

# Morrill Middle School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Morrill Middle School
<b>Street</b>	1970 Morrill Ave
<b>City, State, Zip</b>	San Jose CA 95132
<b>Phone Number</b>	408-923-1930
<b>Principal</b>	Thomas Carroll
<b>Email Address</b>	tcarroll@busd.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	43693776068928

## 2021-22 District Contact Information

<b>District Name</b>	Berryessa Union Elementary School District
<b>Phone Number</b>	408.923.1880
<b>Superintendent</b>	Roxane Fuentes, Ed.D
<b>Email Address</b>	rfuentes@busd.net
<b>District Website Address</b>	www.berryessa.k12.ca.us

## 2021-22 School Overview

Our goal at Morrill Middle School is to foster a safe, clean, positive and respectful learning environment for all students and staff; provide a school learning environment where students can develop into positive and productive citizens well prepared for their future.

Morrill Middle School's mission is to prepare all students to be lifelong learners contributing to a globally-connected community. Morrill's vision is to be a safe, collaborative pillar for the community which provides:

- 21st century student-centered learning
- Inclusivity through equitable access for all students and staff
- Engagement beyond the classroom to expand the student and staff experience and their contributions
- The opportunity to develop into positive and productive citizens

The mission and vision are accomplished by providing our students with a safe and positive environment that supports their learning. Through high expectations for behavior and academics, we will guide students as they acquire the knowledge, skills, and attitudes that foster an enjoyment of learning, a respect for themselves and others, and the ability to become responsible citizens. Morrill Middle School is a great place for children to grow and develop as they move from sixth through eighth grade. The staff at Morrill is caring, and continually challenges the students to be at their best each and every day. We are continuously improving to meet the needs of our learners as well as the needs of society.

Important to our school's success is an effective partnership between parents, the community, and the school. Our school has worked with the community to create a Parent-Teacher-Student Association to increase avenues for community engagement in our school and in providing for our students. Our students are very important to us, and all of the Morrill Middle School community will do whatever we can to help our students to be successful this year, and throughout their lives.

Berryessa Union School District provides all students the skills to become lifelong learners and successful 21st century global citizens. At Morrill, we help achieve the district mission by offering rigorous, standards aligned curriculum for our students. Providing teacher training and support to ensure they can provide the highest quality instruction for all students is a priority of our school. By engaging students within the classroom, as well as outside of the classroom, we believe we can impact the whole student in achieving success. Through after school sports, clubs, and homework support, our students are able to access resources for support and inclusion both inside and outside of the classroom.

## 2021-22 School Overview

### About this School

#### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	217
Grade 7	232
Grade 8	204
<b>Total Enrollment</b>	<b>653</b>

#### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Asian	44.9
Black or African American	1.5
Filipino	19.4
Hispanic or Latino	24.8
Native Hawaiian or Pacific Islander	1.2
Two or More Races	3.7
White	4.4
English Learners	21.4
Foster Youth	0.2
Homeless	0.3
Socioeconomically Disadvantaged	34.6
Students with Disabilities	16.4

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other 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
<b>Reading/Language Arts</b>	6-8 - Houghton Mifflin Harcourt © 2017 California Collections (BUSD 5/8/17)	Yes	0
<b>Mathematics</b>	6 - 8 CPM Educational Program © 2013 Course 1, Course 2, Course 3 (BUSD 04-11-15) Advanced Math CPM Core Connection © 2014 Integrated 1	Yes	0
<b>Science</b>	6-8: Amplify Science - 8/15/19	Yes	0
<b>History-Social Science</b>	6 - 8 TCI (Teachers Curriculum Institute)© 2004/2005History Alive! (Supplemental) (BUSD 06-13-06)	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	6-8 Pearson Scott Foresman: Making Music, California Edition - 4/11/08	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

## School Facility Conditions and Planned Improvements

**General:** The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Age of School Buildings:** Morrill was opened in 1972. This school has 46 regular classrooms, as well as an art, instrumental music, choral music, multipurpose, flexible instructional space, a library, and an administration building. In addition to the main classrooms, there are two portable classrooms added to provide addition classroom space.

In a joint venture with the City of San Jose, the district constructed a 22,000 sq. ft. Berryessa Youth Center (BYC) in 2005. The building has a large gymnasium for school use, and also serves as an after-hours youth center for the city of San Jose Department of Recreation, YMCA, and the community.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

**Cleaning Process and Schedule:** The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the maintenance supervisor works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

**Modernization Projects:** During the 2018 summer period, local bond funds (Measure L) were used to complete various modernization projects. These projects included installation of new flooring, replacement of classroom furniture, painting of identified interior spaces throughout the campus and the construction of a Flexible Instructional Space. All work described was completed by the end of the 2018/19 school year.

