

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year

For Bayhill High School

Address: 1940 Virginia Street

Phone: 510.984.0599

Principal: Shelley Lobell

Grade Span: 9-12

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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 <http://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).

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.

About This School

School Contact Information (School Year 2016–17)

School Name	Bayhill High School
Street	1940 Virginia Street
City, State, Zip	Berkeley, CA 94709
Phone Number	510.984.0599
Principal	Shelley Lobell
E-mail Address	lobell@bayhillhs.org
Web Site	www.bayhillhs.org
County-District-School (CDS) Code	01612590117002

School Description and Mission Statement (School Year 2016–17)

Bayhill High School is a non-public and private school serving high school students with Learning Differences. We are a-g course approved, WASC accredited and certified by the California State Department of Education. Bayhill teachers have Mild/Moderate Educational Specialist Credentials or Single Subject in the core in which they teach. Our lessons are presented multi-modality allowing all students (regardless of learning styles and challenges) to access the lesson. Transition planning begins the end of the Sophomore Year, meeting with our transition team including a College Advisor and Transition Specialist. The ACT is administered at Bayhill with approved accommodations.

The majority of our classes are using Google Docs for Education to receive, complete and turn in assignments. All classes are scaffold with accommodations as needed (extended time, separate space for test taking, minimal homework etc). Academic support and remedial classes in reading and math are available. Electives include art, digital media, band, strength and conditioning.

We offer all the high school experiences students deserve: dances, prom, senior trips, off campus lunch privileges, lockers, a full gym and clubs. Our competitive sports team include Basketball, Team Handball and Volleyball.

Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	17
Grade 10	18
Grade 11	19
Grade 12	16
Ungraded Secondary	0
Total Enrollment	71

Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	25
American Indian or Alaska Native	0
Asian	5
Filipino	0
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	0
White	43
Two or More Races	22
Socioeconomically Disadvantaged	15
English Learners	0
Students with Disabilities	100
Foster Youth	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

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	8	8	8	na
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	na

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
High Poverty Schools		0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

Year and month in which the data were collected

4/27/17

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	*	y	0
Mathematics	*	y	0
Science	*	y	0
History-Social Science	*	y	0
Foreign Language	*	y	0
Health	*	y	0
Visual and Performing Arts	*	y	0
Science Laboratory Equipment (grades 9-12)	*		

Note: Cells with N/A values do not require data

**See Instructional Materials Survey

School Facility Conditions and Planned Improvements

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- The school building, built in 2000, is clean, ADA accessible, well maintained, retrofitted at time of construction. (see attached Fire Inspection, Health Inspection and Safety Inspection)

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: DPL

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

*see attached inspection reports

Overall Facility Rate

Year and month of the most recent FIT report: 8/15/15

Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (grades 3-8 and 11)	*	*	na	na	44%	48%
Mathematics (grades 3-8 and 11)	*	*			34%	36%

Note: 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.

*students are not required to take the CAASPP

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015–16)

ELA – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	0	0	na
Male	NA	na	na	na
Female	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Filipino	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA

*students are not required to take the CAASPP

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

Mathematics – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	*0	0	na
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Filipino	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA
Foster Youth		NA	NA	NA

**Our students are not required to take the CAASPP*

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0*	0	0	na	na	na	60%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**our students are not required to take the CAASPP*

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	18*	NA	NA	NA
Male	NA	NA	NA	NA
Female	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Filipino	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA

**our students are not required to take the CAASPP*

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	95

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

California Physical Fitness Test Results (School Year 2015–16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	NA	NA	NA

Note: 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.

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

Bayhill High School is a "commuter" school with students coming from within a 50 mile radius of the school. Parent involvement is structured with this in mind. There is "Coffee with the Executive Director" twice per school year; Parent Education has been driven by requests from our parent community: Transition, How to assist your child at home with study skills (Study Skills 101), and Understanding Learning Styles. The parents are asked to volunteer at school wide activities or transportation for games or field trips.

