

2223 Martin Luther King
Jr. Way
Berkeley, CA 94704
(510) 644-6120

Grades
Nine through Twelve

Jim Slemp,
Principal

Berkeley Unified
School District

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Berkeley, CA 94704-1109
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Superintendent
Michele Lawrence

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This report covers school policies and activities that took place during the 2006-07 school year. Statistical data in this School Accountability Report Card are based on October 2006 CBEDS data provided by the California Department of Education. Statistical data for suspensions, expulsions, attendance, instructional minutes, and local assessments are provided by the district.

Berkeley Unified School District

Berkeley High School

2006-2007 School Accountability Report Card

Principal's Message

We are proud to present our annual report for the 2006–2007 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible.

In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the county and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

Test results make up a large portion of this report. We present summaries of our schoolwide results on the California Standards Tests (CST) and the California Achievement Test (CAT/6). In addition, we report how well different groups of students have performed on these tests and how schoolwide scores have improved or declined over the past three years. You'll also see how our school looks through the lenses of federal and state measures of progress. These measures are the federal Adequate Yearly Progress (AYP) and the state of California's Academic Performance Index (API). They often provide differing views of progress.

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

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

Community & School Profile

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

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

The district includes 11 elementary schools, three middle schools, a comprehensive high school, an alternative education program, and an adult education program. In the 2006-07 school year, 3,384 students were enrolled in grades nine through twelve at Berkeley High School. Student body demographics and language information for the 2006-07 year are listed in the table at the top of page 2.

School Leadership

Leadership at Berkeley High School is a responsibility shared between district administration, school administration, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, schoolwide testing, and daily operations are only a few of the many responsibilities undertaken by our principal. Mr. Jim Slemp has been the principal of Berkeley High School for four years. He has over 30 years of experience in education, including past positions as a teacher, vice principal, high school principal, and assistant superintendent.

Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Staff members may participate in the following leadership organizations:

- School Governance Council
- Berkeley High School PTSA
- Grade-level Teams
- Leadership Team

Language Skills 2006-07

	Berkeley High School	BUSD	California
English Learners	5.7%	12.3%	25.0%
Non English Learners	94.3%	87.7%	75.0%
Languages Spoken by English Learners			
Spanish	39.1%	62.1%	85.3%
Arabic	8.3%	4.4%	0.5%
Urdu	4.2%	3.2%	0.2%
Cantonese	5.2%	2.7%	1.4%
Vietnamese	1.6%	1.7%	2.2%
Thai	2.6%	1.2%	0.1%
Portuguese	3.1%	1.2%	0.1%
Japanese	1.0%	1.1%	0.3%
Filipino/Tagalog	1.6%	1.1%	1.4%
All Other	33.3%	21.3%	8.5%
Ethnicity			
African American or Black	30.0%	29.1%	7.6%
American Indian/Alaska Native	0.3%	0.2%	0.8%
Asian	7.6%	7.3%	8.1%
Filipino	0.5%	0.6%	2.6%
Hispanic or Latino	13.2%	16.9%	48.1%
Pacific Islander	0.3%	0.3%	0.6%
White	33.6%	29.6%	29.4%
Multiple or No Response	14.5%	16.0%	2.7%
Family Factors			
Low Income Indicator (Free or Reduced Price Meals)	27.5%	40.1%	50.7%

Contact Information

Parents who wish to volunteer or participate in Berkeley High School's leadership teams and school activities may contact the school office at (510) 644-6120. For additional information, see the school website at <http://bhs.berkeley.net>.

Discipline & Climate for Learning

Students at Berkeley High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our discipline philosophy promotes positive rewards for good behavior and character traits such as respect, kindness, and effort, and places an emphasis on conflict resolution.