**Year and month of the most recent FIT report**

1/3/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
<b>Interior:</b> Interior Surfaces	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
<b>Electrical</b>	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
<b>Structural:</b> Structural Damage, Roofs	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.

## Overall Facility Rate

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 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	648	7	1.08	98.92	--
Female	296	3	1.01	98.99	--
Male	352	4	1.14	98.86	--
American Indian or Alaska Native	0	0	0	0	0
Asian	291	5	1.72	98.28	--
Black or African American	12	0	0	100	--
Filipino	118	0	0	100	--
Hispanic or Latino	157	1	0.64	99.36	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	1	3.03	96.97	--
White	29	0	0	100	--
English Learners	136	6	4.41	95.59	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	3	1.72	98.28	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	102	7	6.86	93.14	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	648	7	1.08	98.92	--
Female	296	3	1.01	98.99	--
Male	352	4	1.14	98.86	--
American Indian or Alaska Native	0	0	0	0	0
Asian	291	5	1.72	98.28	--
Black or African American	12	0	0.00	100.00	--
Filipino	118	0	0.00	100.00	--
Hispanic or Latino	157	1	0.64	99.36	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	1	3.03	96.97	--
White	29	0	0.00	100.00	--
English Learners	136	6	4.41	95.59	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	3	1.72	98.28	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	102	7	6.86	93.14	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

SchoolCity Comprehensive Student Groups	SchoolCity Comprehensive Total Enrollment	SchoolCity Comprehensive Number Tested	SchoolCity Comprehensive Percent Tested	SchoolCity Comprehensive Percent Not Tested	SchoolCity Comprehensive Percent At or Above Grade Level
All Students	645	573	89%	11%	6%
Female	294	270	92%	8%	20%
Male	351	303	86%	14%	19%
American Indian or Alaska Native	0	0	0%	0%	0%

<b>Asian</b>	289	270	93%	7%	24%
<b>Black or African American</b>	12	9	75%	25%	11%
<b>Filipino</b>	126	115	91%	9%	19%
<b>Hispanic or Latino</b>	156	127	81%	18.59%	13%
<b>Native Hawaiian or Pacific Islander</b>	8	7	88%	13%	0%
<b>Two or More Races</b>	25	20	80%	20%	35%
<b>White</b>	29	25	86%	14%	12%
<b>English Learners</b>	135	112	83%	17%	1%
<b>Foster Youth</b>	0	0	0%	0%	0%
<b>Homeless</b>	2	2	100%	0%	0%
<b>Military</b>	2	2	100%	0%	0%
<b>Socioeconomically Disadvantaged</b>	229	192	84%	16%	14%
<b>Students Receiving Migrant Education Services</b>	1	1	100%	0%	0%
<b>Students with Disabilities</b>	108	76	70%	30%	7%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>SchoolCity Comprehensive Student Groups</b>	<b>SchoolCity Comprehensive Total Enrollment</b>	<b>SchoolCity Comprehensive Number Tested</b>	<b>SchoolCity Comprehensive Percent Tested</b>	<b>SchoolCity Comprehensive Percent Not Tested</b>	<b>SchoolCity Comprehensive Percent At or Above Grade Level</b>
<b>All Students</b>	643	564	88%	11%	6%
<b>Female</b>	293	259	88%	12%	20%
<b>Male</b>	350	304	87%	13%	22%
<b>American Indian or Alaska Native</b>	0	0	0%	0%	0%
<b>Asian</b>	288	262	91%	9%	29%
<b>Black or African American</b>	12	9	75%	25%	0%
<b>Filipino</b>	126	115	91%	9%	19%
<b>Hispanic or Latino</b>	156	127	81%	19%	8%
<b>Native Hawaiian or Pacific Islander</b>	8	7	88%	13%	14%
<b>Two or More Races</b>	25	20	80%	20%	35%
<b>White</b>	28	23	82%	18%	13%
<b>English Learners</b>	135	109	81%	19%	9%
<b>Foster Youth</b>	0	0	0%	0%	0%
<b>Homeless</b>	2	2	100%	0%	0%
<b>Military</b>	2	2	100%	0%	0%