State Priority: Pupil Engagement

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

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

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

Indicator	School			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0	0	0	11.4	11.5	10.7
Graduation Rate	100	100	100	80.44	80.94	82.27

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	State
All Students	100	85.66
Black or African American	100	76.88
American Indian or Alaska Native		74.87
Asian	100	92.78
Filipino		96.8
Hispanic or Latino	100	84.49
Native Hawaiian or Pacific Islander		84.88
White	100	87.23
Two or More Races	100	91.36
Socioeconomically Disadvantaged		76.61
English Learners		50.9
Students with Disabilities	100	68.38
Foster Youth		DPC

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

Rate	School			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3	2	2	4.4	3.8	3.7
Expulsions	0	0	0	0.1	0.1	0.1

School Safety Plan (School Year 2016–17)**Bayhill High School Emergency Response Procedures**

As emergencies can occur at any time, Bayhill High School (BHS) has a thorough Emergency and Disaster Plan.

Staff is trained on the implementation of the plan at the beginning of each school year. We review it with students at the beginning of the year as well.

We have a battery back-up intercom system that allows us to make announcements to the entire building as well as our basketball court.

We have specific procedures for:

- Fire
- Earthquake
- Shelter in Place (Reverse Evacuation)
- Evacuation
- Off Campus
- Flood
- Chemical Spills
- Other Natural Disasters
- Communication with Parents

We have drills twice a year for each procedure.

Additionally, as a school, we are on the Oakland Police Department notification text message and e-mail list. We receive information regarding situations in our area that might require immediate implementation of the Emergency Plan.

If land lines are down, we have cell phones pre-programmed with student contact information. Additionally, there is a Lead Parent for all grade levels who will begin the communication. Phone tree information is distributed at the beginning of the year.

A copy of this Plan is posted on our website: www.bayhillhs.org

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	9	0	0	10	9	0	0	10	9	0	0
Mathematics	10	9	0	0	10	9	0	0	10	9	0	0
Science	10	5	0	0	0	5	0	0	10	5	0	0
Social Science	10	7	0	0	0	7	0	0	10	7	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.25	DPL
Counselor (Social/Behavioral or Career Development)	4	16
Library Media Teacher (librarian)	0	NA
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	2	32
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.	32
Resource Specialist (non-teaching)	DPL	N/A
Other	DPL	N/A

Note: Cells with N/A values do not require data.

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$28448	0	\$28448	55730
State	N/A	N/A	5677	71517
Percent Difference – School Site and State	N/A	N/A	+501%	-22%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015–16)

Bayhill provides a full day school program with a class size of 6-10. Tuition fees include books, lab fees, transition planning and most field trips. Ancillary services that are available include speech therapy, psychotherapy and educational therapy.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42000	na
Mid-Range Teacher Salary	--	na
Highest Teacher Salary	69000	na
Percent of Budget for Teacher Salaries	70%	na
Percent of Budget for Administrative Salaries	4%	na

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/ff/cs/>.

*small sample size prevents us from publishing this information.

Professional Development

Use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2016–17, 2015–16, and 2014–15. Questions that may be answered include:

Built into our school calendar are 2nd and 4th Wednesdays as minimum days for staff development. Since 2014, we have focused on Common Core Standards, benchmarks, best practices, formative assessment, department meetings, cross curricular planning, curriculum development and techniques to integrate the SMARTBOARD technology into the classroom.

With our WASC certification in March of 2017, we gathered data on baseline reading and writing scores, math projects, science labs, benchmark scores and self-advocacy confidence. This data was analyzed along with an in depth review of our midterm and final assessments giving us an opportunity to assess the strengths in our teaching program, and areas we needed to further evaluate.

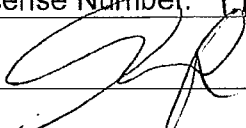
Additionally, every two years the entire faculty is CPR and First Aid trained.

BUILDING SAFETY INSPECTION CLEARANCE*

Name of Nonpublic, Nonsectarian School:	Bay Hill High School		
Address:	1940 Virginia St		
City:	County:	State:	Zip:
Berkeley	Alameda	California	94709

Our recent inspection of the above named school was found to be in compliance with local and state applicable standards.

For answers to any questions regarding the above clearance contact:

Inspector: (print name)	ANTHONY CHU			
Title and License Number:	PRINCIPAL/OWNER B869776			
Signature:				
Name of Inspecting Agency:	ALME BUILDERS			
Telephone:	415 5735063		Date of Inspection:	8/18/15

Contact your local city/county building department to complete this form. If they are unavailable to inspect, a building safety clearance may be obtained by a structural or civil engineer or locally licensed building contractor not affiliated with your program.

*The use of this form is optional. Other documentation may be utilized that **provides the same information**, location, and name of the nonpublic, nonsectarian school.



