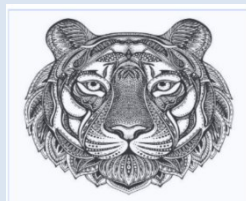


# Longfellow Arts and Technology Middle School

1500 Derby Street • Berkeley, CA 94703 • (510) 644-6360 • Grades 6-8

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Berkeley Unified School District

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-6150  
www.berkeleyschools.net

#### District Governing Board

Ty Alper

**President**

Ka'Dijah Brown

**Vice President**

Julie Sinai

**Director/Clerk**

Laura Babitt

**Director**

Ana Vasudeo

**Director**

Miles Miller

**Student Director, BHS**

**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**

Debbie Dean

**Director of PK-8 Schools**

Shawn Mansager

**Executive Director of Special**

**Education**

### School Description

Longfellow is a dynamic and diverse comprehensive middle school. We work to create an environment in which all students can grow and learn. This is done by deeply understanding the specific developmental needs of the middle schooler. Our students are supported in building a perspective of agency and community responsibility. We actively engage in our diversity; we offer a variety of supports and enrichments to ensure all of our students find a place at Longfellow. Teacher as facilitator and elder is the prevalent mindset of our school. We welcome the convergence of our various cultural experiences and incorporate them in our school-wide culture.

Our general comprehensive program offers students an academic program that speaks to the whole child. All content areas are offered, and to ensure high quality learning and academic performance, we use data-informed practice to identify the areas in which our students could use increased levels of support. These support measures include, but are not limited to, subject-paired support classes, intervention classes, tutoring, and access to online support videos and other resources. We scaffold our scholarly environment: many incoming sixth graders are offered structural academic success opportunities to better help them adjust to the rigorous expectations of middle school. As an AVID school, we regularly use school-wide AVID practices. More specifically, identified students are able to participate in the AVID program as 7th & 8th graders. AVID (Advancement Via Individual Determination) is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach. Many of Longfellow's veteran teachers are direct AVID instructors. While all Longfellow teachers are not AVID teachers, approximately 45% are trained in content-relevant AVID strategies to support closing the opportunity gap – creating the opportunity for success for all students, not just those in the AVID program. An integral part of our academic diversity is our Two Way Immersion (Spanish) program. This program offers Native Spanish and Non-Native speakers who have participated in an elementary immersion program or are able to pass the test to extend their learning. We offer 1-2 subject matter classes entirely in Spanish, strongly emphasizing bi-literacy and true cultural understanding for both the Native and Non-Native speaker. As a comprehensive middle school, we seek to offer our students a wide range of elective options including 5 different music classes, Spanish, MakerSpace (CS, Robotics, and Design), Visual Arts, Drama, Dance and several academically oriented electives. A continuum of services for students with special needs and learning differences is available, with the goal always being to meet the student's IEP or 504 goals, while consistently incorporating these students seamlessly into the larger school community whenever possible. A jewel of our community is our Comprehensive Integrated Mental Health program. Through a partnership with several local universities, we are able to offer basic drop-in, individual, and group therapeutic services to students in need. This program speaks directly to the reality of the social-emotional needs specific to middle school: there is a strong focus on building students independence and self-advocacy in order to be better prepared for high school.

We strive to nurture our students' interests, embracing their diverse families, cultures, and communities, and developing the skill sets necessary for college and career readiness as well as those necessary to simply be a good human being. We set high expectations while providing consistent and thoughtful support. The teachers of Longfellow measure their own success by how much their students grow and learn. Both students and teachers develop their knowledge through reflection, collaboration, and meaningful work. Longfellow recognizes that this level of work is immediate and necessary in order to fulfill our mission:

Longfellow's mission is to enable our student body to achieve academic excellence and take their places as positive contributors to our world no matter what their socio-economic background may be.

