

# Emerson Elementary School

2800 Forest Ave. • Berkeley, CA 94705 • (510) 644-6890 • Grades K-5

Jana Holmes, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Berkeley Unified School District

2020 Bonar Street

Berkeley, CA 94702

(510) 644-8764

www.berkeleyschools.net

#### District Governing Board

Judy Appel

**President**

Ty Alper

**Vice President**

Ka'Dijah Brown

**Director/Clerk**

Julie Sinai

**Director**

Beatriz Leyva-Cutler

**Director**

Estella Hemp

**Student Director, BHS**

Edwin Castro-Romero

**Student Director, BTA**

#### District Administration

Brent Stephens, Ed.D.

**Superintendent**

Brent Stephens, Ed.D.

**Superintendent**

Bajé Thiara

**Associate Superintendent**

**Education Services**

Pauline Follansbee

**Assistant Superintendent**

**Business Services**

Samantha Tobias-Espinosa

**Assistant Superintendent**

**Human Resources**

### Principal's Message

Emerson Elementary School is an amazing school. Our staff is dedicated to the success of all students and children thrive under our care. Our highly trained teachers work collaboratively to provide a challenging, engaging, and equitable learning environment for all students and are skilled at bringing out the best in everyone. In addition to our core program of reading, writing, mathematics, science and social studies, we also provide art, music, physical education, and gardening. Students in all grade levels go on field trips throughout the Bay Area culminating in a science based overnight field trip for our fifth graders. All students in grades three, four, and five have personal chrome books to use throughout the year. Students use their chrome books to practice keyboarding, create stories, essays and reports, practice and enrich their language arts and math skills with programs such as Reflex Math, Khan Academy, ZEARN, Flocabulary, NewsELA, and RAZ Kids. All students in the school have access to listening to books online with our Tales2Go program and we provide extra support for reading and comprehension skills on RAZ Kids and math fluency skills in grades 3-5 through the online use of REFLEX math. Students have access to all of these programs at home through our Emerson Library Website.

We build community at our monthly All School Meeting by recognizing children for their unique personalities and skills and by celebrating our talents and accomplishments through student performances including songs, dances, poetry, spoken word, instrumental pieces, jump rope rhymes, skits, etc. We practice a positive approach to student development, guiding students as they learn to: "Be Safe, Be Respectful, Be Responsible and Be an Ally." Our fifth graders contribute to the community by engaging in school service projects, such as tutoring in lower grade classrooms and helping throughout the school.

Emerson has many systems in place to support and enrich our students. Our outstanding intervention, tutoring, and after school programs provide additional enrichment and support activities to over half the student population. Our intervention teachers and BUILD tutors work with students individually and in small groups to provide extra instruction in reading, writing, and math. With this level of expertise and support, students do not fall through the cracks at Emerson School. Kids' World, our on site after school program, provides homework support as well as a broad range of classes and activities to keep student engaged in the afternoons. Our PTA and Kids' World staff work together to coordinate opportunities for students to play and compete on our soccer, basketball, and football teams, exercise their creative talents in art and drama, and learn new talents in comic book designing, Spanish and Lego classes.

Finally, we have an enthusiastic parent community whose members volunteer many hours working in classrooms, at events, and on special projects. We are a truly unique community, committed to working and learning together the Emerson Way.

Jana Holmes

Principal

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 66                 |
| Grade 1                 | 43                 |
| Grade 2                 | 59                 |
| Grade 3                 | 42                 |
| Grade 4                 | 60                 |
| Grade 5                 | 50                 |
| <b>Total Enrollment</b> | <b>320</b>         |

### 2018-19 Student Enrollment by Group

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 13.1                        |
| American Indian or Alaska Native | 0.3                         |
| Asian                            | 9.7                         |
| Filipino                         | 1.3                         |
| Hispanic or Latino               | 17.2                        |
| White                            | 40.9                        |
| Two or More Races                | 17.5                        |
| Socioeconomically Disadvantaged  | 35                          |
| English Learners                 | 9.4                         |
| Students with Disabilities       | 9.7                         |
| Homeless                         | 3.8                         |

