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

General Information about the School Accountability Report Card (SARC)

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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
|---|---|
| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

2022-23 School Contact Information

School Name	Brenkwitz High School
Street	22100 Princeton St.
City, State, Zip	Hayward, CA 94541-3817
Phone Number	(510) 723-3160
Principal	Yvette Beavers
Email Address	ybeavers@husd.k12.ca.us
School Website	bhs-haywardusd-ca.schoolloop.com
County-District-School (CDS) Code	01611920133009

2022-23 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2022-23 School Overview

The Brenkwitz High School community is an alternative school community designed to meet the educational, social, and personal needs of students the traditional district high school cannot serve. Our purpose is to help students graduate from high school by aiding them in developing habits and responsible practices that will prepare them to function as contributing members of a changing and challenging society. Our attention is focused on each student so that each student can develop a plan for achieving personal, educational, and career goals. Student's strengths are fostered, and critical thinking and literacy are developed to meet the ever-changing demands of twenty-first-century living.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	9
Grade 12	147
Total Enrollment	156

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.7
Male	58.3
American Indian or Alaska Native	0.0
Asian	2.6
Black or African American	9.0
Filipino	5.8
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	4.5
Two or More Races	2.6
White	3.8
English Learners	23.7
Foster Youth	0.0
Homeless	1.9
Migrant	1.3
Socioeconomically Disadvantaged	65.4
Students with Disabilities	12.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	72.81	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	1.47	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	16.80	33.60	3.38	12115.80	4.41
Unknown	1.20	8.84	34.00	3.43	18854.30	6.86
Total Teaching Positions	13.50	100.00	994.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.20	
Total Out-of-Field Teachers	2.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinle/Cengage Learning: Milestones, c2009 Wadsworth/Cengage Learning: Perrine's Literature: Structure Sound & Sense, 10th Edition, c2009 Bedford St. Martin: 50 Essays: A Portable Anthology, c2004 Bedford St. Martin: Everything's an Argument/ with Readings, 5th Edition, c2010 WWNorton: "They Say/I Say": The Moves That Matter in Academic Reading, c2009 Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010 9-10th Grade: Pearson Prentice Hall: Pearson Literature for California: Reading and Language, c2010 11-12th Grade: McDougal Littell: The Language of Literature, c2002; CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013	Yes	0
Mathematics	Houghton Mifflin Harcourt: California Algebra I, c2015 Houghton Mifflin Harcourt: California Algebra II, c2015 Houghton Mifflin Harcourt: California Geometry, c2015 Cengage Learning, PreCalculus With Limits, c2018 Pearson Prentice Hall, Stats: Modeling the World, 3rd Edition, Bock/Velleman/De Veaux, c2010 Glencoe: Conceptual Geometry, c2005 Cengage Learning, Calculus for AP, c2017 Macmillan Learning, The Basic Practice of Statistics, 7th Edition, c2015 Kendall Hunt, Statistics in Action c2008 W.H. Freeman & Company: Statistics and Probability with Applications, c2017	Yes	0
Science	Holt, Rinehart & Winston, Holt Biology, c2008 (Sheltered Biology) Prentice Hall, Prentice Hall Biology, c2007 AGS Publishing, Biology: Cycles of Life, c2006 Holt, Rinehart & Winston, Holt Chemistry, c2007 Prentice Hall, Conceptual Chemistry, c2007 McGraw-Hill Professional, Alternative Energy Demystified, c2007 Holt, Rinehart & Winston, Holt Science Spectrum: Physical Science with Earth and Space Science, c2007 Holt, Rinehart & Winston, Earth Science, c2007 AGS Publishing, Earth Science, c2004 Paradigm Publishing, Biotechnology: Science for the New Millennium, c2007 Elsevier/Mosby, The Human Body in Health and Disease, c2005 Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007	Yes	0