<b>Socioeconomically Disadvantaged</b>	228	186	82%	18%	12%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	108	77	71%	29%	9%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	193	NT	NT	NT	NT
<b>Female</b>	90	NT	NT	NT	NT
<b>Male</b>	103	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	85	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	41	NT	NT	NT	NT
<b>Hispanic or Latino</b>	44	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	49	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Important to our school's success is an effective partnership between parents, the community, and the school. Our school has worked with the community to create a Parent Teacher Student Association (PTSA) to increase avenues for community engagement in our school and in providing for our students. Other opportunities for parent engagement include a bi-monthly coffee with the principal, parent/family engagement nights (i.e. AVID night, Literacy Night, Internet Safety, etc.), Fall Festival, and other activities and workshops throughout the year. Parents are also invited to participate in our School Site Council meetings, which are held on a quarterly basis. Our students are very important to us, and all of the Morrill Middle School community will do whatever we can to help our students to be successful this year and throughout their lives.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	669	663	36	5.4
Female	306	304	13	4.3
Male	363	359	23	6.4
American Indian or Alaska Native	0	0	0	0.0
Asian	300	296	6	2.0
Black or African American	12	11	2	18.2
Filipino	128	128	3	2.3
Hispanic or Latino	167	166	20	12.0
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	25	25	1	4.0
White	29	29	2	6.9
English Learners	148	145	9	6.2
Foster Youth	1	1	1	100.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	241	238	25	10.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	111	110	11	10.0

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.00	0.00	1.91	0.01	3.47	0.20
<b>Expulsions</b>	0.30	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.67	1.29	2.45
<b>Expulsions</b>	0.15	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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



## 2021-22 School Safety Plan

As a result of our involvement with a city safety initiative, the city of San Jose provides resources that help us improve campus safety and are on call when needed. Members of our staff supervise our campus 10 minutes before the start of school and immediately after dismissal. Staff also supervise students during break and lunch. Our staff members hold monthly drills which include; fire, earthquake, intruder alert, and evacuation drills. We also require all visitors to register with the office.

Our school safety plan was built with input from the district safety committee, the School Site Council, staff, and the administrative team. We set 4 goals for the school for the 2019-2020 school year, 2 social and 2 physical safety goals. Our social goals focus on reduced suspensions and the implementation of restorative justice practices and procedures to build our community. Our physical goals are the creating of appropriate fencing to have a secure campus and walkie talkies for each wing of the school to increase communication in the event of an emergency.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	12	1
Mathematics	25	3	10	4
Science	25	3	12	2
Social Science	23	6	11	

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	8	4
Mathematics	31	5	4	8
Science	26	3	10	3
Social Science	25	3	10	3

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	8	5	7
Mathematics	29	5	4	8
Science	27	3	6	7
Social Science	31	3	6	7

## 2020-21 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	653

## 2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	12095	3627	8468	83406
District	N/A	N/A	8218	\$93,843
Percent Difference - School Site and District	N/A	N/A	3.0	-11.8
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	0.3	-2.9

## 2020-21 Types of Services Funded

Individual school sites offer Supplemental Instruction (SI) to students who are below grade level. It is up to each individual school site to identify the students who need extra support based upon district benchmarks or teacher recommendations. Each school site selects certificated and classified staff to teach these SI classes, usually after school (1 – 3 days a week). Each school also identifies the curriculum that will be used. The majority of the school sites select computer-based programs where students can work independently at their current academic level. Some schools provide this time to receive help on their homework.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$61,298	\$52,060
Mid-Range Teacher Salary	\$89,923	\$84,043
Highest Teacher Salary	\$122,864	\$107,043
Average Principal Salary (Elementary)	\$159,002	\$133,582
Average Principal Salary (Middle)	\$167,853	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$235,514	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	7%	5%

## Professional Development

Professional Development this school year occurred before school started in August 2020 and ongoing throughout the 2020 – 2021 school year. The learning needs of staff were determined from reviewing student achievement data and through staff surveys administered in the spring of 2021. Curriculum Council and the Leadership Team provided also provided input after reviewing achievement data.

During the week prior to school, certificated and classified staff attended 12 hours of online asynchronous training through a gamified professional development platform called Alludo. To support staff for distance learning, they were able to self-select beginning, intermediate or advanced technology sessions. Learning activities taught how to use digital platforms such as Google Classroom, SeeSaw, Google Meet, and Zoom. Other sessions addressed pedagogy in a distance-learning format including formative assessment, universal design for learning, peer collaboration, promoting communication and supporting English Learners. Other sessions presented the digital platforms for BUSD curriculum programs such as Envision, Collections, and GoMath. Training addressed a comprehensive list of technology skills in more than 240 learning activities. The Alludo program was also available during the school year.