Students and parents are informed of school rules and policies through newsletters, weekly parent meetings, the school bulletin board, and the automated phone message system.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Suspensions & Expulsions

	Berkeley H.S.			BUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	449	323	172	1944	1290	951
Suspension Rate	41.5%	9.4%	5.1%	21.8%	14.2%	10.5%
Expulsions	2	20	24	4	39	35
Expulsion Rate	0.2%	0.6%	0.7%	0.0%	0.4%	0.4%

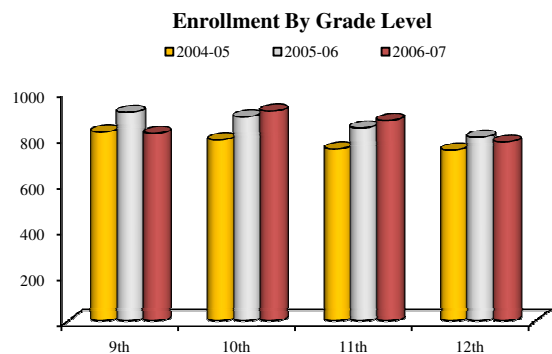
Homework

Homework is an integral part of the educational process. It should promote lifelong learning habits, be supplemental to the classroom experience, and provide opportunities for reinforcement and enrichment. Homework is given in all subject areas. Teachers will determine the appropriate amount of work for their classes.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The school makes phone calls home to verify student absences, and may send letters home in the event of truancy or excessive absences. Students are referred to the Berkeley Unified School District's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

The following graph indicates the trend in enrollment for the past three years.



The table below reflects the dropout and graduation rates for the most recent three year period for which data is available.

Graduation & Dropout Rates

	Graduation Rates			Dropout Rates		
	03-04	04-05	05-06	03-04	04-05	05-06
Berkeley H.S.	94.3%	92.3%	87.5%	2.4%	2.9%	2.7%
BUSD	92.6%	90.3%	85.9%	3.3%	3.7%	3.0%
California	70.7%	71.1%	67.1%	3.2%	3.1%	3.6%

Class Size

In 2006-07, the schoolwide average class size was 27.2 students and the pupil-to-teacher ratio was 17.8 to 1. The table below indicates the average class size per subject area, as well as the number of classes offered in reference to their enrollment.

Teaching Load Distribution

	Average Class Size			Classrooms containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	31	27	27	8	23	18	49	100	94	44	13	8
Math	34	27	26	3	21	24	45	74	71	35	15	12
Science	37	29	28	4	13	28	11	89	87	51	15	9
Social Science	33	29	28	8	6	10	47	99	116	37	17	10

Curriculum Improvement

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE). At the school level, teachers and administrators evaluate the curriculum by evaluating state and local assessments and planning instruction based upon areas of student need.

Teacher Assignment

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. During the 2006-07 year, Berkeley High School had 152 fully credentialed teachers.

	Teacher Credential Status			
	Berkeley H.S.			BUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	139	156	152	515
Without Full Credentials*	5	12	12	20
Teaching Outside Subject Area	—	—	—	—

**Data is reflective of teachers with emergency credentials, waivers, and university interns, as reported by the California Department of Education.*

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	—	—	—
Teacher Misassignments (other)	—	—	—
Total Teacher Misassignments	—	—	—
Vacant Teacher Positions	—	—	—

The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who would not otherwise do so.

	NCLB Compliant Teachers	
	% of Core Academic Courses:	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
Berkeley High School	81.6%	18.4%
All Schools in District	82.5%	17.5%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

Substitute Teachers

Berkeley Unified School District does not generally experience difficulty in obtaining qualified substitute teachers. On occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators are reassigned to fill the vacancy, or the students are split up between several teachers.

Counseling & Support Services

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For more information on our specialized programs and staff, please contact our principal.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Counselor*	—	—
Psychologist	—	—
Speech & Language Specialist	—	—
Librarian	—	—
Library Technician	—	—
Resource Teacher	—	—
Resource Aides	—	—
Technology Aide	—	—
Occupational Therapist	—	—
Bilingual Teachers	—	—
Bilingual Aide	—	—
Full Inclusion Teacher	—	—
Full Inclusion Aides	—	—
Instructional Aides	—	—
Other: _____	—	—
Other: _____	—	—

**Counselor to Pupil Ratio: 1: ___.*

Students with special educational needs are included in the regular classroom setting whenever possible and are provided assistance on an as-needed basis by the members of the support staff. Tutoring is available for students who require additional help.

