> <p>Data and analysis is provided via google slide presentations made available to the district and BHS administrative teams.</p> <p>Letters home to families at the end of 10th grade regarding post-secondary eligibility status.</p> <p>2020 Vision presentations</p>

**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.5%	6.7%	31.5%	<b>39.3%</b>	18.0%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High School does have the option for students to be proctors for teachers who request support for simple tasks, however this “proctor” period has nothing to do with proctoring assessments.</p> <p>Not all courses give common assessments, however where they are given, common assessments are more often than not the responsibility of the department leadership, both the logistics of administering them as well as document security. Examples of this would include Math 1, 2 and 3 exams within the math department, and Spanish 1 and 2 exams in the World Language department. In addition, all of our 9th and 10th grade English students take a Constructed Response writing assessment, but the nature of this assessment is such that test security is not crucial in the same was the those mentioned above.</p>	<p>Student schedules</p> <p>Math 1, 2, and 3 common assessments</p> <p>World Language common assessments</p> <p>Constructed Response prompts</p>

### ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs (Chapter IV).

#### Summary (including comments about the critical student learning needs)

Berkeley High School, as described first in Chapter 1, pioneered the use of the Academic Support Index (ASI) to better predict and track student performance. Used in conjunction with standardized assessments within departments or cross referenced with scores on Constructed Response essays teachers, departments, and the school are better able to allocate resources to those students that need extra support. Additional methods of analyzing assessments has included the roll out of Illuminate, enabling teachers to create or recycle assessments and, through a statistical analysis of scores, identify subject matter or academic habits where students scores are below average.

BHS continues to prioritize continual communication to our larger community that includes not only students, parents, and the school board, but the larger business community and institutions of higher learning close by, such as Berkeley City College and the University of California. We continue to aggressively identify partnerships and advisors from local and regional businesses, nonprofits, and utility companies to 1. ensure we are educating students with the skill necessary to thrive after graduation, but

also 2. building relationships to bring in guest speakers and / or develop internships, volunteer or work opportunities for students. An additional component to this communication for the immediate stakeholders - students and their families - is having a robust and accessible Student Information System, allowing grades, attendance, and graduation progression to be tracked in real time. While no system of managing student data is perfect, it is clearly preferable than the era where much of this data was hidden in attendance offices and teacher's paper gradebooks.

To assist in monitoring and tracking progress and success of students, BHS is fortunate to have multiple structures that work with our intervention team, ensuring that students do not fall through the proverbial cracks. Many of these academic programs either are part of a students daily schedule (AVID) or provide a structured environment after the regular school day ends (RISE, BHS Bridge). The faculty within these programs are essential in working with the intervention team and classroom teachers, assisting students in basic study skills, organization, and learning self advocacy.

Berkeley High School also continues to strive to make learning a dynamic place within our classrooms, utilizing both formative and summative assessments in the learning process. Using a variety of strategies including warm up, cool downs / exit tickets in addition to research papers and formal exams helps ensure that students have multiple pathways to success and that they are able to learn from mistakes, as opposed to being penalized for them.

Moreover, the BHS community is constantly evaluating what and how we are teaching. The first recent example of this work includes shifting our math curriculum from the traditional progression to the integrated model. BHS sampled three different curricula when making the decision to move to an integrated math pathway rather than the traditional one. The decision to move to an integrated pathway was driven by the preference that students would be better served with a three year series of courses that integrated several key mathematical concepts over the three years rather than the traditional year of Algebra, followed by Geometry, and returning to Algebra 2. The second evaluation not only had to do with some of the content taught but how the school was organized. As explained in Chapter 1, BHS launched our Universal 9th grade program for the 2018-19 school year in order to increase a sense of community among freshmen, while providing a transition year for students. Curricularly our U9 program will be much more collaborative and integrated with the four primary "hive" teachers communicating frequently in order to best support students.

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- The use of assessment data when cross referenced with ASI scores enables BHS to potentially interrupt patterns of at-risk students, jeopardizing graduation.
- Yearly use of School Attitudes and Assessment Survey (SAAS) to receive feedback on students' school experience on a broad variety of topics.

- The continued development and implementation of Constructed Response essays, has allows BHS to identify the strengths and weakness across large groups of students, while at the same time improving students ability to write persuasively using primary documents.
- Clear channels of communication to all of our stakeholders including students, parents and guardians, the school board, and the larger Berkeley and Bay Area community.
- Teachers use a wide array of summative and formative assessments strategies used with the best practices in differentiation challenges all students, while providing the support and feedback to those students who struggle.
- Teachers, parents, and the administration, per our Single Plan for Student Achievement, has made it a priority to increase proficiency in English academic language and mathematics for all students through thorough analysis of standards based curriculum.
- Through the review of curriculum and instruction, BHS continues to evolve and identity the best practices in teaching strategies and what content will enable students to succeed.

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- While modern Student Information Systems like PowerSchool and Illuminate are powerfully transparent, allowing students and parents to track performance, they are only useful if all teachers take accurate attendance and update their gradebooks on a frequent basis. With the vast majority of teachers at BHS utilizing Illuminate, more regular updates of performance can only assist students and parents as they progress through the high school and heads towards graduation.
- The organizational structure of Berkeley High School, designed around how to best meet the needs of students, often makes collaboration across subject matters difficult, specifically in the social studies / history department. Professional development time is split between learning communities and subject matter, each meeting between 10 and 12 times per year. This division of PD priorities makes thorough analysis of formative and summative assessment data difficult. While assessments are analyzed in pockets and there is not always a cohesive picture of how students are doing overall; moreover at the PD level teachers look at classroom-level data but do not necessarily link it to broader trends within their program or school.
- While BHS has historically and presently embraced the cycle of inquiry within many of our classrooms and on campus, we can and should do more to include formative and summative assessments within this cycle. Using the data from these assessments to inform our curricular and instructional approaches will assist in “tightening” up the classroom experience for students, enabling frequent feedback of their progress.

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	3.4%	15.9%	36.4%	<b>34.1%</b>	10.2%	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School continues to facilitate clear paths for parents and guardians to be involved at the school, with communication at the center of this work. Parents are able to find essential information about BHS through our “Parents” page where critical information can be found such as how to access our online attendance and grading system, Illuminate.</p> <p>Information about our Parent Resource Center, a place where parents can come and feel welcome, have a sense of belonging and be reassured that their ideas, concerns, and opinions are valued and will be addressed in a timely manner. Staffed with two Parent Liaisons - one of whom is fluent in Spanish - the Center provides a safe and caring environment for growing, learning, and connecting. Throughout the school year the center will offer a variety of workshops and trainings designed to increase the capacity of parents as well as maximize the learning experiences of students. The Parent Resource Center’s primary goal is to serve all families of Berkeley High School, with a special emphasis on disenfranchised parents of color. The center serves as a vehicle to encourage parents, school, and community partnerships. Through the center, parents will gain greater access to information and services that will help their children navigate</p>	<p>BHS Website - “Parents” page</p> <p>Illuminate</p> <p>Parent Resource Center</p>

<p>Berkeley High School and achieve success. Students with learning disabilities and special needs have a dedicated administrator with support staff who prioritize outreach to these students parents.</p> <p>Another source of information and inclusion is the Berkeley PTA which informs parents about communication tools, student &amp; parent resources, as well as committees and volunteer opportunities for parents. Additionally the BHS and Berkeley community has access to the Berkeley High E-Tree, an announcement email list providing information about Berkeley High School to the greater BHS community. Combined, the PTA and the E-Tree provide a wealth of critical information to parents and guardians.</p> <p>BHS also has on staff an English Learner (EL) Newcomer Program Coordinator, an additional resource that parents of English language learners.</p> <p>On campus, parents have the opportunity to volunteer in classrooms, chaperone field trips, and sit on advisory councils. Additionally, we have parents on Site Council, BSEP Committee, and Safety Committee.</p> <p>With all of these resources, we continue to push ourselves to create more pathways and opportunities for parents, especially parents of color and those households where English is not a primary language, to access our school and community. As can be seen from the quotes from our Parent Focus Group, there are areas we can improve such as ensuring that grades are updated on a regular basis.</p> <p><i>“Communication has been good in general. I no longer check power school because my son is on top of his schoolwork and his grades are good. Haven't tried to use illuminate. Robo calls are fine with me. Emails are fine.”</i></p> <p><i>“Some teachers are very communicative with emails, but I find the problem lies with those teachers that don't update their PowerSchool regularly and parents that are on PowerSchool consistently are not provided with the most up to date information. I find that the students who are being questioned by their parents who are on top of it are frustrated that teachers are not inputting the grades and work as quickly as they should be.”</i></p>	<p>SPED Administrator</p> <p>Berkeley PTA</p> <p>Berkeley High E-Tree</p> <p>EL Newcomer Program Coordinator</p> <p>SLC Advisory Councils</p> <p>Site Council</p> <p>Safety Committee</p> <p>BSEP Committee</p>
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*“Communication is very good. Absences are recorded on our phone as well as email. We are aware of upcoming events thru etree. Teachers have been very accommodating at lunchtime for extra help.”*

## Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	3.3%	5.6%	32.2%	<b>36.7%</b>	22.2%	Strongly Agree

Findings	Supporting Evidence
As mentioned in previous chapters, BHS is located in downtown Berkeley, one block from BART and three blocks from U.C. Berkeley. This location allows the school to take advantage of amazing opportunities in our community. Our location near UCB, minimally allows students to conduct walking tours of the campus, take advantage of programs designed for high school students, watching cultural shows at Zellerbach Hall and even sit in on graduate level law classes.	BHS location  U.C. Berkeley
Access to BART (the subway system) enables students immediate access to the greater Bay Area to take advantage of internships and field trips. Our central location has allowed students to intern at places such as Children’s Hospital Oakland, Pixar, and Berkeley Police Department. Common field trips to San Francisco that students experience include walking tours of the murals in Mission District, visiting the Public Defender’s office, and even economics students touring the San Francisco Mint.	Internships  Field Trips
Additionally, resources that are utilized include the increased collaboration between BHS and Berkeley City College, located two blocks from the high school. In addition to increased	Berkeley City College  TAG program to UCB



<p>concurrent enrollment, the two schools continue to develop pathways for students to move from high school, to community college, and then possibly U.C. Berkeley, utilizing the Transfer Admission Guarantee program.</p> <p>Most recently, BHS is tapping into the community to create opportunities for students to explore career pathways. In addition to having a Career Advisor that connects students to local job opportunities, professionals are invited onto campus to discuss their education and career paths. Much of this work culminated in our College and Career Summit in March where over 50 professionals, ranging from general contractors, ER doctors, and Alameda Assistant District Attorneys come to campus to meet with students.</p>	<p>Career Advisor</p> <p>College and Career Summit</p>
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## E2.School Environment Criterion

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

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.4%	11.0%	33.0%	<b>35.2%</b>	16.5%	Strongly Agree

Findings	Supporting Evidence
While Berkeley High's location enables students to access a wealth of resources and experiences, it also poses unique	BHS Safety Plan, 2017-18 update

<p>challenges related to school safety. Due to the increased frequency and media coverage of school shootings across the nation, BHS has undergone significant changes to address this new reality and ensure that our students are safe. Beginning in the spring of 2018, the campus implemented tighter control of access points to the school, by locking all outside doors once school is in session. Tardy and late students are now required to pass through the main office and provide identification before entering the campus. Berkeley Police Department, located one block away, has been an essential partner in updating our safety plan. The School Resource Officer, a Sergeant with BPD, facilitated a hands-on ALICE Armed Intruder training for all staff at the outset of the 2018-2019 school year.</p> <p>BHS treats the emotional and physical health of our students as one of our most important priorities. Our award winning Health Center, operated by the City of Berkeley, offers not only basic medical health services, but also therapists to assist students from coping with academic and environmental stress. Additionally, 3 full time Intervention Counselors work with focal students to support social/emotional health and help keep them on track academically. Intervention Counselors help provide additional support and also work with our 2 full time Restorative Justice Coordinators to build positive culture and community in the school. Initially beginning with one counselor, BHS in the last academic year has been fortunate to add two more intervention counselors, specifically working with the U9 teachers. Our intervention counselors also work with staff in our On Campus Intervention center to investigate cases of bullying, harassment, and student conflicts.</p> <p>Berkeley Unified School District phases increasing access to the internet and email as a student progresses from elementary, to middle and high school. At BHS, students have full access to email and internet with student Wifi available throughout the school. At the beginning of every year and at registration, students sign an Acceptable Use Agreement that explains the proper and improper uses of technology. Additionally, the school has in place content filters to assist in eliminating any explicit or inappropriate content. BHS and BUSD also ensure that all “educational applications” are Family Educational Rights and Privacy Act (FERPA) compliant.</p> <p>All 9th grader students participate in a course entitled Social Living, where students explore and learn about the dangers of alcohol and drug abuse. Much of this curriculum is framed</p>	<p>ALICE training</p> <p>Intervention Counselors</p> <p>On Campus Intervention (OCI)</p> <p>BHS Health Center</p> <p>BUSD Internet Content Filters</p> <p>Student Acceptable Use Agreement</p> <p>Social Living</p>
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<p>around identifying healthy ways of managing stress. Additionally, BHS continues to shift the culture of school events, ensuring that events like Prom and our homecoming events are alcohol and drug free. We also provide a mandatory Alcohol, Tobacco, and Other Drug (ATOD) education class as a first level intervention for students who have been found to be in possession or under the influence and coordinate closely with parents.</p> <p>The area that continues to be a challenge, as it is for most high schools, is developing and enforcing policies that address cyber-bullying and sexual harassment via social media or texts. Berkeley High School has developed an annual informational assembly for all 9th graders that is followed by extensive discussion and debrief in students' Ethnic Studies classes related to sexual and identity-based harassment. The district has also contracted with a provider to speak with all 10th-12th grade students in classroom settings to refresh the information given in the 9th grade Assembly as well as add more age-appropriate content regarding sexual harassment and harm for older high school students. The Dean of Students and Principal have also drafted an updated social media policy based on several exemplars from other high schools and universities, and will be working this year with the BUSD Policy Subcommittee to further develop and adopt this draft policy.</p>	<p>“SPARK” Assembly for 9th grade presentation and curricular materials</p> <p>Contract between BUSD and Sexual Harassment/Harm Educator</p> <p>Draft of Updated Social Media Policy</p>
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## High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	1.1%	8.8%	26.4%	<b>41.8%</b>	22.0%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High's diverse student population has always been one of our greatest strengths. It is our student activism around such issues racism and sexism that often helps guide teachers and administrators toward making the school the best it can be. It is this kind of spirit that historically has created such classes as a required Ethnic Studies, which was a result of student protests in the 1990s. Many decades prior to this course, BHS was the first high school in the nation to create an African-American Studies department which still exists today. And most recently, Chicano-Latino literature and history classes were launched and have thrived due to high enrollment.</p> <p>Berkeley High also embraces change and evolves as the needs of our students evolve. Since the last WASC visit, BHS has identified single use bathrooms that could be labeled gender-neutral and available to students. In an effort to shift punishing students with suspensions, a Restorative Justice Coordinator was hired in 2016 specializing in community building and conflict resolution principle. The RJ Coordinator works with staff and students to facilitate important conversations between those harmed and those inflicting harm. A second RJ Coordinator was hired in 2018.</p> <p>As explained in previous indicators and chapters, BHS is taking a proactive stance in hiring additional invention counselors to interrupt behaviors that can lead to negative student outcomes.</p>	<p>Ethnic Studies</p> <p>African American Studies Department</p> <p>Chicano-Latino literature and history</p> <p>Gender neutral bathrooms</p> <p>Restorative Justice Coordinator</p> <p>Intervention Counselors</p>

### Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.4%	14.4%	24.4%	<b>38.5%</b>	19.8%	Strongly Agree

