



# Willard Middle School

2425 Stuart Street • Berkeley, CA 94705 • (510) 644-6330 • Grades 6-8

Chris Albeck, Principal  
chrisalbeck@berkeley.net

## 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**

#### **Principal's Message**

It is the purpose of Willard Middle School to attend to the development of the whole child; to assist them in the transitory period of their lives; to challenge them to grow both academically as well as socially; to prepare them for the next stage of their educational careers; and to guide them in becoming productive citizens in society.

Willard Middle School strives to provide students with a rigorous, standards-based curriculum. Teachers are incorporating the teaching of California Common Core State Standards. Academic emphasis is placed on: literature, reading, written language development, social studies, mathematics, science, and physical education. In addition, students are exposed to computers, art, foreign language, drama, nutrition, and cooking. Language and Math academy classes assist students who need extra instruction and support.

In addition to the academic curriculum students are encouraged to participate in the performing arts through our extensive band, orchestra, and drama programs; sports through our after school sports teams; student government through our House of Representatives; and social service through any one of our many clubs and activities.

Our staff welcomes family input and communicates with parents regularly via telephone, Internet (willardmiddleschool.org), homework hotlines, and school newsletters.

Chris Albeck

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 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                 | 223                |
| Grade 7                 | 223                |
| Grade 8                 | 255                |
| <b>Total Enrollment</b> | <b>701</b>         |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 13.1                        |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 5.3                         |
| Filipino                            | 1                           |
| Hispanic or Latino                  | 19.5                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 44.7                        |
| Two or More Races                   | 15.8                        |
| Socioeconomically Disadvantaged     | 30                          |
| English Learners                    | 5.4                         |
| Students with Disabilities          | 13.3                        |
| Foster Youth                        | 0.1                         |
| Homeless                            | 2.4                         |

## 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 Willard Middle School      | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| <b>With Full Credential</b>                        | 42    | 45    | 45    |
| <b>Without Full Credential</b>                     | 2     | 2     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 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 Willard Middle School

| Indicator                            | 18-19 | 19-20 | 20-21 |
|--------------------------------------|-------|-------|-------|
| Teachers of English Learners         |       | 0     | 0     |
| <b>Total Teacher Misassignments*</b> |       | 0     | 0     |
| <b>Vacant Teacher Positions</b>      |       | 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 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>  | Inquiry By Design Adopted spring 2107<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><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 and 8) Pilot 2020-21<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| <b>Science</b>                | FOSS Science<br>Adopted in 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>History-Social Science</b> | History Alive! California Middle Schools Program<br>Adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                      |
| <b>Foreign Language</b>       | Realidades 2000<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: November 4 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: November 2020

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned            |
|--|---------------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          | Major modernization occurred in summer of 2015       |
| <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                                 |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | No apparent problems                                 |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | most roofs were replaced in summers of 2014 and 2015 |
| <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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 77           | N/A          | 65             | N/A            | 50          | N/A         |
| Math    | 70           | 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 | 63           | 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)

Parents and the community are very supportive of the educational program at Willard Middle School. Parents contribute time in a variety of ways on the Willard Middle School campus, including participating in the PTA's fundraising and/or committees, volunteering for Spring Day, and attending field trips. Parents are active members in the governance of the school through our School Governance Committee. Parent are also key fundraisers for the school's cooking and gardening program and providing mini-grants to classroom teachers.

#### 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)

Willard Middle School dates back to 1917, but was rebuilt in 1980. It covers 7.2 acres and includes 27 permanent classrooms, a library, a gym, a staff room, a multi-purpose room, two computer labs, a basketball court, an amphitheater, a theater, and a garden. The facility strongly supports teaching and learning through its ample classroom and playground space.

The safety of students and staff is a primary concern at Willard Middle School. 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 monthly, and intruder drills are held at least once 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 at a virtual SSC meeting in Spring 2020.

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

#### 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 | 0.6            | 2.4            | 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 | 2.5            |                  | 1.5           |
| Expulsions  | 0.0            |                  | 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* | 467.3 |

\*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) | 2.5                                  |
| Library Media Teacher (Librarian)                   | 2                                    |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  | 0.7                                  |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 6.2                                  |

\*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* |       |     | 2018-19 Average Class Size | 2018-19 # of Classes* |       |     | 2019-20 Average Class Size | 2019-20 # of Classes* |       |     |
|----------------|----------------------------|-----------------------|-------|-----|----------------------------|-----------------------|-------|-----|----------------------------|-----------------------|-------|-----|
|                |                            | 1-20                  | 21-32 | 33+ |                            | 1-20                  | 21-32 | 33+ |                            | 1-20                  | 21-32 | 33+ |
| English        | 23                         | 6                     | 11    |     | 23                         | 6                     | 13    |     | 24                         | 3                     | 17    |     |
| Mathematics    | 22                         | 8                     | 14    |     | 23                         | 8                     | 13    |     | 26                         | 3                     | 17    |     |
| Science        | 27                         | 2                     | 12    |     | 27                         | 2                     | 13    | 1   | 28                         | 1                     | 16    |     |
| Social Science | 26                         | 2                     | 10    |     | 29                         |                       | 13    | 1   | 26                         | 2                     | 15    |     |

\*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/).

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

| Level       | Total     | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-----------|------------|--------------|------------------------|
| School Site | \$8987.00 | \$2007.06  | \$6979.94    | \$74509.69             |
| 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 | -37.0        | -3.3                   |
| School Site/ State   | -10.5        | -6.1                   |

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

### 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).

### 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.