Longfellow Arts and Technology Middle School

1500 Derby Street • Berkeley, CA 94703 • (510) 644-6360 • Grades 6-8
Marcos Garcia, Principal
marcosgarcia@berkeley.net

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702
(510) 644-6348
www.berkeleyschools.net

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Principal's Message

Longfellow Middle School, a designated Arts and Technology Magnet School, is located in South Berkeley. The school has approximately 500 students, which indicates we are the smallest of the three middle schools in Berkeley. Being a small middle school allows our staff to create an environment that is nurturing, with a strong academic focus that is infused with the arts. We offer unique experiences for our students that encourage parent/community partnerships such as The Music/Drama/ Arts Showcase, Grand Parent's Day, Annual Ski Trip, Eight Grade Yosemite Trip and our Monthly Student Assemblies, ie: Be an Ally Month Assembly. Longfellow is home to the Berkeley Unified School District's middle school Two-Way Immersion Program, a continuation of the elementary program to teach students in both English and Spanish. The native English and Spanish speakers in this program will gain proficiency in both languages. At lunchtime, students have two daily choices of made-to-order meals and an organic salad bar. Our nutrition education program includes cooking and gardening classes at each grade level.

Marcos Garcia
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 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/.
- 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/guardians and community members should contact the school at (510) 644-6360 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	176
Grade 7	177
Grade 8	157
Total Enrollment	510

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	24.1
American Indian or Alaska Native	0.2
Asian	5.3
Filipino	0.4
Hispanic or Latino	37.1
White	22.7
Two or More Races	10.2
Socioeconomically Disadvantaged	52
English Learners	13.1
Students with Disabilities	14.5
Foster Youth	0.4

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			
Longfellow Arts and Technology Middle School	**13-14**	**14-15**	**15-16**
With Full Credential	20	20	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Longfellow Arts and Technology	**13-14**	**14-15**	**15-16**
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* "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

2014-15 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 2015-16)

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 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Literature for California (Pearson) Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	A Story of Ratios (Eureka Math) Pilot 2014 Algebra 1 (Holt California) Adopted and Published in 2008 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Science	Glencoe Science (McGraw Hill) Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History Alive! California Middle Schools Program (Teachers' Curriculum Institute) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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: January 2016

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2016				
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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			No apparent problems
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 State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	44	57	44
Math	44	52	33

* 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.

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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	54	52	55	65	66	66	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	10.80	27.70	43.40

* 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.

2014-15 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	66
All Student at the School	55
Male	52
Female	58
Black or African American	22
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	50
White	91
Two or More Races	81
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	34
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
		Number of Students		**Percent of Students**				
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	6	176	170	96.6	32	25	32	11
	7	177	168	94.9	40	16	26	17
	8	153	147	96.1	20	33	27	20
Male	6		83	47.2	40	22	27	11
	7		86	48.6	51	15	22	12
	8		72	47.1	26	35	24	15
Female	6		87	49.4	24	28	37	11
	7		82	46.3	28	17	30	22
	8		75	49.0	13	32	29	25
Black or African American	6		37	21.0	49	27	19	5
	7		41	23.2	51	20	22	5
	8		42	27.5	36	45	12	7
American Indian or Alaska Native	8		1	0.7	--	--	--	--
Asian	6		9	5.1	--	--	--	--
	7		8	4.5	--	--	--	--
	8		10	6.5	--	--	--	--
Filipino	6		2	1.1	--	--	--	--
Hispanic or Latino	6		74	42.0	38	28	23	9
	7		61	34.5	51	18	23	8
	8		49	32.0	16	43	33	8
White	6		28	15.9	7	11	57	25
	7		43	24.3	9	7	37	47
	8		34	22.2	9	9	35	47
Two or More Races	6		20	11.4	25	15	50	10
	7		15	8.5	60	7	27	7
	8		11	7.2	18	18	27	36
Socioeconomically Disadvantaged	6		94	53.4	47	26	23	4
	7		85	48.0	59	13	22	5
	8		78	51.0	32	44	18	6
English Learners	6		27	15.3	81	15	4	0
	7		17	9.6	94	6	0	0
	8		5	3.3	--	--	--	--
Students with Disabilities	6		20	11.4	80	15	0	0
	7		26	14.7	81	8	4	0
	8		14	9.2	64	29	7	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	176	171	97.2	36	28	22	14
	7	177	168	94.9	32	26	15	27
	8	153	147	96.1	20	25	23	32
Male	6		84	47.7	37	23	21	19
	7		86	48.6	34	24	15	27
	8		72	47.1	19	31	18	32
Female	6		87	49.4	36	33	22	9
	7		82	46.3	30	27	16	27
	8		75	49.0	20	20	28	32
Black or African American	6		37	21.0	59	24	11	5
	7		41	23.2	37	51	5	7
	8		42	27.5	43	26	21	10
American Indian or Alaska Native	8		1	0.7	--	--	--	--
Asian	6		9	5.1	--	--	--	--
	7		8	4.5	--	--	--	--
	8		10	6.5	--	--	--	--
Filipino	6		2	1.1	--	--	--	--
Hispanic or Latino	6		74	42.0	41	32	16	11
	7		61	34.5	46	23	18	13
	8		49	32.0	12	37	27	24
White	6		29	16.5	3	28	38	31
	7		43	24.3	2	9	19	70
	8		34	22.2	6	12	21	62
Two or More Races	6		20	11.4	35	15	45	5
	7		15	8.5	40	7	33	20
	8		11	7.2	9	18	18	55