## 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 for Emerson Elementary  | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 18    | 22    |       |
| Without Full Credential                     | 0     | 0     |       |
| Teaching Outside Subject Area of Competence | 0     | 0     |       |

| Teacher Credentials for Berkeley Unified    | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     |       |
| Without Full Credential                     | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

### Teacher Misassignments and Vacant Teacher Positions at Emerson Elementary School

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     |       |
| Total Teacher Misassignments* | 0     | 0     |       |
| Vacant Teacher Positions      | 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

#### Textbooks and Instructional Materials

Year and month in which data were collected: December 2017

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
|------------------------|--|
| Reading/Language Arts  | Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| Mathematics            | A Story of Units (Eureka Math) Adopted 2013<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| Science                | Full Option Science System (FOSS) (Foss Delta Education)<br>Adopted in 2007<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                |
| History-Social Science | History Social Science for California (Scott Foresman)<br>Adopted in 2006<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                  |

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: March 12, 2018

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2019

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Fair          | The heating system is old and needs to be replaced. There is no plan to replace it. We performed maintenance on it in summer 2019 |
| <b>Interior:</b><br>Interior Surfaces                                | Good          | No apparent problems  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          | No apparent problems  |
| <b>Electrical:</b><br>Electrical                                     | Good          | No apparent problems  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | Good          | No apparent problems  |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | No apparent problems                      |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | No apparent problems                      |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | No apparent problems                      |
| <b>Overall Rating</b>  | <b>Good</b>   | No apparent problems                      |

## 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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 71           | 72           | 64             | 65             | 50          | 50          |
| Math    | 65           | 69           | 57             | 60             | 38          | 39          |

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.

Note: 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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | 15.2   | 41.3   | 30.4   |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                    | 148              | 146           | 98.65          | 71.92                   |
| Male                            | 79               | 78            | 98.73          | 66.67                   |
| Female                          | 69               | 68            | 98.55          | 77.94                   |
| Black or African American       | 22               | 21            | 95.45          | 38.10                   |
| Asian                           | 14               | 13            | 92.86          | 84.62                   |
| Filipino                        | --               | --            | --             | --                      |
| Hispanic or Latino              | 24               | 24            | 100.00         | 50.00                   |
| White                           | 62               | 62            | 100.00         | 83.87                   |
| Two or More Races               | 25               | 25            | 100.00         | 84.00                   |
| Socioeconomically Disadvantaged | 50               | 49            | 98.00          | 48.98                   |
| English Learners                | 16               | 15            | 93.75          | 46.67                   |
| Students with Disabilities      | 15               | 15            | 100.00         | 6.67                    |
| Homeless                        | --               | --            | --             | --                      |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                    | 148              | 146           | 98.65          | 69.18                   |
| Male                            | 79               | 78            | 98.73          | 69.23                   |
| Female                          | 69               | 68            | 98.55          | 69.12                   |
| Black or African American       | 22               | 21            | 95.45          | 38.10                   |
| Asian                           | 14               | 14            | 100.00         | 28.57                   |
| Filipino                        | --               | --            | --             | --                      |
| Hispanic or Latino              | 24               | 23            | 95.83          | 60.87                   |
| White                           | 62               | 62            | 100.00         | 82.26                   |
| Two or More Races               | 25               | 25            | 100.00         | 92.00                   |
| Socioeconomically Disadvantaged | 50               | 49            | 98.00          | 34.69                   |
| English Learners                | 16               | 16            | 100.00         | 18.75                   |
| Students with Disabilities      | 15               | 14            | 93.33          | 28.57                   |
| Homeless                        | --               | --            | --             | --                      |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

