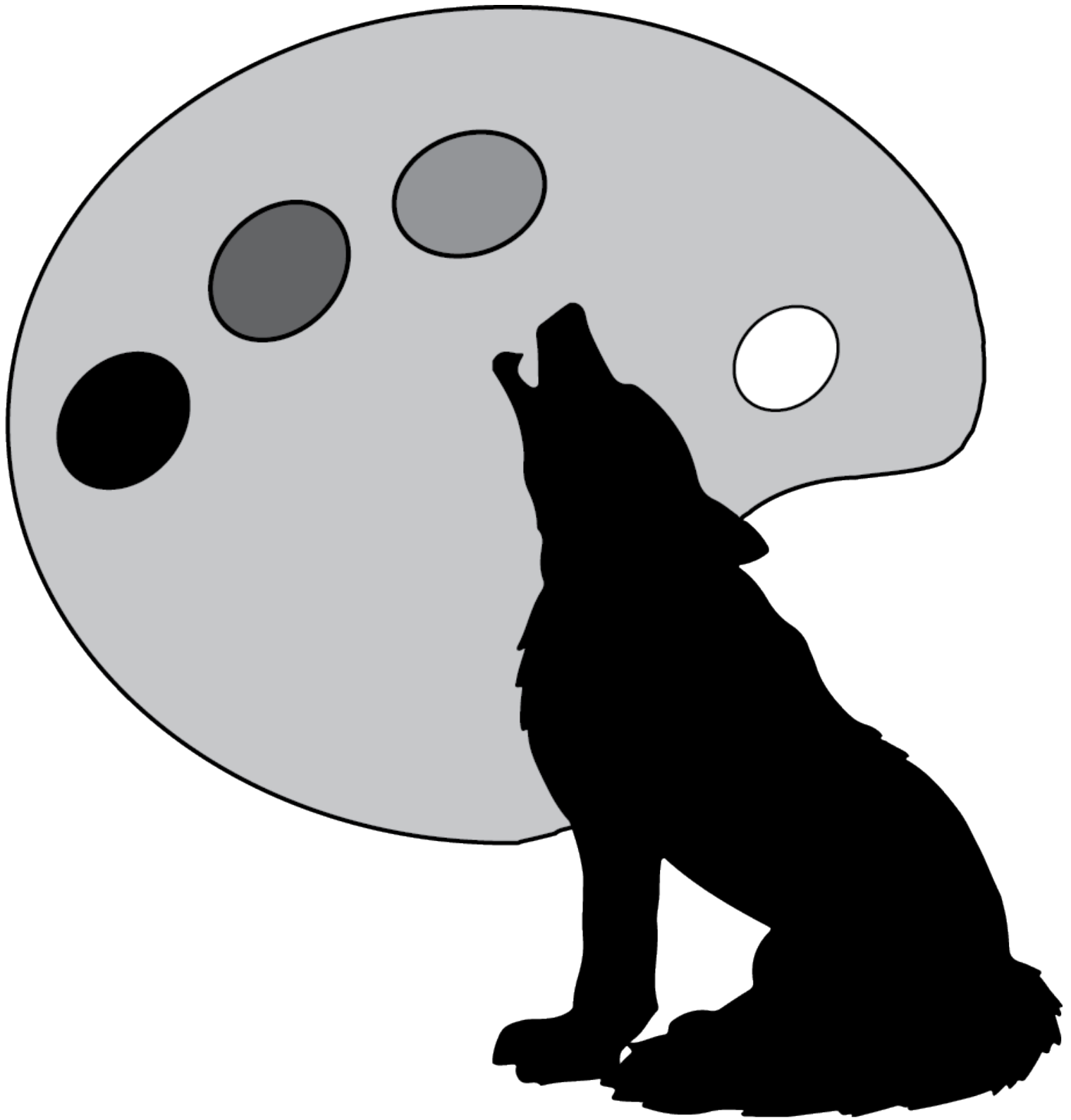# Berkeley Arts Magnet at Whittier

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

BERKELEY ARTS MAGNET

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Berkeley Arts Magnet at Whittier
Street	2015 Virginia Street
City, State, Zip	Berkeley, CA 94709
Phone Number	(510) 644-6225
Principal	Rene Molina
Email Address	renemolina@berkeley.net
School Website	https://www.berkeleyschools.net/schools/elementary-schools/berkeley-arts-magnet/
County-District-School (CDS) Code	01-61143-6097729