English Learner (EL) students are integrated in the regular classroom and provided with differentiated instruction on an as-needed basis. Many teachers possess CLAD (Crosscultural Language and Academic Development) or BCLAD (Bilingual, Crosscultural Language and Academic Development) credentials which qualify them to provide primary language instruction for both English and Spanish-speakers. Teachers have also received Guided Language Acquisition by Design (GLAD) training which assists with instruction for English learners. Teachers offer differentiated instruction in-class for high achieving students. The staff strives to meet the needs of all students in the regular classroom.

Student Achievement & Testing

To obtain accurate and valid measures of educational progress, the district provides students with multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In Berkeley Unified School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. These include districtwide Diagnostic Reading Assessments (DRA), the Qualitative Reading Inventory (QRI), district writing and math assessments, and unit tests in core subject areas.

California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Science, and Social Science for the most recent three-year period, is shown at right. Course specific tests are not shown; for more information please see <http://star.cde.ca.gov>.

Data Sources

Data within the SARC was provided by Berkeley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state.

Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/ intervention.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

Results of school and district performance are displayed at right. *Berkeley High School school did not meet all the 2007 AYP criteria.*

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *Berkeley High School is not in PI.*

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science						Science	
	9th			10th			11th			10th			11th			10th	
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07
All Students																	
Berkeley H.S.	59	53	54	52	51	48	55	53	49	45	42	30	58	49	47	51	42
BUSD	56	53	54	51	50	47	53	50	48	44	41	30	55	48	46	51	42
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35	35	35
Females																	
Berkeley H.S.	66	60	58	53	57	57	59	55	55	41	43	30	66	51	50	56	50
BUSD	64	60	58	53	56	57	57	53	53	39	42	29	60	49	50	56	50
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33	34	34
Males																	
Berkeley H.S.	51	46	51	49	46	39	51	50	44	49	41	31	50	48	44	45	36
BUSD	49	46	51	48	45	39	50	49	42	48	41	31	48	46	42	45	36
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37	34	36
English Learners																	
Berkeley H.S.	7	7	9	4	2	5	0	8	8	7	4	4	5	4	0	*	3
BUSD	7	6	9	4	2	6	0	8	7	7	3	4	5	4	0	0	3
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6	6	6
Socioeconomically Disadvantaged (SED)																	
Berkeley H.S.	30	24	29	19	17	20	23	16	18	15	14	6	25	22	21	26	10
BUSD	27	23	30	18	15	19	20	15	16	15	14	6	22	19	20	27	10
California	26	27	32	20	21	21	21	21	33	18	17	17	23	21	22	19	20
Students with Disabilities																	
Berkeley H.S.	13	8	12	0	15	8	7	6	25	8	12	4	17	0	24	19	0
BUSD	11	9	14	3	14	8	6	8	20	11	10	4	17	6	21	18	0
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9	7	8
African American																	
Berkeley H.S.	26	23	21	15	16	18	22	15	14	9	11	4	17	0	24	12	15
BUSD	25	22	21	14	15	18	21	13	13	8	11	4	20	7	11	12	16
California	27	28	33	22	22	23	21	21	22	15	15	15	22	19	20	18	18
Asian																	
Berkeley H.S.	58	49	48	47	39	42	64	40	37	44	30	25	71	36	39	54	40
BUSD	58	49	48	47	40	42	65	40	37	44	30	26	70	36	38	53	40
California	64	66	71	56	58	58	53	55	57	52	53	51	56	54	54	57	58
Caucasian																	
Berkeley H.S.	86	85	84	83	82	80	85	82	76	74	64	57	85	74	68	69	72
BUSD	85	84	83	82	82	81	82	82	76	73	64	57	79	74	68	70	71
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48	50	51
Hispanic																	
Berkeley H.S.	45	32	36	27	20	26	22	29	23	17	21	5	25	29	27	34	20
BUSD	42	32	37	26	20	26	21	27	21	17	20	5	23	28	27	34	20
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22	19	20

