

Berkeley Arts Magnet at Whittier

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

Rene Molina, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Berkeley Unified School District

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Principal's Message

I am proud to present our annual report for the 2015-2016 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

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) 644-6225 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	84
Grade 1	82
Grade 2	87
Grade 3	66
Grade 4	68
Grade 5	58
Total Enrollment	445

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13
Asian	11.7
Filipino	0.9
Hispanic or Latino	13.5
Native Hawaiian or Pacific Islander	0.4
White	43.4
Two or More Races	17.1
Socioeconomically Disadvantaged	37.5
English Learners	14.6
Students with Disabilities	5.8
Foster Youth	0.2

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	13-14	14-15	15-16
With Full Credential	20	21	21
Without Full Credential	0	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			
Berkeley Arts Magnet at Whittier	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: 12, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Teachers College Reading and Writing Project. Adopted in 2011 Lesson Study by Lucy Caulkins. Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	A Story of Units (Eureka Math) - Pilot 2013-14 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) (Foss Delta Education) 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 Social Science for California (Scott Foresman) 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: November 10, 2015

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	No apparent problems
		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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.10	24.10	46.60

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	66	57	44
Math	66	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.

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	71
Male	64
Female	78
Black or African American	--
Asian	--
Hispanic or Latino	--
White	92
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	36
Students with Disabilities	55
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.

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	65	77	71	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.

**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
All Students	3	69	63	91.3	24	16	27	32
	4	72	66	91.7	12	6	32	47
	5	58	55	94.8	24	16	24	36
Male	3		35	50.7	17	20	31	31
	4		34	47.2	18	9	29	38
	5		27	46.6	30	11	26	33
Female	3		28	40.6	32	11	21	32
	4		32	44.4	6	3	34	56
	5		28	48.3	18	21	21	39
Black or African American	3		10	14.5	--	--	--	--
	4		8	11.1	--	--	--	--
	5		8	13.8	--	--	--	--
Asian	3		6	8.7	--	--	--	--
	4		7	9.7	--	--	--	--
	5		6	10.3	--	--	--	--
Filipino	4		2	2.8	--	--	--	--
Hispanic or Latino	3		13	18.8	23	15	38	23
	4		10	13.9	--	--	--	--
	5		9	15.5	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.4	--	--	--	--
White	3		22	31.9	14	5	27	50
	4		28	38.9	0	7	32	61
	5		25	43.1	12	4	24	60
Two or More Races	3		11	15.9	18	9	36	36
	4		11	15.3	9	0	27	64
	5		6	10.3	--	--	--	--
Socioeconomically Disadvantaged	3		26	37.7	31	27	31	12
	4		26	36.1	31	12	27	27
	5		21	36.2	38	24	29	10
English Learners	3		6	8.7	--	--	--	--
	4		6	8.3	--	--	--	--
	5		11	19.0	45	36	18	0
Students with Disabilities	3		4	5.8	--	--	--	--
	4		2	2.8	--	--	--	--
	5		6	10.3	--	--	--	--

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	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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	3	69	64	92.8	14	20	30	36
	4	72	66	91.7	8	18	30	44
	5	58	56	96.6	29	14	21	36
Male	3		35	50.7	6	23	31	40
	4		34	47.2	12	15	24	50
	5		28	48.3	39	11	18	32
Female	3		29	42.0	24	17	28	31
	4		32	44.4	3	22	38	38
	5		28	48.3	18	18	25	39
Black or African American	3		10	14.5	--	--	--	--
	4		8	11.1	--	--	--	--
	5		8	13.8	--	--	--	--
Asian	3		6	8.7	--	--	--	--
	4		7	9.7	--	--	--	--
	5		6	10.3	--	--	--	--
Filipino	4		2	2.8	--	--	--	--
Hispanic or Latino	3		13	18.8	8	23	38	31
	4		10	13.9	--	--	--	--
	5		9	15.5	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.4	--	--	--	--
White	3		23	33.3	9	9	35	48
	4		28	38.9	0	18	29	54
	5		26	44.8	8	12	23	58
Two or More Races	3		11	15.9	18	18	18	45
	4		11	15.3	9	0	45	45
	5		6	10.3	--	--	--	--

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	3		26	37.7	19	35	19	27
	4		26	36.1	19	35	15	31
	5		21	36.2	52	19	19	10
English Learners	3		7	10.1	--	--	--	--
	4		6	8.3	--	--	--	--
	5		12	20.7	58	17	25	0
Students with Disabilities	3		4	5.8	--	--	--	--
	4		2	2.8	--	--	--	--
	5		6	10.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

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 2015. The current plan includes goals for emergency response, strength-based social-emotional interventions, and cultural competence.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.14	2.68	0.21
Expulsions Rate	0.00	0.00	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	2006-2007	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 (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	20	21	1	4	1	3	1	3			
1	20	20	21	2	3	1	1	1	3			
2	20	21	22	3	1			2	4			
3	18	22	33	3				3	3			1
4	28	28	23				2	2	3			
5	23	30	35			4	4	2	2			1

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.

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. During 2014-15, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2014 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 training's, 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.

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/.

Types of Services Funded

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.

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.

FY 2013-14 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	\$70,036
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-2.1	-8.2
Percent Difference: School Site/ State			22.1	-7.6

* Cells with ♦ do not require data.