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
Socioeconomically Disadvantaged	6		94	53.4	52	27	15	6
	7		85	48.0	48	31	7	14
	8		78	51.0	32	33	21	14
English Learners	6		27	15.3	70	26	4	0
	7		17	9.6	82	18	0	0
	8		5	3.3	--	--	--	--
Students with Disabilities	6		21	11.9	62	29	5	5
	7		26	14.7	77	19	4	0
	8		14	9.2	50	36	7	7
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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
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 eighth grade students. We also welcome parents on our Berkeley Schools Excellence Project committee, 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.

To get involved in Longfellow's PTA, please contact the school office at (510) 644-6360.

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 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 cooking/gardening center, that is scheduled to be redesigned in 2013-14. 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.

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 2015.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.04	2.74	4.42
Expulsions Rate	0.00	0.39	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.93	3.02	2.93
Expulsions Rate	0.01	0.07	0.06
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	20	21	18	6	8	12	10	8	8			
Math	18	18	19	15	15	14	5	4	4			
Science	26	27	28	1	1	2	11	11	10			
SS	22	21	22	4	6	6	9	8	8			

*   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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.53
Psychologist	.33
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.50
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	417

* 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.

Professional Development provided for Teachers

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. Longfellow has made a bold commitment to equity and culturally responsive instructional practices that will ensure an effective instructional program for all 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. Focus for 6-8 ELA and Math teachers has been on implementation of the new Common Core State Standards.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$40,051	$42,315
Mid-Range Teacher Salary	$67,093	$66,451
Highest Teacher Salary	$83,252	$85,603
Average Principal Salary (ES)	$114,002	$105,079
Average Principal Salary (MS)	$120,737	$111,005
Average Principal Salary (HS)	$145,832	$121,310
Superintendent Salary	$229,500	$189,899
Percent of District Budget		
Teacher Salaries	36%	39%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$9,956	$3,102	$6,854	$62,595
District	♦	♦	$5,852	$70,036
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			17.1	-8.2
Percent Difference: School Site/ State			46.1	-7.6

* Cells with ♦ do not require data.

Types of Services Funded

Our school was awarded an After School Education and Safety Program state grant that supports before-school and afterschool enrichment programs and physical activities and a 21st Century Grant to fund our afterschool program. In addition, we have a grant from Alameda County for our health project. Local agencies, including the Longfellow PTA, In Dulci Jubilo, and the Berkeley Public Education Foundation, fund mini-grants for teachers.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.