Findings	Supporting Evidence
<p>Berkeley High School has a high level of trust, respect, and professionalism. As mentioned previously, this begins with the leadership sharing model with faculty and administration. From professional development for the entire school down to teacher-leaders facilitating conversation within their own small learn communities, creating authentic collaboration between staff and administration.</p> <p>Our site council consists of administration, teachers, parents and students and recently completed a major revision of the Single Plan for Student Achievement during the spring 2018 semester. Being a truly collaborative endeavor, students and parents brought a practicality to the process that enabled us to craft a usable document.</p> <p>Berkeley Unified School District engaged and convened a series of meetings for key LCAP stakeholder groups, the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), the Education Advisory Committee (EAC) and student focus groups. The meetings provided the stakeholders with an overview of local and state student achievement data and updates on LCAP funded Actions and Services. This was provided with the goal of creating opportunities for the participants to provide ongoing inquiry and feedback on the services, actions and goals of the Local Control Accountability Plan (LCAP). Community members, parents, educators and students were also provided with numerous opportunities to learn about the Local Control Funding Formula (LCFF). On March 10, 2017, the PAC, EAC and DELAC participated in the Mid-Year LCAP Data Presentation and Budget Priority Workshop. This was a vital element in our efforts to employ a continuous cycle of improvement. Prior to the first Parent Advisory Committee Meeting (PAC), Principals' identified a representative for their school sites. The committee was comprised of 22 parent/guardians, representing Preschool through Grade 12.</p>	<p>PD Leadership model</p> <p>Site Council</p> <p>Single Plan for Student Achievement</p> <p>LCAP Community Meetings</p>

### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support

services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

## Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student's personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	4.4%	13.2%	24.2%	<b>38.5%</b>	19.8%	Strongly Agree

Findings	Supporting Evidence
<p>As mentioned in previous chapters and prompts, Berkeley High School has many support services to assist students in ultimately earning the best education they can receive. The BHS Health Center, operated on campus via the City of Berkeley, staffs a team of over 15 including nurses, therapists, health educators and mental health interns and professionals. Students can not only receive basic medical care, but consultation on reproduction and birth control options, as well as general psychological counseling. BHS staff has the ability to refer students for services at the Health Center.</p> <p>Located in our College and Career Center, BHS students have access to our After School Tutorial Center, offering drop in assistance on homework and school projects. Staffed by a credentialed teacher, the center hires part time mentors from U.C. Berkeley and Berkeley City College to assist students with their work.</p> <p>As explained in prompt B2.3, Berkeley High School serves approximately 320 students with Individual Educational Plans (IEP's). Special Education services at the high school meet the diverse requirements of students with a wide range of learning</p>	<p>BHS Health Center</p> <p>Faculty Referral Form</p> <p>After School Tutorial Center</p> <p>BHS Special Education Services</p>

<p>needs, from mild to moderate learning disabilities to severe cognitive and physical differences. In accordance with the mandate to provide the least restrictive environment for all students, special education staff members provide students with the most inclusive program possible. Special education teachers collaborate with and support general education teachers. All learning communities are able to meet the needs of all students with IEP's, and educational specialists work with the staff of each learning community to make the curriculum accessible. Special educators teach literacy, math and transition with the twin goals of increasing student success in general education and of promoting positive post-secondary outcomes.</p> <p>BHS students have access to the College and Career Center, a space where informational meetings, college visits, and presentations around career options occur. Additionally, explained in detail previously, BHS is expanding our CTE course offerings. Within the last few years, we have launched an EMT Certification course, Introduction to Law, Robotics, and, beginning in the fall of 2018, Stagecraft and Carpentry.</p> <p>As explained in Chapter 2, BHS has a wealth of resources, especially geared towards those students who have the potential of being the first in their family to college. This resources include:</p> <ul style="list-style-type: none"> <li> <b>Intervention Counselors</b> - Intervention Counselors work with focal students to support social/emotional health and to keep them on track in class. Intervention Counselors help provide additional support and also work with the restorative practices coordinates to establish community in the school. Initially beginning with one counselor, BHS in the last academic year has been fortunate to add two more intervention counselors, specifically working with the U9 teachers. </li> <li> <b>AVID</b> - Advancement Via Individual Determination (AVID) is a four year academic elective course that prepares on average 65 to 75 students per year for college readiness and success. During the 9th and 10th grade years AVID students will receive instruction through a rigorous college preparatory curriculum provided by AVID Center. Students will </li> </ul>	<p>College and Career Center</p> <p>CTE Classes</p> <p>Intervention Counselors</p> <p>AVID</p>
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<p>participate in tutor facilitated study groups, motivational activities and academic survival skills. The 9th and 10th grade AVID course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, preparation for college entrance and placement exams, college study skills, test taking strategies, note-taking and research. The AVID 9th and 10th grade AVID curriculum also focuses on college and career awareness through work in class, guest speakers and field trips to colleges.</p>	
<ul style="list-style-type: none"><li>● <b>RISE</b> - Responsibility, Integrity, Strength &amp; Empowerment is dedicated to the social and academic advancement of at-promise teenagers. Students come in as rising 8<sup>th</sup> graders in our summer transition program. We support over 100 students annually through all four years of high school. We provided post-secondary support to aide transition and completion of post-secondary. Our goals are to assist youth to achieve a positive sense of self, to develop commitment to community, and to be eligible for and succeed in post-secondary education by providing before and after school tutorials with additional study spaces on weekends. Additionally, RISE offers case management service to help alleviate the obstacles to obtaining an education.</li></ul>	RISE
<ul style="list-style-type: none"><li>● <b>BHS Bridge</b> - Berkeley High Bridge, originally known as “Summer Bridge”, originated in 2010 as part of the 2020 Vision for Equity, a plan with the City of Berkeley, BUSD and the Berkeley community to better serve all Berkeley students, specifically underserved students. The program is voluntary and intended for first generation and low income students who have the general and essential desire to succeed academically, attend college, yet benefit from and sometimes require the extra support, guidance, and resources the program offers to achieve those ends. Bridge demands a significant investment of time, energy, and effort from all of its students as they</li></ul>	BHS Bridge



<p>develop skills, competencies, and the ability to navigate the often complex pathway to a college education. Beginning with the summer session prior to 9th grade year, and continuing with daily afternoon meetings, weekend study sessions, and regular tutorials throughout their four years at Berkeley High School, Bridge students invest between 150 and 250 additional academic hours per year in their education. Currently Bridge serves four cohorts, totally 120 students per year.</p> <ul style="list-style-type: none"> <li> <b>LEAP (Learn, Engage, Accelerate, Persist)</b> - LEAP is a 9th grade only elective class wherein students are supported in their academic, social, and emotional development as they transition to high school. Recently granted A-G credit, it combines direct academic support and acceleration with a robust college and career readiness curriculum called Get Focused, Stay Focused (GFSF). In partnership with Berkeley Community College, all LEAP teachers are trained in the GFSF content which is a comprehensive guidance program centered around a student's interests and life goals, a 10-year plan, and college and career readiness pathways. LEAP instructors also teach one of the core academic classes in the Hive, thereby increasing the personalization available to LEAP students. UC/CSU (g) </li> <li> <b>Restorative Justice Coordinator</b> - As mentioned in Chapter 1, in 2016 we embraced the concepts around restorative justice, hiring a full time RJ coordinator. community building and conflict resolution principles and practices that enrich communities, repair harm, restore relationships and create safe and inclusive spaces for dialogue. </li> <li> <b>Parent Resource Center</b> - The Parent Resource Center is a place where parents can come and feel welcome, have a sense of belonging and be reassured that their ideas, concerns, and opinions are valued and will be addressed in a timely manner. Staffed with two Parent Liaisons (one who is fluent in </li> </ul>	<p>Universal 9th Grade Program / LEAP</p> <p>Restorative Justice Coordinator</p> <p>Parent Resource Center</p>
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Spanish), the Center provides a safe and caring environment for growing, learning and connecting.	
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### Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	3.3%	11.0%	24.2%	<b>48.5%</b>	13.2%	Strongly Agree

Findings	Supporting Evidence
As discussed in detail in Chapter 1, BHS is making a significant reorganization beginning in the fall of 2018. All incoming ninth grade students are assigned to one of seven houses, or hives. These hives are composed of approximately 120 students who share 4 teachers in their core subject areas: Math 1 (or Advanced Math 1), Physics 1, English, and Ethnic Studies/Social Living. Students choose their remaining two classes out of the elective options presented below. At the end of ninth grade, students have the opportunity to rank one of the five learning communities at Berkeley High School for their 10th-12th grade education.	Universal 9th Grade Program (launching fall 2018)
The five learning communities include Academic Choice, the Berkeley International High School (BHS IB program), and three Community Partnership Academies: Arts and Humanities Academy (AHA), the Academy of Medicine and Public Service (AMPS), and Communication Arts and Sciences (CAS).	Five learning communities
For those students who find a large comprehensive school overwhelming, BUSD also offers Berkeley Independent Studies (BIS). BIS is an option for all Berkeley High students who prefer	Berkeley Independent Studies

individualized, weekly meetings with teachers. Students at varying academic proficiencies thrive in an informal, relaxed environment. BIS students become critical thinkers and independent, lifelong learners. BIS offers an alternative to the typical classroom environment to approximately 150 students, grades 9th through 12th.