### 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	170
Grade 7	168
Grade 8	165
<b>Total Enrollment</b>	<b>503</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	24.7
American Indian or Alaska Native	0.4
Asian	4.6
Filipino	0.6
Hispanic or Latino	43.5
White	17.5
Two or More Races	8.5
Socioeconomically Disadvantaged	57.3
English Learners	18.1
Students with Disabilities	18.5
Foster Youth	0.2
Homeless	3.2

### 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 for Longfellow Arts and	18-19	19-20	20-21
<b>With Full Credential</b>	36	38	
<b>Without Full Credential</b>	1	3	
<b>Teaching Outside Subject Area of Competence</b>	0	0	

Teacher Credentials for Berkeley Unified	18-19	19-20	20-21
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

#### Teacher Misassignments and Vacant Teacher Positions at Longfellow Arts and Technology Middle School

Indicator	18-19	19-20	20-21
<b>Teachers of English Learners</b>		0	
<b>Total Teacher Misassignments*</b>		0	
<b>Vacant Teacher Positions</b>		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 2020-21)**

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: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015; Desmos (GR 7-8) Pilot 2020-21 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	FOSS Science Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History Alive! California Middle Schools Program (Teachers' Curriculum Institute) Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Realidades - Spanish <b>The textbooks listed are from most recent adoption:</b> Yes

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: November 10, 2020

### School Facility Good Repair Status (Most Recent Year)

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 rate for each system inspected
- The overall rating

**Year and month in which data were collected: December, 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems
<b>Interior:</b> Interior Surfaces	Good	No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems
<b>Electrical:</b> Electrical	Good	No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems
<b>Structural:</b> Structural Damage, Roofs	Good	Two buildings received new roofs in summer 2016
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	65	N/A	50	N/A
Math	35	N/A	60	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	32	N/A	47	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

We welcome parents to get involved in all aspects of our school, including assisting teachers, monitoring recess periods, chaperoning events, assisting with fund-raising, helping after school, or serving as a writing coach for our 7th & 8th grade students. We also welcome parents on our School Site Council, which analyzes budgetary needs and makes funding recommendations. We are thankful for our active PTA, which has awarded teacher mini grants, sponsored winter and spring family nights and the spring fair, and much more. We motivate all parents to be involved in the easiest and simplest way, by supporting Longfellow's schoolwide and individual classroom expectations. Your student's success is indeed a partnership.

To get involved in Longfellow's PTA, please contact the school office at (510) 644-6360 or email [longfellow.pta.busd@gmail.com](mailto:longfellow.pta.busd@gmail.com).

#### 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 (School Year 2020-2021)

The oldest buildings of Longfellow Middle School were constructed in 1922. Currently, the school campus covers 3.73 acres and includes 27 permanent classrooms, a staff work room, a library, a gym, 1 computer lab, a cafeteria, a theater, a READ 180 lab, and a new cooking/gardening center. In the 2007-08 school year, the school renovated the Sixth Grade Building in 2008. The facility strongly supports teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers 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 drill are held quarterly, and intruder drills are held twice a year.

Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies. 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 2020.

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.8	3.7	1.9	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			0.6
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

#### 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	503

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

\*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 (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	21	5	11		13	11	6		18	10	10	
Mathematics	19	10	9		20	8	11		20	10	11	
Science	24	4	11		27	3	10		25	5	7	
Social Science	24	3	10		24	2	11		21	8	7	

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

TK-8 teachers participated in an optional two weeks of professional development during the summer (July-August 2020). The sessions were geared towards preparing teachers for distance learning. Additionally, teachers engaged in 3 full days of professional development during the 2020-21 school year. TK-8 teachers participate in dedicated collaboration 5 partial day professional development, each session 2 hours in length. Every TK-8 site has a Literacy Coach Equity Lead, 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 TK-8 has explicitly focused on best practices to engage and empower students via distance learning and abolitionist and culturally responsive teaching. 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,769	\$49,782
Mid-Range Teacher Salary	\$73,321	\$76,851
Highest Teacher Salary	\$90,981	\$97,722
Average Principal Salary (ES)	\$120,906	\$121,304
Average Principal Salary (MS)	\$126,902	\$128,629
Average Principal Salary (HS)	\$145,855	\$141,235
Superintendent Salary	\$248,416	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

\* 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/).

### 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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10826.69	\$1869.71	\$8956.98	\$73974.99
District	N/A	N/A	\$11211.76	\$76,974
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.4	-4.0
School Site/ State	14.4	-6.8

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

**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.