

# Berkeley Arts Magnet at Whittier

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

Rene Molina, Principal  
renemolina@berkeley.net

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Berkeley Unified School District

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-8764  
www.berkeleyschools.net

#### District Governing Board

Josh Daniels, President  
Judy Appel, Vice President  
Beatriz Leyva-Cutler, Clerk  
Ty Alper  
Karen Hemphill  
Uma Nagarajan-Swenson (student)

#### District Administration

Donald Evans, Ed.D.  
**Superintendent**  
Donald Evans  
**Superintendent**  
Pasquale Scuderi  
**Associate Superintendent**  
**Education Services**  
Evelyn Tamondong-Bradley  
**Assistant Superintendent**  
**Human Resources**  
Pauline Follasbee  
**Interim Assistant Superintendent**  
**Business Services**

### School Description

#### Principal's Message

I am proud to present our annual report for the 2017-2018 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 and 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	60
Grade 2	65
Grade 3	79
Grade 4	81
Grade 5	80
<b>Total Enrollment</b>	<b>437</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	0
Asian	9.4
Filipino	0.5
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.2
White	43.7
Two or More Races	16
Socioeconomically Disadvantaged	32.3
English Learners	10.8
Students with Disabilities	9.2
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
With Full Credential	30	33	28
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Berkeley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	602
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Berkeley Arts Magnet at	15-16	16-17	17-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 12/2017	
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) - Adopted 2013  The textbooks listed are from most recent adoption: Yes 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

### 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, 2017

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
<b>Interior:</b> Interior Surfaces	X			No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
<b>Electrical:</b> Electrical	X			No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Total playground replacement in 2015. Everything is new
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	61	59	60	59	48	48
<b>Math</b>	64	61	55	54	36	37

\* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	71	71	66	63	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	23.3	27.4	12.3

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	64	63	98.4	71.4
Male	33	32	97.0	68.8
Female	31	31	100.0	74.2
White	27	27	100.0	85.2
Two or More Races	12	12	100.0	83.3
Socioeconomically Disadvantaged	21	20	95.2	30.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	222	89.88	58.56
Male	135	122	90.37	57.38
Female	112	100	89.29	60
Black or African American	37	33	89.19	15.15
Asian	20	16	80	50
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.59	51.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	91	89.22	78.02
Two or More Races	43	43	100	60.47
Socioeconomically Disadvantaged	79	73	92.41	26.03
English Learners	26	19	73.08	36.84
Students with Disabilities	24	24	100	8.33
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	247	227	91.9	60.79
<b>Male</b>	135	124	91.85	63.71
<b>Female</b>	112	103	91.96	57.28
<b>Black or African American</b>	37	33	89.19	15.15
<b>Asian</b>	20	16	80	68.75
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	37	36	97.3	41.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	102	93	91.18	84.95
<b>Two or More Races</b>	43	43	100	58.14
<b>Socioeconomically Disadvantaged</b>	79	73	92.41	24.66
<b>English Learners</b>	26	22	84.62	40.91
<b>Students with Disabilities</b>	24	24	100	8.33
<b>Foster Youth</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)**

Opportunities for parent involvement represent an important part of the school community. Parents/caregivers are welcomed to participate in school events and are respected partners in their students' education. They volunteer in classrooms, chaperone field trips and support meaningful activities, such as enrichment classes, student productions, and safety and disaster preparedness. Parents/caregivers raise significant funds to support the school's needs. They participate in shared leadership through the School Governance Council, PTA, Family Now, ELAC meetings for English Learners, cultural events, talent shows, Greening Committee, our positive behavior support and equity/safety committees, the school website and school field trips. They also support the school's efforts to welcome and celebrate our diversity. The PTA represents and promotes specific communities at our school: PTA vice presidents serve and represent our Latino, Asian, African-American and LGBTQ families as well as families of students with disabilities. Parents/caregivers are also involved in education nights (e.g. Family Math, Family Literacy, Gender Diversity), our weekly newsletter (The Thursday News), classroom newsletters, field trips and the production of the Parent Handbook and School Directory. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contributes to a partnership between home and school, benefiting the children at Berkeley Arts Magnet Elementary. Feel free to call our Family Engagement Specialist Federico Aquino at (510) 849-7382 to learn more about the many opportunities to get involved.

#### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (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 lunchtime 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 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 spring 2017. The current plan includes goals for emergency response, strength-based social-emotional interventions, and cultural competence.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.9	2.1	1.8
Expulsions Rate	0.1	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

### 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.

2017-18 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	10	
Percent of Schools Currently in Program Improvement	71.4	

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

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	18	1	2	4	3	2				
1	21	20	20	1	3	2	3		1			
2	22	22	22				4	4	3			
3	33	21	20			3	3	4	1	1		
4	23	24	27				3	3	3			
5	35	66	60	4			2	2	3	1	1	1

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### 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 2017-18, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2017 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,486	\$46,511
Mid-Range Teacher Salary	\$71,172	\$73,293
Highest Teacher Salary	\$88,314	\$92,082
Average Principal Salary (ES)	\$117,914	\$113,263
Average Principal Salary (MS)	\$123,182	\$120,172
Average Principal Salary (HS)	\$150,202	\$131,203
Superintendent Salary	\$248,416	\$213,732
Percent of District Budget		
Teacher Salaries	35%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,929	\$1,476	\$6,453	\$72,166
District	♦	♦	\$10,050	\$73,395
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-35.8	-1.7
Percent Difference: School Site/ State			-1.8	-3.1

\* Cells with ♦ do not require data.

### Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Program (BSEP). We used BSEP funds, along with state and federal monies, to support improving student achievement, provide social-emotional support, and purchase instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including art and physical education programs, field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.



**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 and the county. 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.