### Support Services – Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	2.2%	7.9%	38.2%	<b>44.9%</b>	6.7%	Strongly Agree

Findings	Supporting Evidence
<p>In explained in Chapter 1, BUSD pioneered the use of data to identify those students most at risk at BHS. Working with our colleagues within the districts three middle schools, we are able to identify not only those who are at risk, but those who have the <i>potential</i> to be at risk. The ASI is a new method for providing each student with a quantitative measure of the likelihood that he or she will require additional academic support to fully realize his or her learning potential. The ASI has shown strong correlation along a variety of academic outcomes (Semester GPA, Cumulative GPA, CAHSEE passing rates, Graduation and UC eligibility rates, meeting end of year reading targets).</p> <p>Through the use of ASI, Berkeley High School has been able to score each student and reliably identify students</p>	Academic Support Index

<p>at-risk for academic underperformance, particularly those transitioning from middle to high school, and prioritize them for appropriate interventions. Additionally, the ASI provides context for classroom, program, and intervention evaluation, assessment data, and promotes more precise data disaggregation allowing for “apples-to-apples” comparisons across programs. The ASI is calculated three times each year to adjust for updated student information.</p> <p>ASI data assists in placing students in a variety of our support systems and structures described earlier in this document. These include placed in our AVID program, BHS Bridge, RISE and other programs. Moreover, the ASI data gives our intervention team a clear list of 9th grade students to reach out to within the first nine weeks of school. This head start in supporting at risk students has proven invaluable in guiding students to making good choices when it comes to their education.</p> <p>The three Community Partnerships Academies, with their mandate on having a student population that is at least 50% at risk, also provide a supportive and nurturing environment for all students. The most obvious way this is achieved is through breaking down anonymity. With each grade cohort around 60 students each, teachers and the students get to know each other well, with some teachers looping with students until graduation.</p>	<p>BHS Support Services</p> <p>Intervention Team</p> <p>Community Partnership Academies</p>
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### Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
Strongly Disagree	2.2%	10.1%	22.5%	<b>59.6%</b>	5.6%	Strongly Agree

Findings	Supporting Evidence
<p>As this document has demonstrated, we take the mandate of educated <i>all</i> of our students as the central purpose of what we do. To this end our task is to challenge all students, prepare them for life after high school, all the while providing multiple and redundant support structures to assist students who are behind or potentially will fall behind. At the center of this work is equity, ensuring that resources are allocated in a thoughtful manner, targeting those students who need support the most.</p> <p>The most obvious new example of this effort is the creation of the U9 program launching this fall. Realizing that the high school as it was formerly structured worked well for some kids and did not for many lead us to consider how we could reorganize part of our school so students developed strong bonds and connects when they entered BHS. Additionally this will allow students to make a truly informed decision about what learning program they want to join at the beginning of their 10th grade year.</p> <p>If all of our support structures do break down and a student does fail a required course, many of our teachers - especially in our Community Partnership Academies - are able to sit down and identify what caused this student to fail - was it one critical assignment? One poor grade on a major test? Or the lack of completed homework? Once this has been identified, students are offered an alternative assignment or pathway to minimally raise the failed semester grade up one letter.</p> <p>Alternatively, students who just need to repeat a course are offered Cyber High. Cyber High is a high school curriculum that is administered online. The curriculum is fully accredited through Fresno Unified School District and is aligned with the California State Content Standards and Frameworks. Select courses also meet the University of California's "a-g" requirements. Berkeley High School students can take self-paced courses through Cyber High that make up credit deficiencies for high school graduation. All work is done on computers at Berkeley High School. Credits earned will be posted on the student's BHS transcript.</p>	<p>Universal 9th grade program</p> <p>D / F Evaluation Form</p> <p>Cyber High</p>

## Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s	
<b>Strongly Disagree</b>	N / A	N / A	N / A	N / A	N / A	<b>Strongly Agree</b>

Findings	Supporting Evidence
<p>Berkeley High School student body is very involved in extracurricular activities. We have over 110 students in leadership positions alone with another 120 students involved in Link Leadership. The Link Leaders consist of a pair junior and/or senior mentors for a small group of freshman. Link Leaders receive training and support from staff supervisors of the program.</p> <p>Link Crew is a year long transition program with four components that contribute to its success:</p> <ul style="list-style-type: none"> <li>• High School Orientation – Link Leaders and freshmen start building the mentor relationship and freshmen receive information about how to be successful in high school</li> <li>• Academic Follow Ups – Link Leaders support freshman academic success and character development through structured classroom visits</li> <li>• Social Follow Ups – Link Leaders and freshmen connect outside the classroom at social events to increase student engagement, and promote positive school climate</li> <li>• Leader Initiated Contacts – Link Leaders connect with their freshmen on a more individual basis</li> </ul> <p>Two natural by-products of Link Crew are a strong sense of</p>	<p>ASB Leadership</p> <p>Non-ASB Leadership</p> <p>Link Leadership / Link Crew</p>

<p>character development and the emergence of an anti-bullying environment. Because students are more connected to each other, involved in their school and empowered to make a difference, they develop empathy, a respect for others and the courage to stand up for and take care of fellow students. With the role out of the Universal 9th program, the Link Crew and its leadership are an essential component of the high school as we welcome incoming 9th graders.</p> <p>Berkeley High School also has robust and active student clubs, with over 80 separate and distinct clubs. These clubs evolve and change as student interests evolve and change. Once in the fall and once in the spring, BHS hosts our “Club Fair” where club members have tables to explain to other students the purpose of their club and why students should consider joining.</p> <p>Lastly, Berkeley High School is fortunate to be able to field almost 30 sports opportunities for our male and female athletes, including traditional sports like football and volleyball, but students also have access to boys and girls lacrosse and water polo teams.</p>	<p>BHS Clubs</p> <p>BHS Athletics</p>
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## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs (Chapter IV).

### Summary (including comments about the critical student learning needs)

Berkeley High School continues to identify and encourage stakeholders, especially parents, to be involved in their student’s education and in leadership roles at the school. Cognizant that parents of non-English households need specific outreach, BHS created and continues to support our Parent Resource Center, a space where parents can come and feel welcome, have a sense of belonging and be reassured that their ideas, concerns, and opinions are valued and will be addressed in a timely manner. Staffed with two Parent Liaisons - one of whom is fluent in Spanish - the Center provides a safe and caring environment for growing, learning and connecting. Other areas where parents are involved include schoolwide committees: Site Council, BSEP Committee, Safety Committees. Additionally, we have an administrator dedicated to overseeing our students with special needs, with a specific focus on parent outreach.

As mentioned previously, Berkeley High School is fortunate to be located in downtown Berkeley. This enables us to take advantage of resources within immediate walking distance to the school and to utilize mass transit or other means of transportation in order to access a wealth of educational and experiential

learning activities around the Bay Area. Locally, this includes concurrent enrollment and workshops at Berkeley City College, tours and auditing classes at U.C. Berkeley, and tapping the Berkeley community for student internships and job opportunities.

In terms of the BHS campus environment, we take safety and creating a sense of community seriously. As documented in this section, all BHS staff received ALICE training from the Berkeley Police Department in order to prepare for an active shooter scenario. Additionally, in light of increased concern about gun violence on campuses across the nation, the administration and our School Safety Committee adopted new policies including locking down all access points to the campus during school hours and introducing a new check-in procedure at the main office. Measures to maintain safety while students access the internet at school include proper internet filters and student education on our district's Acceptable Use of Technology Policy.