2022-23 District Contact Information

District Name	Berkeley Unified School District
Phone Number	(510) 644-6150
Superintendent	Enikia Ford Morthel
Email Address	superintendent@berkeley.net
District Website Address	www.berkeleyschools.net

2022-23 School Overview

Principal's Message,

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 students 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 to teach the students. 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	61
Grade 2	63
Grade 3	71
Grade 4	63
Grade 5	68
Total Enrollment	381

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.5
Asian	11.3
Black or African American	11.3
Filipino	1.3
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	19.4
White	41.2
English Learners	4.7
Foster Youth	0.0
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	26.0
Students with Disabilities	7.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.90	94.05	417.10	82.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	5.90	79.00	15.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.10	1.21	12115.80	4.41
Unknown	0.00	0.00	2.20	0.45	18854.30	6.86
Total Teaching Positions	20.10	100.00	504.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	95.14	453.00	87.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.32	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.86	44.90	8.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.90	0.96	11953.10	4.28
Unknown	0.00	0.00	10.60	2.06	15831.90	5.67
Total Teaching Positions	20.50	100.00	515.20	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.30	2.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018	Yes	0%
Mathematics	A Story of Units (Eureka Math) - Adopted 2013	Yes	0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007	Yes	0%
History-Social Science	TCI History Curriculum Pilot 2020-21	Yes	0%

School Facility Conditions and Planned Improvements

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.

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: April 28, 2022

Year and month of the most recent FIT report	04/28/2022 - 04/28/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			7: 2: (D) Vents or grills are excessively dusty or dirty Office: 2: (D) Vents or grills are excessively dusty or dirty 4: (D) Ceiling tiles have holes or stains Yard boys Restroom: 2: (D) Vents or grills are excessively dusty or dirty 3: (D) The sanitary system is not controlling odors as designed 4: (D) Ceiling tiles are missing 8: Partitions are starting to disintegrate . Yard Girls restroom : 2: (D) Vents or grills are excessively dusty or dirty
Interior: Interior Surfaces			X	1:

				4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (D) Ceiling tiles have holes or stains 6: Ants but all around the teachers food storage area. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 104: 4: (D) Ceiling tiles have holes or stains 106: 4: (D) Ceiling tiles have holes or stains 107: 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors One new led bulb out 10: (D) Fire extinguisher is missing 111: 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason) 114: 4: (D) Ceiling tiles have holes or stains 116: 4: (D) Ceiling tiles have holes or stains stained ceiling tile from old leak 5: 4: (D) Ceiling tiles are missing (most need to be reset) 9: (D) Water pressure is inadequate 6: 4: (D) Ceiling tiles have holes or stains (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) 9: (D) Water pressure is inadequate (and sensor needs to be adjusted) Office: 2: (D) Vents or grills are excessively dusty or dirty 4: (D) Ceiling tiles have holes or stains Yard boys Restroom: 2: (D) Vents or grills are excessively dusty or dirty 3: (D) The sanitary system is not controlling odors as designed 4: (D) Ceiling tiles are missing 8: Partitions are starting to disintegrate . Yard custodial room: 4: (D) Ceiling tiles are missing (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			1: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (D) Ceiling tiles have holes or stains

			6: Ants but all around the teachers food storage area. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access
Electrical	X		1: 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (D) Ceiling tiles have holes or stains 6: Ants but all around the teachers food storage area. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 107: 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors One new led bulb out 10: (D) Fire extinguisher is missing 111: 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason) Library: 7: (D) Improper usage of surge protectors or daisy chain of surge protectors
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		5: 4: (D) Ceiling tiles are missing (most need to be reset) 9: (D) Water pressure is inadequate 6: 4: (D) Ceiling tiles have holes or stains (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) 9: (D) Water pressure is inadequate (and sensor needs to be adjusted) BRR: 9: (D) A Leak is evident flushometer Yard boys Restroom: 2: (D) Vents or grills are excessively dusty or dirty 3: (D) The sanitary system is not controlling odors as designed 4: (D) Ceiling tiles are missing 8: Partitions are starting to disintegrate .
Safety: Fire Safety, Hazardous Materials	X		107: 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors One new led bulb out 10: (D) Fire extinguisher is missing 108: 10: (D) Plug in air fresheners are found in classroom

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			111: 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason) Kitchen: 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
    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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

*   Aligned with CA CCSS for ELA and mathematics;
*   Available to students in grades 3 through 8, and grade 11; and
*   Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