	Prentice Hall, Conceptual Physics, c2009 Holt, Rinehart & Winston, Holt Physics, c2007 Holt, Rinehart & Winston, Holt Environmental Science, c2008 AGS Publishing, Environmental Science, c2007 Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009 Prentice Hall, Prentice Hall Chemistry, c2007 Holt, Rinehart & Winston, Holt Physics, c2007 Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2018 Prentice Hall, Campbell, Reece, AP Biology, c2014 Pearson, College Physics: Explore and Apply, 2nd Edition, c2019 John Wiley & Sons, Environment, c2007 McGraw Hill, Exploring Geology c2019		
History-Social Science	Prentice Hall, World History: The Modern World, c2007 Walch Publishing, Power Basics® World History III—1900 to Present, c2005 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Documents In World History, Vols. 1 & 2, c2006 Teacher's Curriculum Institute, Geography Alive! Regions and People, c2006 Prentice Hall, World Cultures: A Global Mosaic, c2004 Prentice Hall, World Geography: Building a Global Perspective, c2007 Prentice Hall, United States History: Modern America, c2008 Walch Publishing, Power Basics® United States History, c2005 Prentice Hall, Magruder's American Government, c2006 Glencoe/McGraw-Hill, Understanding Psychology, c2003 Holt, Rinehart & Winston, Sociology: The Study of Human Relationships, c2008 EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007 Prentice Hall, Government by the People c2016 Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007 Prentice Hall, Foundations of Economics, AP Edition, c2015 Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015 Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 & 2, c2008 Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018	Yes	0
Foreign Language	McDougal Littell, ¡En Español!, Levels 1-4, c2004 Holt, Nuevas Vistas, Introduction & Book 1, (Spanish For Native Speakers) Holt, Nuevas Vistas, Book 2, c2006 (AP Spanish) McDougal Littell, Discovering French Nouveau, Levels 1- 3, c2004 Holt, Komm Mit, Level 1-3, c2006 Cheng & Tsui Publishing, Adventures In Japanese, Vol. 1-4, c2001 Cheng & Tsui Publishing, Integrated Chinese, c2009	Yes	0

| Health | Holt, Rinehart & Winston, Lifetime Health, c2004 | Yes | 0 |

School Facility Conditions and Planned Improvements

| Year and month of the most recent FIT report | January 2022 |

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	11	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	54	81.82	18.18	11.11
Female	22	15	68.18	31.82	13.33
Male	44	39	88.64	11.36	10.26
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	37	78.72	21.28	10.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	20	16	80.00	20.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	42	36	85.71	14.29	11.11
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	54	81.82	18.18	0.00
Female	22	15	68.18	31.82	0.00
Male	44	39	88.64	11.36	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	37	78.72	21.28	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	20	16	80.00	20.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	42	36	85.71	14.29	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	1.87	--	17.77	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	107	66.88	33.12	1.87
Female	66	37	56.06	43.94	2.7
Male	94	70	74.47	25.53	1.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	10	62.5	37.5	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	78	70.27	29.73	1.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	31	68.89	31.11	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	74	68.52	31.48	1.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	8	53.33	46.67	--

2021-22 Career Technical Education Programs

Brenkwitz High School affords all students with the ability to participate in an ROP program, in addition Brenkwitz High School offers an Advance Manufacturing Pathway for interested students. All twelfth graders at Brenkwitz High School are enrolled in the class titled College and Career Readiness that provides students with job training, workshops on careers; college field trips, and internships.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	73
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	89.74
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parental involvement is critical for student success in an alternative school setting. This understanding drives our focus on creating a parent-centered outreach strategy for parental engagement and maintaining an open-door policy for parents. During student and parent orientations during the school year, parents are asked to complete a survey to determine supports and workshops the school can provide to support parents. Workshops are held monthly with the support of Brenkwitz's FES (Family Engagement Specialist) and other community members on issues and topics that are parent generated. Parents are also