Berkeley High School has a robust system of supports to supplement the work that occurs within the classroom. Focusing on the physical and emotional health of our students, our Health Center operated by the City of Berkeley, is staffed with medical and mental health professionals with an expertise in adolescent development. With regard to academics, BHS provides free after school tutoring, Monday through Thursdays, staffed with a credentialed teacher who coordinates coaches, consisting primarily of U.C. Berkeley undergraduate students. Our Intervention Team and Counselors, with equity at the center of their mission, work with middle schools and district personnel to identify at risk students even before they begin high school. This team then coordinates with academic support programs such as AVID, RISE, and BHS Bridge, ensuring that the students identified as having the greatest need will receive the services and supports they require for success.

Visitors to the BHS campus quickly see why our high school has been called “the most diverse high school in America”. It is our racial and cultural diversity that make BHS the unique school it is. With this in mind, faculty embrace differentiating content, utilize scaffolds where needed, and work to create environments where all learners can thrive. One of our top priorities is to establish strong positive relationships built on trust and mutual respect among all students, so that they may learn, grow and be well prepared for the next stage of their lives. To this end, lessons and conversations around identity, privilege, race, class, and gender equality occur within our mandatory Freshman Seminar curriculum.

Lastly, to round out the academic experience, students have dozens of opportunities to be involved in extracurricular and leadership activities on campus, including clubs, student government, athletics, and volunteer opportunities. Offering over 80 clubs and 30 sports teams, students have a wide range of options for extracurricular activities and can even create their own club from scratch. Over the years, BHS has seen significant increase in student involvement in extracurricular activities and leadership.



### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- The campus is safe and orderly, with the administration, school safety officers, and School Resource Officer in constant communication and collaboration to address incidents and safety concerns. Students and staff receive hands-on training and conduct drills of emergency procedures.
- BHS utilizes a wealth of community resources to support student learning in the form of concurrent enrollment in community college classes, guest speakers, field trips, college visits, career exploration activities, and internships.
- We provide robust support structures to assist students in transitioning from middle to high school, including the Intervention Team, the new Universal 9th grade program, and academic support classes designed to help target academic intervention support toward the students most in need.
- Instruction at BHS is varied, often including project based learning and differentiated instruction in order to support all learners.
- BHS makes the physical, psychological, social, and emotional needs of our students a top priority. Our on campus Health Center, Intervention Team, and counselors all work to support the physical and mental health of our students. With this area in mind, Goal 5 of our Single Plan for Student Achievement is to “increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.”

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

- Berkeley High School continues to create clear avenues for all stakeholders, especially parents, to be involved the education of their student. While options for participation do exist, such as visiting our Parent Resource Center, volunteering in a classroom, or serving on a committee, we acknowledge that this is not possible for many of our families due to work obligations, travel and transportation issues, and other barriers. We must continue to identify and implement new strategies for increasing parent involvement so that our parent volunteers, groups, and committees are representative of the the diversity of our school community.
- One of the most important concerns we have at Berkeley High School is the increasing levels of stress that students experience. While some of this stress can be attributed by the number of advanced placement and / or extra curricular activities students take on, some of this stress can be attributed to the perceived need to be accepted at an Ivy League or top ranked college or university. In one WASC Student Focus Group, students independently steered the conversation towards the topic of stress. A few comments below:

***Stress at school***

- ☐ *I had a friend that was so stressed that he started smoking cigarettes.*
- ☐ *“Why are they doing this to us?” student comment about the level of work in BIHS.*
- ☐ *Some teachers seem to hate sports and give student athletes crap for not being in class; but sports keep some students in class.*
- ☐ *All the work that gets piled up. Teachers need to consider that students have 6 or more classes. Some students are overwhelmed and stop going to some classes.*

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

### **Goal 1: Data Analysis that Supports Student Outcomes**

**Data Analysis that Supports Student Outcomes (Category A)** There is more work to be done to better systematize the process of reviewing various levels of data by the faculty. Currently, data review is included in department and small learning community professional development plans, and there is an effort with the Professional Development Teacher Leaders to include relevant data as part of individual teacher growth efforts each year, but all of these efforts need to become more and more an expected part of the fabric of each initiative, however small, at BHS.

**Data Analysis that Supports Student Outcomes (Category B)** A challenge that Berkeley High continues to struggle with is gathering high quality data about the “effectiveness of our curricular programs” in supporting students’ choice and completion of post high school opportunities. While we have thorough data in regards to what percentage of our students enter either a community college or four year institution, it is difficult to gather comprehensive and accurate statistics of what percentage actually complete their post BHS education / training.

### **Goal 2: Support for New Math Content**

**Support for New Math Content (Category B)** As BHS transitions to the Math 1, 2, and 3 we continue to make a concerted effort to identify ways in which we can make the content more accessible to students and parents. Part of this effort includes developing an online video for every lesson and module, allowing students to revisit the concepts taught in class. Despite this effort, there is much education necessary in order to inform students and parents to the value of integrated math curriculum instead of the traditional math sequence of study, and to get them familiar with the support that we have already put in place.

### **Goal 3: Socio-emotional Student Health**

**Socio-emotional Student Health (Category E)** One of the most important concerns we have at Berkeley High School is the increasing levels of stress that students experience. While some of this stress can be attributed by the number of advanced placement and / or extra curricular activities students take on, some of this stress can be attributed to the perceived need to get accepted into an ivy league or top ranked school. In one WASC Student Focus Group, students independently steered the conversation towards the topic of stress that they felt from various sources.

**Other Areas of Growth for Berkeley High School**

- **Authentic and Relevant Curriculum (Category B)** Berkeley High School continues to attempt to make as much of the curricular content authentic and relevant to students' lives. This includes bringing in speakers, incorporating community based projects, and developing courses that bring in "real world applications". With this goal in mind, however, many students have stated that they fail to see the connection between what they are learning in certain courses and how this knowledge or skill set will serve them in the future.
- **Career Exploration and Preparation (Category C)** While Berkeley High has developed many activities and CTE courses around career preparation, there is still much work to be completed. As discussed, BHS has excelled in preparing students for college while lacking focused attention to career exploration. Part of this challenge includes educating students on the variety of career options available to them, beyond the obvious options such as medicine or computer science. To this end, we hope to expose students to career paths within the Universal 9th grade program, getting students to consider their interests early. Other steps include launching a regular career speakers series that occurs frequently and not just during our annual College and Career Summit. Part of addressing this issue is the rollout of the College and Career readiness software Naviance for the 2018-19 school year, enabling students to evaluate colleges and possible career paths simultaneously.
- **Assessment Analysis and Professional Development (Category D)** The organizational structure of Berkeley High School, designed around how to best meet the needs of students, often makes collaboration across subject matters difficult. Professional development time is split between learning communities and subject matter, each meeting between 10 and 12 times per year. This division of PD priorities makes thorough analysis of formative and summative assessment data difficult. While assessments are analyzed in pockets and there is not always a cohesive picture of how students are doing overall; moreover at the PD level teachers look at classroom-level data but do not necessarily link it to broader trends within their program or school.
- **Assessments and the Cycle of Inquiry (Category D)** While BHS has historically and presently embraced the cycle of inquiry within many of our classrooms and on campus, we can and should do more to include formative and summative assessments within this cycle. Using the data from these assessments to inform our curricular and instructional approaches will assist in "tightening" up the classroom experience for students, enabling frequent feedback of their progress.
- **Parent Involvement and Accessibility (Category E)** Berkeley High School continues to create clear avenues for all stakeholders, especially parents, to be involved the education of their student. While access through Parent Resource Center or volunteering in classrooms or a committee is available, we acknowledge that this is not possible for many of our students family due to distance from the high school or work obligations.
- **Authentic and Informative Teacher Evaluations (Category A)** BHS administrators continue to work hard to make the formal evaluation process meaningful to teacher participants. Often, in the day-to-day running of this very complex campus, administrators are pulled several different directions, and their ability to be instructional leaders in this particular way can be compromised.

In addition, the process itself needs work to make it as personal and thus as meaningful as possible for the participants.