*   Smarter Balanced ELA and mathematics summative assessments;
*   Other assessments meeting the SBE criteria; or
*   Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	74	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	68	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	196	96.55	3.45	73.98
Female	93	91	97.85	2.15	81.32
Male	110	105	95.45	4.55	67.62
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	81.48
Black or African American	28	26	92.86	7.14	34.62
Filipino	--	--	--	--	--
Hispanic or Latino	31	29	93.55	6.45	62.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	77.78
White	84	81	96.43	3.57	87.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	56	52	92.86	7.14	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	20	86.96	13.04	20.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	200	98.52	1.48	68.00
Female	93	91	97.85	2.15	71.43
Male	110	109	99.09	0.91	65.14
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	85.19
Black or African American	28	27	96.43	3.57	25.93
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	74.07
White	84	83	98.81	1.19	80.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	56	53	94.64	5.36	41.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	19.05

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	67.65	--	49.8	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100	0	67.65
Female	36	36	100	0	83.33
Male	32	32	100	0	50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100	0	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	66.67
White	27	27	100	0	77.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100	0	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	99	96	99	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Berkeley Unified School District and Berkeley Arts Magnet commits to family engagement that builds relational trust, links families to learning, connects schools and families to community resources, and develops the capacity of staff and family to partner together and lead student learning. Our elementary school welcomes families to engage with school staff daily by communicating on the phone, via email, through district and school social media, and in person and will receive regular communications via school newsletters. Families in need of translation and interpretation services can seek support from the school office staff. Families are invited to attend a wide range of special events throughout the year including assemblies for academic and citizenship honorees and heritage months, Family Math and Literacy Nights, Back-to-School and Open House Nights, and field trips as chaperones. Learning opportunities for families are available throughout the year provided at both the school and district level on topics such as supporting your child's literacy development, building social/emotional competencies, and supporting mental and physical wellness. We believe families should be partners in student learning and are provided a variety of opportunities for input in important decisions through surveys and participation on leadership committees such as the School Site Council, English Learner Advisory Committee, Parent Teacher Association, and a variety of additional school-based committees. Opportunities for families to gather in affinity-based spaces are provided throughout the district and school. Each school also has a designated Family Engagement and Equity Specialist to serve as a liaison between families and the school and to provide assistance directly to families.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	395	393	20	5.1
Female	196	196	9	4.6
Male	199	197	11	5.6
American Indian or Alaska Native	3	3	1	33.3
Asian	43	43	1	2.3
Black or African American	43	43	5	11.6
Filipino	5	5	0	0.0
Hispanic or Latino	60	59	6	10.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	75	74	3	4.1
White	164	164	4	2.4
English Learners	24	23	3	13.0
Foster Youth	0	0	0	0.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	103	103	14	13.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	36	5	13.9

C. Engagement	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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.22	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.03	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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. 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 safety plan is updated and reviewed with school staff and the School Site Council by March of each annual year. The current plan includes goals for emergency response, strength-based social-emotional interventions, and cultural competence. Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	21	2	2	
2	21	1	2	
3	31	4		1
4	38		2	1
5	14	5	3	
Other	13	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	21	3	6	
2	20	12		
3	20	9		
4	31		6	1
5	17	6	4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	20	8	4	
2	21	4	8	
3	23		12	
4	17	10	5	
5	18	7	8	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$ 9,495.44	$ 1,534.71	$ 7,960.73	$ 86,223.89
District	N/A	N/A	$12,087.09	$87,269
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

2021-22 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,125	$52,478
Mid-Range Teacher Salary	$82,294	$80,810
Highest Teacher Salary	$102,115	$101,276
Average Principal Salary (Elementary)	$135,396	$127,080
Average Principal Salary (Middle)	$139,707	$134,264
Average Principal Salary (High)	$154,309	$147,200
Superintendent Salary	$244,975	$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

During the 2022-23 school year (until January 2023 all new teachers to BUSD engaged in two days of professional development on curriculum and effective pedagogical practices to empower students on 8/9 and 8/10 2022. All TK-8 teachers engaged in 2 full days of site based professional development on 8/11 and 8/12. On 10/10/22, all TK-8 staff (certificated and classified) engaged in an all day professional development. The focus for K-5 was on Phonemic Awareness. Additionally, all elementary sites are engaging in ongoing (year long) districtwide professional development focused on the science of reading. All TK-5 teachers engaged in collaboration on the writing process and scoring. Every TK-8 site has a Literacy Coach Equity Lead, and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	11