2022-23 Opportunities for Parental Involvement

invited to participate in the two decision-making groups that drive the creation and implantation of school policy as well as how state and federal funds are spent at Brenkwitz High School to improve student performance and engagement.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		19.7	11.5		8.8	10.4		8.9	7.8
Graduation Rate		53.7	71.6		84.3	83.2		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	148	106	71.6
Female	61	42	68.9
Male	87	64	73.6
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	14	12	85.7
Filipino	--	--	--
Hispanic or Latino	104	71	68.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	41	27	65.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	133	95	71.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	10	62.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	292	280	251	89.6
Female	118	111	105	94.6
Male	174	169	146	86.4
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	7	100.0
Black or African American	24	23	22	95.7
Filipino	14	14	14	100.0
Hispanic or Latino	212	202	174	86.1
Native Hawaiian or Pacific Islander	17	17	17	100.0
Two or More Races	10	9	9	100.0
White	7	7	7	100.0
English Learners	71	71	63	88.7
Foster Youth	1	0	0	0.0
Homeless	6	6	6	100.0
Socioeconomically Disadvantaged	197	187	171	91.4
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	34	30	30	100.0

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.52	3.48	2.45
Expulsions	0.00	0.05	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.71	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.71	0.00
Female	2.54	0.00
Male	1.15	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.82	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	0.00

2022-23 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to the classified and certified staff. The school's disaster preparedness plan includes ensuring student and staff safety during a disaster. Fire, tragedy, and lockdown drills are conducted regularly throughout the school year.

Teachers, administrators, and campus supervisors supervise students throughout the day. There is a designated area for student drop off and pick up; visitors must check in at the front office and receive a badge.

Safety is a high priority because it is necessary to ensure a prosperous and healthy educational environment. Teachers, administrators, and other campus supervisors supervise students throughout the day. There are designated areas for student drop-off and pick-up. Visitors need to check in at the front office and receive a badge.

Fire, disaster, and lockdown drills are conducted regularly throughout the school year so that all staff and students know what steps to take in the event of an emergency. The school uses an online application called Share911 to communicate with staff during emergencies, and this online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together to create and revise the school safety plan and respond to day-to-day safety issues. At the time of the latest School Site Safety Plan review, all revisions were communicated to the classified and certified staff. During the 2020-21 school year, this has included all of the necessary safety, health, and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible during the COVID-19 Shelter in Place status of our school.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	21	1	
Mathematics	5	27		
Science	6	17		
Social Science	7	39	2	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	21		
Mathematics	4	17		
Science	5	11		
Social Science	7	26		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	20		
Mathematics	4	20		
Science	6	9		
Social Science	6	31		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	104

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$27,507	$8,963	$18,544	$109,992
District	N/A	N/A	$7,882	$100,338
Percent Difference - School Site and District	N/A	N/A	80.7	9.2
State	N/A	N/A	$13,981	$82,681
Percent Difference - School Site and State	N/A	N/A	28.1	28.3

2021-22 Types of Services Funded

The Local Control Formula Funds ensure all students graduate college and are career ready. Our district ensures that all students have access to and success in a broad curriculum. In addition, students master Common Core State Standards. We do this by expanding College and Career support programs and improving our Career Pathway. In addition, we have updated and developed the district's technological infrastructure and obtained more computer software and personnel to maintain it.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$69,642	$54,370
Mid-Range Teacher Salary	$97,275	$82,681
Highest Teacher Salary	$116,010	$106,610
Average Principal Salary (Elementary)	$154,426	$135,283
Average Principal Salary (Middle)	$160,000	$141,244
Average Principal Salary (High)	$171,506	$152,955
Superintendent Salary	$293,534	$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, training and staff development opportunities are provided at the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days over the past three years. This academic year (2021-2022), the district has provided the same number of days. Still, our focus for the year is Student Academic Engagement and Social Emotional Learning n addition to three full days, Hayward Unified School District, Brenkwitz, will have ongoing coaching and professional development for all staff at least once a month.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	3