- **Reentry to School for long-term Absent Students (Category C)** As a large urban public high school, we frequently have students absent from school for days, weeks or even a month due to a variety of reasons, including personal and community-based trauma. An essential part of ensuring the success of students who have been absent for long periods of time is having clear processes for re-entry to their classes and to the BHS community. This includes equity-centered solutions that give students a chance to recover academically from numerous missing assignments and create a space where it is mathematically possible to earn credit and pass classes.
- **Safety & Security (Category A)** BHS is a very porous campus, with multiple entry and egress points along its perimeter. In the last year, BHS administrators and safety staff have worked hard to limit and better monitor those points, and have secured support from both the Berkeley Police Department as well as district staff to hold a much-needed active-shooter training (ALICE) for the entire faculty.
- **Effective Use of Student Information Systems (Category D)** While modern Student Information Systems like PowerSchool and Illuminate are powerfully transparent, allowing students and parents to track performance, they are only useful if all teachers take accurate attendance and update their gradebooks on a frequent basis. With the vast majority of teachers at BHS utilizing Illuminate, more regular updates of performance can only assist students and parents as they progress through the high school and heads towards graduation.

# **Chapter 4:**

## **Summary from Analysis of Identified Critical Student Learning Needs**

2018 Berkeley High School Self Study

## Chapter IV: Summary / Analysis of Identified Critical Student Learning Needs

### Goal #1: Data Collection, Analysis, and Utilization to Improve Student Outcomes

Applicable District LCAP Goals for Goal #1:

BUSD LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

BUSD LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

There is more work to be done to better systematize the process of reviewing various levels of data by the faculty. Currently, data review is included in department and small learning community professional development plans, and there is an effort with the Professional Development Teacher Leader group to include relevant data as part of individual teacher growth efforts each year. With that said, all of these efforts need to become more an expected part of the fabric of each initiative, however small, at our high school. Additionally a challenge that Berkeley High continues to struggle with is gathering high quality data about the “effectiveness of our curricular programs” in supporting students’ choice and completion of post high school opportunities. While we have thorough data in regards to what percentage of our students enter either a community college or four year institution, it is difficult to gather comprehensive and accurate statistics of what percentage actually complete their post BHS education / training.

As explained throughout chapter 3, Berkeley High is fortunate to have high quality student data we have. However, much of this data review often occurs often within “pockets” in the high school, such as in small learning communities or departments and is not available or accessed schoolwide. While we have an incredible ability to predict student performance with the Academic Support Index, we still need to make better use of existing data and identify future data needs. More complete data will enable Berkeley High to clearly meet many of the district goals, especially the goals that pertain to high quality classroom instruction and utilizing data to help end racial disparity in achievement and academic performance. Although we do get excellent data from the National Student Clearinghouse, the data is usually somewhat dated, and as with any policy or new initiative it takes time to see outcomes.

**Goal #2: Academic support and professional development for Math 1, 2, & 3**

Applicable District LCAP Goals for Goal #2:

BUSD LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

BUSD LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

As BHS has transitioned to the Math 1, 2, and 3 course progression, we continue to make a concerted effort to identify ways in which we can make the content more accessible to students and parents. The Mathematics Vision Project curriculum comes in the form of student modules and teacher support materials rather than a traditional textbook with extra reference resources. Therefore, part of this effort has included developing an online video for every lesson and module, allowing students to revisit the concepts taught in class. Despite this effort, focus group feedback indicates that there is more education necessary in order to inform students and parents to the value of integrated math curriculum instead of the traditional math sequence of study, and to get them familiar with the support that we have already put in place.

We also continue to be concerned about the higher D/F rates amongst students of color in Math 1 as well as low proficiency rates on the SBA for ASI 3+ students. We are currently in our fourth year of Math 1 implementation, and we have addressed these concerns in a number of ways. Initially, the district allocated additional FTE, providing more time for teacher collaboration around course content and objectives. Now, supports focus more on direct student support, with certain Math 1 teachers responsible for intervening with a caseload of students. We have also recently hired for a new administrative position focusing on the Math 1 courses in particular to help provide structures and inform best practices around course curriculum and student support.

**Goal #3: Socio-emotional well being of students**

Applicable LCAP Goal for Goal #3:

BUSD LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

One of the most important student concerns we have at Berkeley High School is the increasing levels of stress that students experience. While some of this stress can be attributed by the number of advanced placement and/or extra curricular activities students take on, some of this stress can



be attributed to the perceived need to get accepted into an ivy league or top ranked school. Other students report levels of stress associated with community and family trauma, and the need to work or take care of younger siblings in addition to being a student. As mentioned previously, in one of our WASC Student Focus Group, students independently steered the conversation towards the topic of stress. A similar concern was expressed by parents.

While there are a host of causal reasons why students experience varying levels of stress at Berkeley High School, only some are obviously within our control as many students report the culture of the U.S. college application process being a prime source of anxiety. With our two college advisors, BHS has taken the strategy of providing as much information and support as needed so students feel prepared when first applying to college and then applying for grants, loans (FAFSA), and scholarships. Part of our ongoing effort in alleviating some of this anxiety is clear communicating through our College and Career events that there are multiple paths to future aspirations. A related critical need is addressing the specific challenges and stressors that first generation college eligible students experience. To complement our two college advisors is the recent addition of an Early Academic Outreach Program fellow who works with first generation students and assists in preparing 9th and 10th grade students in considering college options. This includes emphasizing that college is a means to an end, not just an end itself.

Another large area to consider as we evaluate levels of stress at school is the impact that sexual harassment plays on campus, especially in light of the power of social media. Berkeley High School is not immune to the nationwide challenges faced by schools working to keep pace with the power, rapidity, and destructive force of social media when used to create a climate of intimidation, harassment, and harm between students. Beyond being a legal requirement to provide a safe and welcoming space at school for all students, we firmly believe in the moral imperative to thoroughly educate students around the legal definitions of sexual harassment and assault, along with the legal and school discipline consequences of these behaviors. While some of this content is taught in the Berkeley middle schools, further examination of the role of power in sexual harassment continues in our Universal 9th grade program, complimented by our “SPARK Assembly” aimed at educating freshmen about bullying, sexual harassment, and what students can do if they experience or see these behaviors on campus. We also continue to contract with a sexual harassment educator who speaks to our 10th-12th grade students in classroom settings throughout the year to re-engage and reinforce the lessons learned in the 9th grade SPARK Assembly and Social Living class.

Additionally, Berkeley High continues to incorporate the best practices around campus security in light of school shootings nationally. Specifically after the shooting at Stoneman Douglas High School in Parkland, FL, (a school very similar in many ways to BHS), many students reported feeling unsafe and vulnerable at school. The campus continues to be evaluated for safety of access points, requiring all students, teachers, and visitors to enter through the main administrative building once school begins. Additionally, as mentioned previously, the staff recently experienced intensive active shooter training (ALICE).

# **Chapter 5: Schoolwide Action Plan**

2018 Berkeley High School Self Study

## Chapter V: Schoolwide Action Plan

Over the course of the 2018 spring semester, the School Site Council analyzed, edited, and updated the the Single Plan for Student Achievement (SPSA) based on suggested areas for growth from the 2012 WASC full report and the 2015 midterm report. With input from all stakeholders, including parents and students, we attempted to streamline and tailor each school goal with a focus on student outcomes. During this process there was consensus that while some of these goals are concrete and actionable, others seem broad and vague. What follows is an analysis of these former SPSA goals and a connection to our new areas of growth for emphasis in this year's SPSA creation process with the School Site Committee.

**BUSD GOAL:** Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

**SCHOOL GOAL 1:** Increase proficiency and performance of all students in academic language, while accelerating the proficiency and performance gains of African American, English Learner, Latino students, and all students with an Academic Support Index of three or higher.

**Strategy:** BHS faculty will support the improvement of student ELA skills through the implementation of Constructing Meaning strategies across all subjects with an emphasis on academic language, common instructional practices, and writing across the core subjects.

**BUSD GOAL:** Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

**SCHOOL GOAL 2:** Increase proficiency and performance of all students in mathematics, while accelerating the proficiency and performance gains of African American, English Learner, Latino students, and all students with an Academic Support Index of three or higher.