BERKELEY FIRE DEPARTMENT
2100 MARTIN LUTHER KING JR. WAY, 2ND FL
BERKELEY, CA. 94704 (510) 981-5585

7/17/0901
10910

APN # _____

FIRE PREVENTION INSPECTION REPORT

Occupancy Address 1940 Virginia St.	Business Name Arcton School (Vacant)	<input checked="" type="checkbox"/> NO VIOLATIONS NOTED Phone # _____
Type of Business School	Occupancy Group A B <u>E</u> F H I M R1 R2 R3 S U	
Property Owner	Property owner's Address	City, Zip
Type of Inspection <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Re-inspection <input type="checkbox"/> Special Event <input type="checkbox"/> Citizen Complaint <input type="checkbox"/> Other	<input type="checkbox"/> 2 nd Notice <input type="checkbox"/> 3 rd Notice <input type="checkbox"/> Refer to F. P.	

NOTICE OF FIRE AND SAFETY HAZARDS AND/OR FIRE PERMITS REQUIRED

You are hereby notified that an inspection of your premises for the minimum fire and life safety requirements of the Berkeley Municipal Code Chapter 19.48, known as "The Berkeley Fire Code" and/or the provisions of the State law, has revealed the following violations.

ALARM SYSTEMS	FLAMMABLE LIQUIDS	OCCUPANCY LOAD AND ADDRESS
<input type="checkbox"/> Maintain In Operable Condition 907.9	<input type="checkbox"/> Provide Safe Clearance 5001/5003	<input type="checkbox"/> Assembly Permit Required 105.6.34
<input type="checkbox"/> Provide Fire Alarm System 907.2	<input type="checkbox"/> Remove, Near Exits, etc. 5704.3.3.3	<input type="checkbox"/> Post Occupancy Sign 1004.3
<input type="checkbox"/> Provide "FACP INSIDE" Sign 509.1	<input type="checkbox"/> Provide Storage Cabinet 5704.3.3	<input type="checkbox"/> Post Address Numbers 505.1
BUSINESS LICENSE B.M.C. 9.04	<input type="checkbox"/> Permit to Store / Handle 105.6.16	STANDPIPES/SPRINKLERS
<input type="checkbox"/> Obtain Current Business License	INDOOR / SPECIAL EVENTS	<input type="checkbox"/> 1 / 5 year Inspection / Test 901.6.1
COMPRESSED GAS	<input type="checkbox"/> Provide Crowd Control 403.3	<input type="checkbox"/> Maintain Standpipe System 905.2
<input type="checkbox"/> Not Secured 5303.5.3	<input type="checkbox"/> Treat Combustible Decorations with Flame Retardant 310.4.5	<input type="checkbox"/> Maintain Sprinkler System 903.5
EXITS	<input type="checkbox"/> Inadequate Emergency Vehicle Access 503	<input type="checkbox"/> Remove Obstructions 912.3
<input type="checkbox"/> Remove Obstruction(s) 1030.3	HAZARDOUS MATERIALS	<input type="checkbox"/> Provide FDC Caps 912.6
<input type="checkbox"/> Inadequate Corridor Width 44 in 1018.2	<input type="checkbox"/> Provide Identification 5003.5	STORAGE
<input type="checkbox"/> Discontinue Locking Exit(s) 1030.2	<input type="checkbox"/> HazMat Operational Permit 105.6.20	<input type="checkbox"/> Remove Storage, 2ft Min/Ceiling 315.3.1
<input type="checkbox"/> Provide Illuminated Exit Signs 1006.1	KITCHEN	<input type="checkbox"/> Blocking Sprinkler, 18in Min. 315.3.1
<input type="checkbox"/> Maintain Lighting (In/Outside) 1030.4	<input type="checkbox"/> Provide Hood System 609.2	<input type="checkbox"/> Dumpster w/in 5ft of Bldg. 304.3.3
<input type="checkbox"/> Maintain Emergency Lighting 604.5	<input type="checkbox"/> Provide Class K Extinguisher 904.11.5	<input type="checkbox"/> Comb. In Exits/Enclosures 315.3.2
<input type="checkbox"/> Maintain Fire Escapes 1104.16.7	<input type="checkbox"/> Clean System Of Grease 904.11.6	<input type="checkbox"/> Comb. In Mech/Elect/Boiler 315.3.3
ELECTRICAL	<input type="checkbox"/> Hood System Service (6 mo.) 904.11.6.2	<input type="checkbox"/> Comb. In Vacant Property 304
<input type="checkbox"/> Remove Extension Cords 605.5	MOTELS, HOTELS, APARTMENTS	<input type="checkbox"/> Remove Storage Under Stairs 315.3.4
<input type="checkbox"/> Panel, Provide 30in Min. Clear. 605.3	<input type="checkbox"/> Elevator Recall and Keys 607.4	SPRAY BOOTHS
EXTINGUISHERS	<input type="checkbox"/> Access to Bldg Openings/Roofs 504	<input type="checkbox"/> Permit Required 105.6
<input type="checkbox"/> Mount Extinguisher 3ft-5ft High 906.9	<input type="checkbox"/> Provide a Fire Alarm System 907.3	<input type="checkbox"/> Filter Disposal 2404.7.8.5
<input type="checkbox"/> Post Sign(s) 906.2	<input type="checkbox"/> Provide Smoke Alarms 907.3.2	<input type="checkbox"/> Provide Clearance, 3ft Min. 2403.3.2.5
<input type="checkbox"/> Service & Tag Exting. annually 906.2	<input type="checkbox"/> Repair Openings Walls/Ceilings 703.1	OTHER
<input type="checkbox"/> Provide Extinguisher(s) 906.1	<input type="checkbox"/> Maintain Fire Assemblies 703.1	<input type="checkbox"/> Provide a Knox Box 506
EXTERIOR	<input type="checkbox"/> Blocked Fire Separation Door 703.2	<input type="checkbox"/> Post No Smoking Signs 310.3
<input type="checkbox"/> Remove Vegetation 304.1.2	NATURAL GAS	<input type="checkbox"/> Fire Resistive Construction 703
<input type="checkbox"/> Remove within 10' Prop Line 315.3	<input type="checkbox"/> Provide Meter Protection 603.9	<input type="checkbox"/> Fire Extinguisher Variance
HEAT PRODUCING APPLIANCES		
<input type="checkbox"/> Provide Safe Clearance 603.5		Min. = minimum; Comb. = Combustibles

