

Longfellow Arts and Technology Middle School

1500 Derby Street • Berkeley, CA 94703 • (510) 644-6360 • Grades 6-8

Marcos Garcia, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Berkeley Unified School District

Berkeley Unified School District

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Donald Evans
Superintendent
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Evelyn Tamondong-Bradley
Assistant Superintendent
Human Resources

School Description

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, 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. We are also an AVID certified site. At lunchtime, students have two daily choices of made-to-order meals and an organic salad bar our beautiful new cafe. Our nutrition education program includes cooking and gardening classes at each grade level in a new garden space and culinary classroom. We are also developing our STEM programming through the creation of a Maker's Space lab and elective.

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 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
Grade 6	175
Grade 7	163
Grade 8	176
Total Enrollment	514

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	23.3
American Indian or Alaska Native	0.4
Asian	6.2
Filipino	0.6
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	0
White	19.3
Two or More Races	11.9
Socioeconomically Disadvantaged	59.7
English Learners	13.4
Students with Disabilities	15.2
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			
Longfellow Arts and Technology Middle School	15-16	16-17	17-18
With Full Credential	33	35	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Berkeley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	604
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Longfellow Arts and Technology	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: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Inquiry by Design (Inquiry by Design) Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015 The textbooks listed are from most recent adoption: Yes 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%
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 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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
Electrical: Electrical	X			No apparent problems

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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			Two buildings received new roofs in summer 2016
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] 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
ELA	49	47	60	59	48	48
Math	46	44	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
Science	55	45	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
7	14.5	24.1	37.9

* 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	177	165	93.2	45.5
Male	86	83	96.5	37.4
Female	91	82	90.1	53.7
Black or African American	43	42	97.7	23.8
Hispanic or Latino	66	61	92.4	39.3
White	46	41	89.1	80.5
Two or More Races	17	17	100.0	47.1
Socioeconomically Disadvantaged	85	82	96.5	30.5
English Learners	17	15	88.2	6.7
Students with Disabilities	31	27	87.1	11.1

* 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	514	481	93.58	46.88
Male	268	250	93.28	38.4
Female	246	231	93.9	56.09
Black or African American	122	110	90.16	19.27
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100	46.88
Filipino	--	--	--	--
Hispanic or Latino	199	191	95.98	40.84
White	94	87	92.55	86.21
Two or More Races	60	54	90	59.26
Socioeconomically Disadvantaged	306	285	93.14	30.28
English Learners	139	133	95.68	24.06
Students with Disabilities	80	67	83.75	7.46

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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	514	480	93.39	44.38
Male	268	250	93.28	42.4
Female	246	230	93.5	46.52
Black or African American	122	110	90.16	18.18
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100	56.25
Filipino	--	--	--	--
Hispanic or Latino	199	190	95.48	36.84
White	94	87	92.55	82.76
Two or More Races	60	54	90	53.7
Socioeconomically Disadvantaged	306	284	92.81	26.06
English Learners	139	132	94.96	22.73
Students with Disabilities	80	67	83.75	8.96

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)

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 School Governance Council, 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 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 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 new cooking/gardening center. 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 2016.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.4	4.0	3.6
Expulsions Rate	0.0	0.0	0.6
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	2004-2005	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	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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	18	20	20	12	8	7	8	10	11			
Mathematics	19	20	24	14	10	5	4	9	9			1
Science	28	23	28	2	5		10	10	12			
Social Science	22	24	23	6	3	3	8	9	11			

* 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.

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 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/.

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 funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, counseling services, 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,291	\$1,575	\$7,716	\$77,740
District	♦	♦	\$10,050	\$73,395
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-23.2	5.9
Percent Difference: School Site/ State			17.4	4.4

* Cells with ♦ do not require data.