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress (AYP) 2007

	Berkeley High School		BUSD	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	No	No	No
Percent Proficient	Yes	Yes	Yes	Yes
API	No		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Programs

	Berkeley H.S.	BUSD
	Program Improvement Status	Not in PI
First Year of PI	n/a	2004-05
Year in PI (in 2007-08)	n/a	Year 3
Number of Schools Currently in PI	n/a	8
Percent of Schools Identified for PI	n/a	50.0%

The stages of Program Improvement: Program Improvement (PI) is a five-stage process for monitoring, improving, and, if need be, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve. When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school, and the former school would be required to provide transportation to the new site. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Berkeley High School earned a schoolwide growth score of 713 in the 2006-07 school year.

College Preparation

College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school, and local universities. Counselors meet with all students and their parents to design a four year plan for success after high school at information sessions offered during the day and evening. Students map out their course-load depending on their post-secondary educational objectives. During the year, all students and parents are invited to seminars that explain the process of applying to college and securing financial aid. Counselors work with seniors individually in preparing college applications and obtaining letters of recommendation. The counseling office facilitates applications for scholarships.

Berkeley High School offers all of the academic courses required for admission to the University of California (UC) and California State University (CSU). The UC/CSU table below illustrates the percentage of student enrollment in UC/CSU required courses, and the percentage of graduates completing all required courses for UC/CSU admission.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
89.4%	61.0%

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

Advanced Placement Classes			
	# Courses	# Classes	Enrollment
Art	2	3	77
Computer Science	1	1	12
English	2	11	311
Mathematics	2	5	136
Science	4	23	610
Social Science	4	21	596

AP Total Enrollment: 1,742
Percent of Students in AP Courses: 51.50%

For more information about admissions to UC and CSU schools, please visit www.ucop.edu/pathways and www.csumentor.edu.

Advanced Placement (AP)

Berkeley High School offers advanced placement courses for highly advanced academic students. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. The chart at left indicates the availability of AP classes at Berkeley High School.

API School Results 2007				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	*	**	
Similar Schools Rank	7	*	**	
All Students				
Actual API Growth	27	-7	**	713
Black/African American				
Actual API Growth	23	9	**	559
Asian				
Actual API Growth	13	-30	**	720
Hispanic/Latino				
Actual API Growth	53	2	**	624
White				
Actual API Growth	37	-13	**	839
Socioeconomically Disadvantaged				
Actual API Growth	34	5	**	575
English Learners				
Actual API Growth	n/a	n/a	**	580
Students with Disabilities				
Actual API Growth	n/a	n/a	**	471

**For at least one 2006 STAR content area used in the API, this school failed to test a significant proportion of students who were not exempt from testing in 2006.*

***For at least one 2007 STAR content area used in the API, this school failed to test a significant proportion of students who were not exempt from testing in 2007.*

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Physical Fitness

In the spring of each year, Berkeley High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In the 2006-07 year, 22.7% of ninth grade students at Berkeley High School met the HFZ.

Work Force Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Berkeley High School engages community support and participation to provide guest speakers, assemblies, career days, and job shadowing to heighten student awareness of the many opportunities and options for future education, training, and employment beyond high school. The table below displays questions and answers about student participation in Berkeley High School's Career Technical Education (CTE) programs.