**Strategy:** BHS faculty will support the improvement of student performance in math through the implementation of a CCSS aligned curriculum articulated across grade levels that includes periodic formative and summative common assessments.

**BUSD GOAL:** Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

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

**Strategy:** BHS faculty will support a culture of high expectations for all students through research supported practices that create accessible curriculum while maintaining a rigorous classroom environment.

**BUSD GOALS:**

1. Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
2. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

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

**Strategy:** BHS faculty will improve student engagement through instructional practices including differentiation, the use of multiple access points that address the range of student needs from remediation to acceleration, culturally relevant instructional practices, and opportunities for all students to experience academic success.

**BUSD GOAL:**

1. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.
2. Ensure that all school sites have safe, welcoming, and inclusive climates for all students and their families so that all students are in their classes ready to learn.

**SCHOOL GOAL 5:** Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students (Identified by the Intervention Team).

**Strategy:** Identify struggling students, specifically during the transition from middle to high school, and provide them with resources including counseling, access to mental health, academic and behavioral supports, and other areas of need identified through the Transition Rubric.

Based on the work completed in the current BHS WASC Self Study and the feedback given from the WASC Visiting Team's feedback and recommendations, the BHS Site Council's primary task and goal this academic year is to incorporate this data and information into our Single Plan for Student Achievement.

### Tentative 2018-2019 BHS Site Council Meeting Schedule

Meeting Date	Meeting Goal
October	<ul style="list-style-type: none"> <li>● Introductions of new members</li> <li>● Explanations of key information: WASC, Self Study, Single Plan for Student Achievement, LCAP district goals</li> <li>● Analysis of BHS Self Study</li> </ul>
November	<ul style="list-style-type: none"> <li>● Analysis of WASC Visiting Team's feedback</li> </ul>

December	<ul style="list-style-type: none"> <li>● Analysis of WASC Visiting Team's feedback</li> <li>● Explanation of ASI - what is it and why is it important?</li> </ul>
January	<ul style="list-style-type: none"> <li>● Explanation of how Self Study Areas of Growth are connected to and inform the Single Plan for Student Achievement</li> </ul>
February	<ul style="list-style-type: none"> <li>● Evaluation and analysis of LCAP District Goals</li> </ul>
March	<ul style="list-style-type: none"> <li>● Editing Single Plan for Student Achievement</li> </ul>
April	<ul style="list-style-type: none"> <li>● Editing Single Plan for Student Achievement</li> </ul>
May	<ul style="list-style-type: none"> <li>● Editing Single Plan for Student Achievement</li> </ul>
June	→ Updated and Revised Single Plan for Student Achievement informed by the 2018 WASC Self Study and Visiting Team recommendations

## 2018 Berkeley High School Schoolwide Action Plan

### Goal #1: Data Collection, Analysis, and Utilization to Improve Student Outcomes

#### Applicable District LCAP Goals:

BUSD LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

BUSD LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

There is more work to be done to better systematize the process of reviewing various levels of data. One area of weakness is that we do not have systems for interim information outside of quarterly grades and a couple of common semester finals. Common benchmark assessments are not being used as frequently as they could be and not always consistently across content areas to accurately measure student outcomes and learning. Currently, data review is included in department and small learning community professional development plans, and there is an effort with the Professional Development Teacher Leader group to include relevant data as part of individual teacher growth efforts each year, but all of these efforts need to become more and more an expected part of the fabric of each initiative, however small, at BHS. Additionally a challenge that Berkeley High continues to struggle with is gathering high quality data about the “effectiveness of our curricular programs” in supporting students’ choice and completion of post

high school opportunities. While we have thorough data in regards to what percentage of our students enter either a community college or four year institution, it is difficult to gather comprehensive and accurate statistics of what percentage actually complete their post BHS education / training. Although we do get excellent data from the National Student Clearinghouse, the data is usually somewhat dated, and as with any policy or new initiative it takes time to see outcomes.

### **Metrics for Goal #1**

- Department and course common assessments
- Rates of students with grades of C or higher.
- 8th grade STAR Reading and Math scores
- SBA ELA and Math:
  - Changes in proficiency levels from 8th to 11th
  - Changes in “distance from met” (points +/- from meeting grade level proficiency) between 8th grade and 11th grade.
- Post-secondary eligibility status via Transcript Evaluation Service (TES)
- Rates of students meeting A-G requirements by subject (TES)
- Post-secondary college matriculation rates, persistence, and degree attainment rates from National Student Clearinghouse.
- Metrics not currently existing that would help address this goal:
  - Data on student participation in post-secondary career training programs
    - Internships
    - Apprenticeships
    - CTE articulation

### **Rationale:**

- Currently, data review is included in department and small learning community professional development plans, and there is an effort with the Professional Development Teacher Leader group to include relevant data as part of individual teacher growth efforts each year, but all of these efforts need to become more and more an expected part of the fabric of each initiative, however small, at BHS.
- BHS needs to gather high quality data about the “effectiveness of our curricular programs” in supporting students’ choice and completion of post high school opportunities.
- While we have thorough data in regards to what percentage of our students enter either a community college or four year institution, it is difficult to gather comprehensive and accurate statistics of what percentage actually complete their post BHS education / training.
- Much of the data review at BHS often occurs often within “pockets” in the high school, such as in small learning communities or departments and is not available or accessed schoolwide - we still need to make better use of existing data and identify future data needs.

- More complete data will enable Berkeley High to clearly meet many of the district goals, especially the goals that pertain to high quality classroom instruction and utilizing data to help end racial disparity in achievement and academic performance.

### Goal #1 Action Plan and Timeline

Activity / Task	Purpose	Responsible Party	Timeline	Resources
Continue to support the use and review of common assessments in the areas where they already exist (World Language, Math, Constructed Response for English)	Understand and evaluate academic growth over time and within content areas	Administrative Team  Department and Learning Community Leaders  Department and Learning Community Staff	Spring and Fall Semesters each school year	District funds to create and revise assessments (when needed)  Time for grading and scoring assessments  Professional Development time to review assessment data
Continued and expanded use of ASI data, especially of incoming 9th graders and students new to BHS, ensuring that “at risk” students are identified with the first semester at BHS.	Using data to intervene and support students most at risk of failure	Middle School Counselors  High School Counselors  U9 Teacher Leaders  Administrative Team  U9 Math Coordinator	Spring semester and August	District funds and personnel to support data analysis at school
Utilization of institution-level data to inform school wide professional development	To round out our frequent use of “street level” data with aggregate level data, ensuring that institution wide policy	PD Leaders  Administration  BUSD Data Analyst SLC Teacher	Spring - Fall, 2019	Professional Development to identify data needs  Coordination with district data analyst

	changes are properly informed	Leaders		
Work to give appropriate context and relevance of SBA Data (both 8th and 11th grade) to staff; make the connections between SBA performance and site-level data	To provide context and how this data can assist in highlighting areas of weakness.	Math and English Department PD Meetings	Fall of each year, evaluating and critiquing the previous spring semester data.	Use of professional development meeting time
Improve our practices around sharing available data about post-high school attainment and A-G eligibility with staff	To connect the important efforts that staff are making to prepare students for post-high school accomplishments with the actual data we have showing what students are achieving	Administrative Team  College and Career Counselors  Professional Development Coordinators and Teacher Leadership Team	A minimum of once each school year	Use of professional development meeting time  Continued access to TES data taken from student transcripts
Initiate steps to collect data we do not currently have regarding student participation in internships, apprenticeships, and CTE pathway completion	To better understand and evaluate the value of these programs and pathways and how they translate into career and college opportunities for students	Administrative Team  District CTE Program Manager  District Data Analyst  BHS Career Advisor	A minimum of once each school year	Use of professional development meeting time  Information from each Learning Community that has internship courses  Continued access to TES data taken from student transcripts



**Goal #2: Academic support and professional development for Math 1, 2, & 3****Applicable District LCAP Goals:**

BUSD LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

BUSD LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

As BHS implements the Math 1, 2 and 3 curriculum continue to make a concerted effort to identify ways in which we can make the content more accessible to students and parents. Part of this effort includes developing an online video for every lesson and module, allowing students to revisit the concepts taught in class. Despite this effort, focus group feedback indicates that there is more education necessary in order to inform students and parents to the value of integrated math curriculum instead of the traditional math sequence of study, and to get them familiar with the support that we have already put in place.

