

LeConte Elementary School

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

Veronica Valerio, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702
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District Governing Board

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Donald Evans
Superintendent
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Pasquale Scuderi
**Assistant Superintendent
Educational Services**

Delia Ruiz
**Assistant Superintendent
Human Resources**

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

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) 644-6290 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	62
Grade 2	50
Grade 3	59
Grade 4	49
Grade 5	52
Total Enrollment	347

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.6
American Indian or Alaska Native	1.2
Asian	4.3
Filipino	0.3
Hispanic or Latino	45
White	24.5
Two or More Races	9.2
Socioeconomically Disadvantaged	52.4
English Learners	25.9
Students with Disabilities	7.5

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	13-14	14-15	15-16
With Full Credential	16	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			
LeConte Elementary School	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	Teachers College Reading and Writing Project Adopted 2011 & Lesson Study by Lucy Caulkins Adopted 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: 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			Painting and flooring replaced in summer of 2013
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
Electrical: Electrical	X			The main electrical wires were replaced and are brand new in 2014
Restrooms/Fountains: Restrooms, Sinks/ Fountains	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		
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				New play structure and matting in main yard replaced in 2014
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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	34.70	38.80	

* 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	36	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.

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	37
Male	31
Female	41
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	23
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	14
Students with Disabilities	18
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	74	56	37	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	60	58	96.7	45	17	9	24
	4	47	44	93.6	39	11	23	27
	5	51	47	92.2	38	32	19	6
Male	3		34	56.7	35	21	12	26
	4		23	48.9	43	9	22	26
	5		18	35.3	50	28	11	11
Female	3		24	40.0	58	13	4	21
	4		21	44.7	33	14	24	29
	5		29	56.9	31	34	24	3
Black or African American	3		12	20.0	83	17	0	0
	4		8	17.0	--	--	--	--
	5		7	13.7	--	--	--	--
American Indian or Alaska Native	3		2	3.3	--	--	--	--
	4		1	2.1	--	--	--	--
	5		1	2.0	--	--	--	--
Asian	3		1	1.7	--	--	--	--
	4		3	6.4	--	--	--	--
	5		4	7.8	--	--	--	--
Filipino	3		1	1.7	--	--	--	--
Hispanic or Latino	3		17	28.3	59	24	12	0
	4		14	29.8	36	7	14	43
	5		20	39.2	55	35	5	5
White	3		18	30.0	22	11	17	50
	4		12	25.5	17	0	42	42
	5		10	19.6	--	--	--	--
Two or More Races	3		7	11.7	--	--	--	--
	4		6	12.8	--	--	--	--
	5		5	9.8	--	--	--	--
Socioeconomically Disadvantaged	3		34	56.7	59	24	3	6
	4		26	55.3	50	15	15	19
	5		31	60.8	58	35	3	3
English Learners	3		12	20.0	58	25	17	0
	4		4	8.5	--	--	--	--
	5		14	27.5	71	21	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
Students with Disabilities	3		3	5.0	--	--	--	--
	4		5	10.6	--	--	--	--
	5		9	17.6	--	--	--	--
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	60	59	98.3	24	20	24	29
	4	47	44	93.6	16	20	39	20
	5	51	48	94.1	44	33	6	13
Male	3		34	56.7	15	21	26	38
	4		23	48.9	17	26	35	17
	5		19	37.3	47	32	11	11
Female	3		25	41.7	36	20	20	16
	4		21	44.7	14	14	43	24
	5		29	56.9	41	34	3	14
Black or African American	3		13	21.7	46	23	23	0
	4		8	17.0	--	--	--	--
	5		7	13.7	--	--	--	--
American Indian or Alaska Native	3		2	3.3	--	--	--	--
	4		1	2.1	--	--	--	--
	5		1	2.0	--	--	--	--
Asian	3		1	1.7	--	--	--	--
	4		3	6.4	--	--	--	--
	5		4	7.8	--	--	--	--
Filipino	3		1	1.7	--	--	--	--
Hispanic or Latino	3		17	28.3	29	29	29	6
	4		15	31.9	20	13	33	27
	5		21	41.2	57	33	5	0

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
White	3		18	30.0	6	11	11	72
	4		11	23.4	0	18	55	27
	5		10	19.6	--	--	--	--
Two or More Races	3		7	11.7	--	--	--	--
	4		6	12.8	--	--	--	--
	5		5	9.8	--	--	--	--
Socioeconomically Disadvantaged	3		35	58.3	34	29	23	9
	4		26	55.3	19	23	31	19
	5		32	62.7	63	25	3	3
English Learners	3		12	20.0	33	42	8	8
	4		4	8.5	--	--	--	--
	5		14	27.5	64	36	0	0
Students with Disabilities	3		4	6.7	--	--	--	--
	4		5	10.6	--	--	--	--
	5		10	19.6	--	--	--	--
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

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 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.82	0.00	1.07
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	2007-2008	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	19	21	19	3	1	3		2	1			
1	21	18	21	1	3	1	2		2			
2	19	21	17	3	1	3		2				
3	19	17	20	3	2	3		1				
4	24	17	25		1	2	2	2	2			
5	29	56	19			4	2	2	4		1	
Other	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)	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.

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

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.

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	\$10,969	\$4,092	\$6,877	\$62,595
District	♦	♦	\$5,852	\$70,036
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			17.5	-8.2
Percent Difference: School Site/ State			46.6	-7.6

* Cells with ♦ do not require data.