Career Technical Education (CTE) Participation

How many of the school's pupils participate in CTE?	___
What percent of the school's pupils complete a CTE program and earn a high school diploma?	___%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post-secondary education?	___%

Completion of High School Graduation Requirements

Graduating Class of 2007

	Berkeley H.S.	BUSD	California
All Students	—	—	—
African American	—	—	—
American Indian	—	—	—
Asian	—	—	—
Filipino	—	—	—
Hispanic	—	—	—
Pacific Islander	—	—	—
Caucasian	—	—	—
Socioeconomically Disadvantaged (SED)	—	—	—
English Learners	—	—	—
Students w/Disabilities	—	—	—

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools will have to pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade as evidenced by that school year's October CBEDS enrollment, the table below displays by student group the percent who met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Parent & Community Involvement

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

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table at right displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table at right displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs>.

California High School Exit Examination

Subject	2004-05			2005-06			2006-07		
	BHS	BUSD	California	BHS	BUSD	California	BHS	BUSD	California
English	60.9%	58.9%	49.0%	68.5%	67.0%	51.1%	61.9%	62.0%	48.6%
Math	59.1%	56.3%	45.2%	57.9%	57.1%	46.8%	54.8%	54.2%	49.9%

California High School Exit Examination 2006-07

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	38.1%	20.6%	41.3%	45.2%	28.7%	26.1%
Males	43.0%	21.9%	35.1%	44.1%	30.7%	25.1%
Females	33.2%	19.5%	47.3%	46.2%	26.8%	27.0%
African American	68.9%	18.9%	12.2%	74.9%	20.0%	5.1%
Asian	36.2%	29.3%	34.5%	36.2%	20.7%	43.1%
Hispanic	56.7%	21.6%	21.6%	62.6%	27.3%	10.1%
White	8.0%	15.7%	76.3%	13.9%	38.1%	48.0%
English Learners	69.2%	22.0%	8.8%	69.6%	20.7%	9.8%
Socioeconomically Disadvantaged	66.5%	19.4%	14.1%	70.4%	21.5%	8.1%
Students w/Disabilities	85.7%	8.2%	6.1%	87.5%	10.4%	2.1%

Teacher Evaluation & Professional Development

Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principal; both have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator. Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. Every year, the district offers five buy-back staff development days.

Textbooks & Instructional Materials

Berkeley Unified School District held a Public Hearing on October 24, 2007, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbook adoptions are uniform throughout the Berkeley Unified School District. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The most recent textbook adoptions (as of June 2008) in core curriculum areas for Berkeley High School are indicated below.

Textbooks						
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials	
Language Arts	Various literature approved by the Board & aligned to English-Language Arts Standards	9-12	1999 2002		0%	
Math	Thompson/Brooks/Cole	9-12	2003 2005	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%	
	Addison-Wesley Publishing	9-12	2002		0%	
	John Wiley & Sons, Inc.	9-12	2002		0%	
	CPM Educational Program	9-12	2000		0%	
	College Prep Mathematics Educational Program	9-12	1999		0%	
	Harcourt Brace College Publishers	9-12	1999		0%	
	Key Curriculum Press	9-12	1999 2000		0%	
	Scott Foresman Addison Wesley	9-12	1999		0%	
	McGraw-Hill	9-12	2006		0%	
	Houghton Mifflin	9-12	2006		0%	
	W.H. Reeman & Co.	9-12	2001 2004		0%	
	Wadsworth Publishing Co.	9-12	2004		0%	
	Social Science	Pearson Prentice Hall	9-12		2004	0%
		McDougal Littell	9-12		1999	0%
McDougal Littell/Houghton Mifflin		11	2000	0%		
Holt, Rinehart & Winston		12	1999	0%		
South Western Educational Publishing		12	1999	0%		
Prentice Hall		12	1999	0%		
John Wiley & Sons, Inc.		9-11	2006	0%		
Longman		12	2001	0%		
McGraw-Hill		9	2006	0%		
Glencoe/McGraw-Hill		12	2000	0%		