## 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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents/caregivers support Emerson School in countless ways. Many parents help by working directly with students both during the school day and after school by chaperoning on field trips and by helping during specialty classes such as cooking, gardening, library and art. Families help each other at Emerson by providing meals, carpooling and coordinating support as needed. Some family members volunteer by maintaining our weekly Bear Facts newsletter and Emerson website, coordinating and working at special events such as our Walk-a-thon and Silent Auction and by participating in the PTA and assuming leadership positions. Parents/caregivers also stay involved as members of our SSC (School Site Council) and ELAC (English Language Advisory Committee). Parents and caregivers also focus their talents on fundraising for the school, and due to their multitude of talents and perseverance, raise enough funds to support for additional Art and PE classes for students. They also support our school by writing mini-grants to support classrooms, part-time bilingual office assistance to our teachers and field trips and special events, such as our Family Art Night. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contribute to a wonderful partnership between home and school, benefiting the children at Emerson Elementary. To get involved, please contact our Office of Family Engagement and Equity Specialist Lily Howell at (510) 295-7791 / lilyhowell@berkeley.net, or the main office at (510) 644-6890. We'd love to have you join the Emerson Team.

### 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.

### School Safety Plan

The safety of students and staff is very important to us at Emerson. A variety of people visit the campus to volunteer in the classroom and participate in school events; all visitors must sign in at our office upon their arrival. During lunch, recesses, and after school, staff members, administrators, and yard staff supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held twice a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in Fall of the 2019- 2020 school year.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 1.6     | 0.0     | 0.6     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 1.8     | 1.9     | 1.4     |
| Expulsions Rate                             | 0.1     | 0.0     | 0.0     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 3.5     |
| Expulsions Rate                          | 0.1     | 0.1     | 0.1     |

## 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | .0    |

\* 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.

**Student Support Services Staff (School Year 2018-19)**

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  | .2                                   |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  | .5                                   |
| Resource Specialist (non-teaching)                  | 4.6                                  |
| Other   |                                      |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* |            |          | 2017-18 Average Class Size | 2017-18 # of Classes* |            |          | 2018-19 Average Class Size | 2018-19 # of Classes* |            |          |
|-------------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|
|             |                            | Size 1-20             | Size 21-32 | Size 33+ |                            | Size 1-20             | Size 21-32 | Size 33+ |                            | Size 1-20             | Size 21-32 | Size 33+ |
| K           | 19                         | 3                     |            |          | 22                         |                       | 2          |          | 22                         |                       | 3          |          |
| 1           | 20                         | 2                     |            |          | 20                         | 2                     | 1          |          | 22                         |                       | 2          |          |
| 2           | 20                         | 2                     | 1          |          | 21                         |                       | 2          |          | 20                         | 3                     |            |          |
| 3           | 21                         | 1                     | 1          |          | 21                         | 2                     | 4          |          | 28                         |                       | 2          | 1        |
| 4           | 28                         |                       | 2          |          | 36                         |                       | 2          | 1        | 40                         |                       | 2          | 1        |
| 5           | 52                         |                       | 2          | 1        | 41                         | 1                     | 2          | 1        | 30                         | 4                     | 2          | 1        |
| Other**     |                            |                       |            |          |                            |                       |            |          |                            |                       |            |          |

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 3       |

K-8 teachers participated in 3 full days of professional development during the 2018-19 school year. K-8 teachers participate in dedicated collaboration 5 partial day professional development, each session 2 hours in length. Every K-8 site has Literacy Coach and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. Professional development in K-8 has explicitly focused on the integration of content area subjects with English Language Development teaching strategies and equitable teaching practices. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

**FY 2017-18 Teacher and Administrative Salaries**

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$43,336        | \$49,084                                     |
| Mid-Range Teacher Salary      | \$72,595        | \$76,091                                     |
| Highest Teacher Salary        | \$90,080        | \$95,728                                     |
| Average Principal Salary (ES) | \$121,898       | \$118,990                                    |
| Average Principal Salary (MS) | \$130,998       | \$125,674                                    |
| Average Principal Salary (HS) | \$132,895       | \$137,589                                    |
| Superintendent Salary         | \$248,416       | \$230,096                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 33%             | 35%  |
| Administrative Salaries    | 6%              | 6%   |

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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level       | Total      | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$10218.59 | \$2720.57  | \$7498.01    | \$77,172.08            |
| District    | N/A        | N/A        | \$10681.81   | \$74,913.39            |
| State       | N/A        | N/A        | \$7,506.64   | \$78,059.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -35.0        | 3.0                    |
| School Site/ State   | -0.1         | -1.1                   |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

The Berkeley Unified School District has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.

**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).

**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.