**Metrics**

- 8th grade STAR Math data
- 8th grade SBA math data
- 9th grade Math 1 pre-assessment
- Semester 1 and 2 grade distributions.
- Semester 1 and 2 common assessment proficiency rates.
- SBA Math in grade 11 proficiency rates.
  - Changes in proficiency rates from 8th grade
  - Changes in “distance from met” (points +/- from meeting grade level proficiency) between 8th grade and 11th grade.
- U9 Math Attitudes Survey
  - Changes from Fall to Spring
- Metrics not currently existing that would help address this goal:
  - Periodic common benchmark assessments (available in Illuminate) throughout Math 1, 2 and 3 to monitor student progress.

**Rationale:**

- As BHS implemented the Math 1, 2, and 3 course progression, we continue to make a concerted effort to identify ways in which we can make the content more accessible to students and parents.
- Despite efforts to make the math content accessible and to provide necessary support, students are not performing to acceptable levels.
- This support includes the continued development and use of an online video for every lesson and module, allowing students to revisit the concepts taught in class.

- More specifically and importantly, we also continue to be concerned about the higher D/F rates specifically amongst students of color in Math 1 as well as low proficiency rates on the SBA for ASI 3+ students.
- To address some concerns about our math content, the district now supports focus more on direct student support, with certain Math 1 teachers responsible for intervening with a caseload of students.
- Lastly, we have also recently hired for a new administrative position focusing on the Math 1 courses in particular to help provide structures and inform best practices around course curriculum and student support.

## Goal #2 Action Plan and Timeline

Activity / Task	Purpose	Responsible Party	Timeline	Resources
Data analysis within the math department in course-alike groups regarding existing common assessments	Find and analyze patterns within the data to inform instruction	Math Department leads  U9 Math Coordinator  Vice Principal for Math Department	After every common assessment	Department meeting time
Continued support of Constructing Meaning professional development within the math department	This training was challenging for the math department to integrate into current practices when it began at BHS some years ago - we would like to find ways for it to be more relevant and useful	Math Department leads  U9 Math Coordinator  Vice Principal for Math Department	2019-20 School Year	Potentially: training time for key teacher leaders  Department meeting time
Ongoing analysis of Math 1 student performance in the cohort identified for direct support	Determine which interventions are working for students identified for more support	U9 Math Coordinator  U9 Math 1 teachers	Monthly review of data in departmental meetings	Department meeting time  U9 Math Coordinator using time to

				gather data for evaluation
Continued publicity of BHS Math website and existing resources	It is important to make sure that all students who need it are making use of the supports that we already have in place	Math Department leads U9 Math Coordinator Vice Principal for Math Department	Throughout year, but especially in the beginning of Fall and Spring Semester	Small amounts of time spent in class and at parent events to explain and publicize resources
Annual Math Night to explain the Math 1, 2, 3 course sequence and address questions and concerns	Provide a way for families to experience and better understand the math courses, ask questions, and get to know the members of the math department	Math Department leads U9 Math Coordinator Vice Principal for Math Department Math Teachers Math Parent Liaisons	Annually each fall (already took place for 2018-19 school year and was well-attended)	Teacher hourly pay to attend School resources to host and provide refreshments

### **Goal #3: Socioemotional well-being of students**

#### **Applicable LCAP Goal:**

BUSD LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

One of the most important concerns we have at Berkeley High School is the increasing levels of stress that students experience. While some of this is anecdotal, there are enough patterns through individual student discussions that we think it needs to be made a priority.

Some of this stress can be attributed by the number of advanced placement and / or extra curricular activities students take on, some of this stress can be attributed to the perceived need to

get accepted into an ivy league or top ranked school. Other students report levels of stress associated with community and family trauma, and the need to work or take care of younger siblings in addition to being a student. Other critical areas include sexual harassment and bullying, which have serious consequences for learning.

### Metrics

- BHS Student Survey
  - Hope cluster of survey questions
  - Health Center cluster of survey questions
  - School climate and culture cluster of survey questions
  - Counseling cluster of survey questions
  - College and career cluster of survey questions
    - DS → College and career planning activities, CTE participation, BCC class AMPS kids are taking (can't think of the name), AVID. These all should help students see a pathway towards their future and will show up as higher hope scores.
  - Specific item analysis:
    - “I feel safe at school”
  - Intervention and Support items:
    - “There is an adult on campus who knows me well”
    - “I know where to go at school for support with personal problems”
    - “I know where to go to get help with homework”
- Attendance rates/rates of chronic absenteeism
- Rates of behavioral referrals & suspensions

### Rationale:

- Due to the increasingly competitive nature of preparing and applying to colleges, many students report unsustainable ability to manage school work, home life and the application process.
- A more targeted concern BHS has is evaluating whether we are adequately addressing the specific challenges and stressors that first generation college eligible students experience.
- To complement our two college advisors is the recent addition of an Early Academic Outreach Program fellow who works with first generation students and assists in preparing 9th and 10th grade students in considering college options.
- Another large area to consider as we evaluate levels of stress at school is the impact that sexual harassment plays on campus, especially in light of the power of social media. Berkeley High School is not immune to the nationwide challenges faced by schools working to keep pace with the power, rapidity, and destructive force of social media when used to create a climate of intimidation, harassment, and harm between students. Beyond being a legal requirement to provide a safe and welcoming space at school for all students, we firmly believe in the moral imperative to thoroughly educate students around the legal definitions of sexual harassment and assault, along with the legal and school discipline consequences of these behaviors.

- While some of this content is taught in the Berkeley middle schools, further examination of the role of power in sexual harassment continues in our Universal 9th grade program, complemented by our “SPARK Assembly” aimed at educating freshmen about bullying, sexual harassment, and what students can do if they experience or see these behaviors on campus. We also continue to contract with a sexual harassment educator who speaks to our 10th-12th grade students in classroom settings throughout the year to re-engage and reinforce the lessons learned in the 9th grade SPARK Assembly and Social Living class.
- Additionally, Berkeley High continues to consider campus safety a primary concern, evaluating access points in and out of the campus and ensuring that students and staff are trained annually on what to do if an armed intruder enters campus.

### Goal #3 Action Plan and Timeline

Activity / Task	Purpose	Responsible Party	Timeline	Resources
BHS Student Survey	Assess student attitudes toward school in general, with specific modules of the survey focusing on hope, and whether or not students feel that an adult on campus knows them and is connected to them	District Data Analyst  2nd period teachers  Administrative Team	Once a year (in January) for all students, twice a year (Fall and Spring) for 9th grade students	District Data Analyst's time  District resources to produce and administer survey  Class time to administer surveys
Mental and Emotional Health Education Team - peer educator presentations to classes	To make sure that students are aware of the mental and emotional health support services and to share	MEET Coordinator (newly-funded position)  MEET Peer Educator Team	Classroom presentations beginning in October 2018	Funding for MEET Coordinator position  Stipends for MEET students

	information about mental health peer to peer			
Annual Active Shooter Drill	To allow students and staff to engage in the best practices (ALICE) in case of an active shooter on campus	Dean of Students  Safety Officers  BPD School Safety Officer  Classroom teachers  Students	At least once annually	Time to evaluate the effectiveness of drill  PD time to alter / modify drill informed by student and teacher feedback
Exit survey for graduating seniors	To evaluate graduating seniors' experiences at BHS, focusing specifically on the feeling of safety of the campus and specifically experiences during senior year	College Advisors  Career Advisor  Econ / Gov Teachers (seniors)  District Data Analyst	Spring 2019: Begin formal draft of survey  May 2019: Possible administration of BHS Senior Exit Survey	PD time to develop survey  Coordination with Economics and Government teachers
Coordination of Services Team (COST) Meetings	To identify immediate supports for at-risk students (referred by staff or data) and analyze the effectiveness of BHS intervention system	Intervention Team  Coordination of Services Team	Weekly meetings	COST referral forms and follow-up tracking system