*Fire Alarm Locks Closed -
J. Thomas*

Approved () Signature of Inspector: *[Signature]* Date: 7/17/11

ORDER TO COMPLY: As the above conditions are contrary to law, you are hereby required to correct said conditions immediately upon receipt of this notice. A re-inspection to determine whether you have complied with this notice will be conducted after _____ days. Failure to correct the violations identified on this form will constitute an infraction of the law under City of Berkeley Ordinance No. 5499N.S. and may result in the issuance of a citation, which may require your appearance in court, and a fine of up to \$500.00 for each violation every day the violations remain uncorrected. If you have any questions regarding the inspection, please contact the inspector below at the listed telephone number. Thank you for your cooperation.

Signature (person receiving report)	Inspector (Print) <i>J. Thomas</i>	Date of Insp. 7/17/11	Company FP	Shift D (A) (B) (C)	Telephone (510) () 981-5587 () 981-5585 Fire Prevention
-------------------------------------	---------------------------------------	--------------------------	---------------	---------------------------	---

HEALTH INSPECTION CLEARANCE*

Name of Nonpublic, Nonsectarian School:	Bayhill High School		
Address:	1940 Virginia Street		
City:	Berkeley	County:	Alameda State: CA Zip: 94709

Our recent inspection of the above named school relating to the health standards of the building(s), was found to be in compliance with local standards and in general compliance with the following items: **Place an "X" or "N/A" in the appropriate boxes.**

<input checked="" type="checkbox"/>	Facility is clean, safe, sanitary, and in good repair.
<input checked="" type="checkbox"/>	Sufficient toilets are clean and in operating condition.
<input checked="" type="checkbox"/>	Water faucets are clean and in operating condition.
<input checked="" type="checkbox"/>	If water comes from a private source, a bacteriological analysis was conducted that established the safety of the water.
<input checked="" type="checkbox"/>	Soaps and toxins are properly stored.
<input checked="" type="checkbox"/>	First aid kit is maintained and properly stocked.
<input checked="" type="checkbox"/>	Equipment and supplies for personal care/hygiene are readily available.
<input checked="" type="checkbox"/>	Medications are stored and locked appropriately.
<input checked="" type="checkbox"/>	A written disaster and mass casualty plan of action is available.
<input checked="" type="checkbox"/>	Kitchen, equipment, and utensils are clean and well maintained.
<input checked="" type="checkbox"/>	Knives are stored in a locked or non-accessible location.
<input checked="" type="checkbox"/>	Food is protected against contamination.
<input checked="" type="checkbox"/>	All persons are safe from hazards.
<input checked="" type="checkbox"/>	Occupancy does not exceed designated capacity.