Textbooks, Cont'd.					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Foreign Language	Cheng & Tsui Company	9-12	2006	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
	Glencoe/McGraw-Hill	9-12	2004 2006		0%
	Pearson Prentice Hall	9-12	2004 2006		0%
Science	Prentice Hall	9-12	1999 2000 2004		0%
	Addison Wesley Longman, Inc/Pearson Education	9-12	2000		0%
	Houghton Mifflin	9-12	2001		0%
	McDougal Littell	9-12	1999		0%
	Holt, Rinehart & Winston	9-12	2005		0%
	Brooks/Cole Publishing	9-12	2000 2005		0%
	Saunders College	9-12	1999		0%
Science	McGraw-Hill	9-12	1999	0%	
	Scott Foresman Addison Wesley	9-12	1999	0%	
Science	Holt	9-12	2003	0%	

Science Laboratory Equipment: Berkeley High School stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners.

Library

The school's library is stocked with a wide variety of books that are available for students to check out, and also contains a large collection of reference materials, videos and audiotapes for classroom use that tie into curricular areas of study. The library utilizes the Alexandria catalog system. There are several computer workstations available for student use within the library for research and catalog purposes. The library is open daily from 7:30 AM to 4:30 PM. *For additional research materials and Internet availability, students are encouraged to visit Berkeley's public libraries which contain numerous computer workstations.*

School Facilities & Safety

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

Safety

The safety of students and staff is a primary concern at Berkeley High School. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, staff members, noon supervisors and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drill are held once a month, and intruder drills are held at least once a year. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year.

The plan was last updated and reviewed with school staff in spring 2007. The chart below shows the results of the most recent school facilities inspection, as of June 2008.

School Facility Conditions				
Date of Last Inspection: 1/28/08				
Overall Summary of School Facility Conditions: Good				
Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		G & H Bldgs. Heat controls need repair
Windows/Doors/Gates (interior/exterior)		X		Some windows break
Interior Surfaces (walls, floors, & ceilings)		X		Some walls need paint
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety		X		Programming problems with fire alarm
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)		X		Vandalism
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Cleaning Process and Schedule

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

Maintenance and Repair

District maintenance supervisors conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Deferred Maintenance Budget

The district participates in the state School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the 2007-08 school year, the district budgeted \$800,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget. The district's complete deferred maintenance plan is available at the district office.

Expenditures & Services Funded

Berkeley Unified School District spent an average of \$7,584 to educate each student (based on 2005-06 audited financial statements).

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

The table below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil 2005-06		
Berkeley High School	Total	\$5,541
	From Restricted Sources	\$884
	From Unrestricted Sources	\$4,657
BUSD	From Unrestricted Sources	\$4,978
	Percentage of Variation between School & District: 6.4%	
California	From Unrestricted Sources	\$4,943
	Percentage of Variation between School & State: 5.8%	

In addition to general state funding, Berkeley Unified School District receives state and federal funding for the following categorical, special education, and support programs:

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-
-
-
-
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Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 5,000 to 9,999 Average Daily Attendance (ADA) throughout the state. The following information is from the 2005-2006 school year, which is the most current data at the time of publication. The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries 2005-06		
School & District	Berkeley High School	
	BUSD	\$57,786
	Percentage of Variation: ____%	
School & State	Berkeley High School	
	All Unified School Districts	\$58,776
	Percentage of Variation: ____%	

The table at right illustrates the average salaries of teachers and administrators at the district and state levels.

Average Salary Information Teachers - Principal - Superintendent 2005-2006		
	BUSD	California
Beginning Teachers	\$34,200	\$38,479
Mid-Range Teachers	\$57,292	\$60,306
Highest Teachers	\$71,090	\$74,193
Elementary Principals	\$97,981	\$92,985
Middle School Principals	\$102,960	\$98,305
High School Principals	\$110,766	\$107,384
Superintendent	\$196,959	\$155,314
Salaries as a Percentage of Total Budget		
Teachers Salaries	35.1%	40.8%
Administrative Salaries	6.5%	5.7%