

# Berkeley Arts Magnet at Whittier

2015 Virginia Street • Berkeley, CA 94709 • (510) 644-6225 • Grades K-5

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
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[www.berkeleyschools.net](http://www.berkeleyschools.net)

#### District Governing Board

Josh Daniels, President

Judy Appel, Vice President

Beatriz Leyva-Cutler, Clerk

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Julie Sinai

#### District Administration

Donald Evans, Ed.D.  
**Superintendent**

Donald Evans  
**Superintendent**

Neil Smith  
**Assistant-Superintendent  
Education Services**

Delia Ruiz  
**Assistant Superintendent  
Human Resources**

Javetta Cleveland  
**Deputy Superintendent**

### **Principal's Message**

I am proud to present our annual report for the 2013-2014 school year. Berkeley Arts Magnet is a wonderful community, enriched by our diverse student body, families and staff. The staff shares a commitment to academic excellence: quality instruction and curriculum in all disciplines, high achievement for all students, appropriate supports for all students, and a rich arts education for the entire school. The purpose of this report is to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff whose dedication, training and professionalism contribute to a strong learning community. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. You will see both school, district and state data. You will not see the caring relationships or engaged community that support student well-being and distinguish our school. But visit our school and talk to our community, and those qualities and experiences will be evident!

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You'll also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state. Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

Rene Molina  
Principal

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (510) 644-6225.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	99
Gr. 1	81
Gr. 2	62
Gr. 3	65
Gr. 4	55
Gr. 5	59
<b>Total</b>	<b>421</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.5
American Indian or Alaska Native	0.0
Asian	10.5
Filipino	0.7
Hispanic or Latino	16.2
Native Hawaiian/Pacific Islander	0.7
White	40.4
Two or More Races	15.9
Socioeconomically Disadvantaged	42.3
English Learners	16.4
Students with Disabilities	7.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Berkeley Arts Magnet at Whittier	12-13	13-14	14-15
Fully Credentialed	19	20	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Berkeley Arts Magnet at	12-13	13-14	14-15
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.86	0.14
High-Poverty Schools	99.68	0.32
Low-Poverty Schools	100.00	0.00

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Teachers College Reading and Writing Project. Adopted in 2011 Lesson Study by Lucy Caulkins. Adopted in 2014
<b>Mathematics</b> The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%	A Story of Units (Eureka Math) - Pilot 2013-14
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Science for California (Scott Foresman) Adopted in 2006

### 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 8, 2010

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ X ]	[ ]	[ ]	No apparent problems
<b>Interior:</b> Interior Surfaces	[ X ]	[ ]	[ ]	No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ X ]	[ ]	[ ]	No apparent problems
<b>Electrical:</b> Electrical	[ X ]	[ ]	[ ]	The electric main was replaced and is now brand new.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ X ]	[ ]	[ ]	No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	[ X ]	[ ]	[ ]	No apparent problems
<b>Structural:</b> Structural Damage, Roofs	[ X ]	[ ]	[ ]	No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ X ]	[ ]	[ ]	No apparent problems
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ X ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	84	66	76	63	65	64	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	65	74	72	60	64	64	54	56	55
Math	73	80	75	53	56	57	49	50	50
HSS				45	47	50	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	9	8
Similar Schools	4	8	8

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.3	19.0	15.5

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	76
Male	75
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	92
Native Hawaiian/Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-1	43	-25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-8	26	-20
Two or More Races			
Socioeconomically Disadvantaged	24	30	-23
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Parent involvement is an important part of the school community. Parent/caregivers volunteer in classrooms, chaperone field trips, sponsor meaningful activities such as enrichment classes, student productions, and safety and disaster preparedness. They support the school's efforts to welcome and celebrate our diversity. They raise significant funds to support the school's needs. Parent/caregivers participate in shared governance through the School Governance Council, PTA, Family Now, English Language Advisory Council, Greening Committee, and our positive behavior support and equity/safety committees. A parent engagement coordinator does outreach to families for the purpose of involving and supporting families who may be hard to reach. PTA leadership represents and promotes specific communities at our school: vice-presidents serve and represent our Latino, Asian, African-American, LGBTQ, and special needs families. The PTA supports family education nights (e.g., Family Math, Family Literacy, Gender Diversity); our weekly newsletter (The Thursday News); and the production of the Parent Handbook and School Directory.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 our primary concern. The social and emotional well-being of students is also of paramount importance. Site funds are allocated to provide counseling, behavior support services and family services. BAM implements positive behavior interventions supports. Our "Welcoming Schools" curriculum teaches and supports respect and anti-bullying. Community and family members volunteer in our classrooms and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and noon supervisors supervise students and school grounds to ensure an orderly, safe environment. Noon supervisors work under the direction of a coach from the YMCA, and also lead and coach games. 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 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 in spring 2014. The current plan includes goals for emergency response, strength-based social-emotional interventions, and cultural competence.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	2.0	1.1	2.7
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.8	3.9	3.0
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	13	
Percent of Schools Currently in Program Improvement	76.5	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21	21	20	3	1	4	0	3	1	0		
Gr. 1	20.3	20	20	3	2	3	0	1	1	0		
Gr. 2	19.7	20	21	3	3	1	0		2	0		
Gr. 3	21	18	22	3	3		0		3	0		
Gr. 4	23.5	28	28	1			3	2	2	0		
Gr. 5	24	23	30	1			2	4	2	0		

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,459	\$41,243
Mid-Range Teacher Salary	\$66,101	\$64,893
Highest Teacher Salary	\$82,022	\$83,507
Average Principal Salary (ES)	\$113,018	\$103,404
Average Principal Salary (MS)	\$118,605	\$109,964
Average Principal Salary (HS)	\$142,697	\$120,078
Superintendent Salary	\$205,985	\$183,557
Percent of District Budget		
Teacher Salaries	36	40
Administrative Salaries	7	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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,613	\$1,886	\$5,727	\$62,595
District	♦	♦	\$5,852	\$68,192
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-2.1	-8.2
Percent Difference: School Site/ State			22.1	-7.6

**Types of Services Funded at Berkeley Arts Magnet at Whittier**

State and Federal funds are used to fund literacy coaching and intervention, after school instruction by the classroom teacher, and mental health services for students and families.

**Professional Development provided for Teachers at Berkeley Arts Magnet at Whittier**

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2013-14, 100% of all Berkeley K-5 teachers and site administrators participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.