For answers to any questions regarding the above clearance contact:

Inspector: (print name)	BART SHEPARDSON	
Title and License Number:	RN 314-926	
Signature:	<i>Bart Shepardson</i>	
Name of Inspecting Agency:		
Telephone:	415 465-3054	Date of Inspection: 8/15/15

Contact your local city/county health department (Environmental Health Unit) to complete this form. If they are unavailable to inspect, a health inspection clearance may be obtained from a licensed public health nurse, registered nurse, school nurse or physician not affiliated with your program.

*The use of this form is optional. Other documentation may be utilized that **provides the same information**, location, and name of the nonpublic, nonsectarian school.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS SURVEY

NPS: Bayhill High School

Date: 9/1/15

SECTION C: GRADES 9-12

CORE SUBJECT ABBREVIATIONS

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)

NOTE: The "Printer's" is present on two pages. Rest of the area as necessary to add or reduce the number of pages to be printed.

Grade Level	Core Subject Abbrev.	Current Textbooks and Instructional Materials (Use Exact Titles)	ISBN #	Year of Publication	Publisher	Name District(s) of Alignment	For CODE USE ONLY
9	ELA	Timeless Voices, Timeless Themes--gold	978-0-13-054805-4	2008	Pearson Prentice Hall	WCC, OUSD, MDUSD	
10	ELA	Timeless Voices, Timeless Themes--Platinum	978-0-13-054806-1		Pearson Prentice Hall	WCC, OUSD, MDUSD	
11	ELA	Timeless Voices, Timeless Themes American	978-13-054807-8	2008	Pearson Prentice Hall	WCC, OUSD, MDUSD	
12	ELA	Timeless Voices, Timeless Themes- British	978-0-13-054808-5	2008	Pearson Prentice Hall	WCC, OUSD, MDUSD	
9th	ELA	Beowulf	978-0-393-32097-8	2000	WW Norton	Mt. Diablo	
9th	ELA	The Odyssey	0-374-5274-9	1998	Farrar, Straus and Goroux	Mt. Diablo	
9th	ELA	Night	978-0-374-50001-6	2006	Hill and Went	Berkeley USD	
10th	ELA	Hiroshima	978-1-4344-2794-4	1946	Wildside Books	Mt. Diablo	
10th	ELA	Macbeth	978-1-58663-846-7	2003	Spark Publishing	Mt. Diablo	
10th	ELA	To Kill a Mockingbird	0-446-31078	1960	Grand Central Publishing	OUSD, BUSD, MDUSD	
10th	ELA	Master Harold and the Boys	978-0-307-47520-6	1982	Vintage	MDUSD	
11th	ELA	Bury My Heart at Wounded Knee	978-0-805-08684-3	2007	HoltMcDougal	BUSD	
11th	ELA	A Streetcar Named Desire	978-0-8112-1602-9	1947	New Directions	MDUSD, BUSD	
11th	ELA	Fahrenheit 451	978-4516-7331-9	1995	Simon and Schuster Paperbacks	MDUSD	
11th	ELA	Enders Game	978-0-8125-5070-2	1991	Tom Doherty/Associates	MDUSD	
12th	ELA	1984	978-0-451-52493-5	1949	New American Library	MDUSD, OUSD	
12th	ELA	Brave New World	978-0-06-085052-4	1932	Harper Collins	MDUSD, BUSD	
12th	ELA	Hamlet	978-1-58663-844-3	2003	Spark Publishing	BUSD, MDUSD	
9th-10th	MAT	Glencoe Algebra 1- Common Core Edition	978-0-07-663923-6	2014	Glencoe/McGraw-Hill	State of California 1/14	
10th-11th	MAT	Glencoe Geometry- Common Core Edition	978-0-07-663930-4	2014	Glencoe/McGraw-Hill	State of California 1/14	
11th-12th	MAT	Glencoe Algebra 2- Common Core Edition	978-0-07-663990-8	2014	Glencoe/McGraw-Hill	State of California 1/14	
12th	MAT	Glencoe Pre-Calculus Common Core Edition	978-0-07-664183-3	2014	Glencoe/McGraw-Hill	State of California 1/14	

