

LeConte Elementary School

2241 Russell Street • Berkeley, CA 94705 • (510) 644-6290 • Grades K-5

Veronica Valerio, Principal
veronicavalerio@berkeley.net

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



Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702
(510) 644-6206
www.berkeleyschools.net

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Donald Evans
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Principal's Message

Students come to school with a wealth of knowledge and experiences enriched by their home languages and cultures. Our talented team of teachers and staff use our students' linguistic and cultural diversity as a bridge to engagement and excellence in academics. Our students learn to be critical thinkers, proficient in both Spanish and English, and go on to become confident and active global citizens.

I am thrilled to be the principal of LeConte Elementary and to continue my life's work to provide each student and every family with equitable access to the highest quality education to achieve their fullest potential. We pride ourselves on cultivating bilingualism and multiculturalism. Join us!
– Veronica Valerio

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) 644-6290.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	62
Gr. 1	56
Gr. 2	64
Gr. 3	53
Gr. 4	58
Gr. 5	51
Total	344

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.0
American Indian or Alaska Native	1.2
Asian	5.2
Filipino	0.0
Hispanic or Latino	39.8
Native Hawaiian/Pacific Islander	0.0
White	23.5
Two or More Races	11.9
Socioeconomically Disadvantaged	54.9
English Learners	25.0
Students with Disabilities	6.4

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			
LeConte Elementary School	12-13	13-14	14-15
Fully Credentialed	16	16	
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			
LeConte Elementary School	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
Reading/Language Arts 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 2011 & Lesson Study by Lucy Caulkins Adopted 2014
Mathematics 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
Science 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
History-Social Science 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: September 20, 2010

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No apparent problems
Interior: Interior Surfaces	[X]	[]	[]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	The main electrical wires were replaced and are brand new
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No apparent problems
Structural: Structural Damage, Roofs	[X]	[]	[]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No Apparent Problems
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[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	60	75	56	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	48	54	55	60	64	64	54	56	55
Math	60	68	69	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	4	5	6
Similar Schools	1	1	3

* 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	18.4	40.8	4.1

* 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	56
Male	73
Female	43
Black or African American	43
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	39
Native Hawaiian/Pacific Islander	
White	91
Two or More Races	
Socioeconomically Disadvantaged	24
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	20	32	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	22	27
Native Hawaiian/Pacific Islander			
White			37
Two or More Races			
Socioeconomically Disadvantaged	13	44	-15
English Learners	29	39	-13
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

It is our parent volunteers who make our school a welcoming and caring community. Our active parent groups include, PTA, SGC, ELAC and Coalition for Families of African American Students. Our families read with our primary age students in the classrooms, attend field trips, coordinate fund-raisers, and participate in our school governance committees. Our parents help keep our environment clean and have been instrumental in completing our school Safety Plan. Parents use their expertise to write grants to purchase materials, and they present science-based classroom demonstrations and art projects. It is through their ideas and energy that our school has been able to fund enrichment activities, such as our Math Olympiads, etc. and various celebrations honoring Latino, African American and Asian heritage, and field trips for all grade levels. What is amazing is that they do this voluntarily; our families invest in our school because they believe in providing our students with a well-versed, memorable, and engaging education. At LeConte we believe that all members of our community are learners and provide Adult Education classes for families. We are the first elementary school to pride itself in providing Spanish classes for Adults and ESL/National Family Literacy classes for Adults, to ensure that all families are full partners in the education of our children.

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. 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 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 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 2010.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.4	2.8	0.0
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	2007-2008	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.	18.8	19	21	4	3	1	0		2	0		
Gr. 1	17	21	14	3	1	4	0	2		0		
Gr. 2	14.8	19	21	4	3	1	0		2	0		
Gr. 3	13	19	17	4	3	2	0		1	0		
Gr. 4	19	16	23	1	1	2	2	2	2	0		1
Gr. 5	22	19	34	2	1		0	2	2	0		1

* 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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,969	\$4,092	\$6,877	\$62,595
District	♦	♦	\$5,852	\$68,192
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			17.5	-8.2
Percent Difference: School Site/ State			46.6	-7.6

Types of Services Funded at LeConte Elementary School

Our school governance committee determines how our state and federal monies are spent. There are ongoing programs and services that are funded yearly, such as in class and after school tutoring, mental health services, additional noon supervision, overnight field trips, etc. Most of our federal Title I funds for low income students pays for our literacy coach who provides one-to-one and small group English language arts instruction, specifically for students who struggle with reading comprehension and basic grammar skills. The literacy coach also support in-class instruction by modeling teaching strategies and brainstorming with teachers way to differentiate instruction.

Every year, the principal, staff, and parents write grants for additional funds for literacy projects, translation services, field trips, assemblies, and materials. Our annual fund-raisers bring together our entire community because we feature student performances and family involvement. Students have the opportunity to participate in talent shows, dance, sing, and engage in various games hosted by parents during our annual Halloween, Latino Heritage Celebration, and Farm and Garden celebrations.

Professional Development provided for Teachers at LeConte Elementary School

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.