Throughout the school year, BUSD offered monthly professional development sessions in which all teachers participated (1.5 hours on 9 early release Wednesday afternoons). Principals and district office administrators chose the topics for the 2020-2021 school year in alignment with the District focus on developing a multi-tiered system of support during distance learning. The three sessions offered by the district included digital strategies for supporting the success of English learners as well as suicide prevention training. Sessions offered by sites focused on reviewing student data to determine interventions for students and meeting the needs of students during distance learning.

The Sobrato Early Academic Language (SEAL) program continued implementation at six of our ten elementary schools in grades TK-3 (Cherrywood, Laneview, Summerdale, Brooktree, Toyon and Vinci Park). Cherrywood added grades 4-5 this year. Each teacher had the option of participating in a professional learning series consisting of 5 to 6 afterschool sessions. Three instructional coaches provided BTSA induction training for all teachers who qualified to receive BTSA training and support. Additionally, BUSD teachers provided PAR assistance to teachers who are in need of additional assistance. All teachers had access to an instructional coach so that they could receive follow up support on implementing new learning from professional development.

Social workers and administrators participated in a Trauma-Informed MTSS training which included nine half-day sessions throughout the school year. Site administrators and Ed. Services staff participated in 13 half-day training sessions on Leading for Equity from the National Equity Project.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	35	41	41

# Berryessa Union Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Berryessa Union Elementary School District
<b>Phone Number</b>	408.923.1880
<b>Superintendent</b>	Roxane Fuentes, Ed.D
<b>Email Address</b>	rfuentes@busd.net
<b>District Website Address</b>	www.berryessa.k12.ca.us

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4320	15	0.35	99.65	20.00
Female	2061	4	0.19	99.81	--
Male	2259	11	0.49	99.51	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	2229	8	0.36	99.64	--
Black or African American	63	0	0.00	100.00	--
Filipino	474	1	0.21	99.79	--
Hispanic or Latino	1057	4	0.38	99.62	--
Native Hawaiian or Pacific Islander	25	0	0.00	100.00	--
Two or More Races	275	1	0.36	99.64	--
White	194	1	0.52	99.48	--
English Learners	955	10	1.05	98.95	--
Foster Youth	--	--	--	--	--
Homeless	24	0	0.00	100.00	--
Military	12	0	0.00	100.00	--
Socioeconomically Disadvantaged	1064	5	0.47	99.53	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	502	15	2.99	97.01	20.00

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4320	15	0.35	99.65	26.67
Female	2061	4	0.19	99.81	--
Male	2259	11	0.49	99.51	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	2229	8	0.36	99.64	--
Black or African American	63	0	0.00	100.00	--
Filipino	474	1	0.21	99.79	--
Hispanic or Latino	1057	4	0.38	99.62	--
Native Hawaiian or Pacific Islander	25	0	0.00	100.00	--
Two or More Races	275	1	0.36	99.64	--
White	194	1	0.52		--
English Learners	955	10	1.05	98.95	--
Foster Youth	--	--	--	--	--
Homeless	24	0	0.00	100.00	--
Military	12	0	0.00	100.00	--
Socioeconomically Disadvantaged	1064	5	0.47	99.53	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	502	15	2.99	97.01	26.67

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

SchoolCity Comprehensive Student Groups	SchoolCity Comprehensive Total Enrollment	SchoolCity Comprehensive Number Tested	SchoolCity Comprehensive Percent Tested	SchoolCity Comprehensive Percent Not Tested	SchoolCity Comprehensive Percent At or Above Grade Level
All Students	4308	4074	96%	4%	15%
Female	2056	1965	97%	3%	27%
Male	2252	2109	95%	5%	24%
American Indian or Alaska Native	3	3	100%	0%	0%

<b>Asian</b>	2221	2169	98%	2%	32%
<b>Black or African American</b>	63	55	89%	11%	36%
<b>Filipino</b>	537	513	97%	3%	19%
<b>Hispanic or Latino</b>	1056	931	91%	8%	13%
<b>Native Hawaiian or Pacific Islander</b>	25	23	95%	5%	25%
<b>Two or More Races</b>	210	197	94%	6%	33%
<b>White</b>	193	183	97%	3%	31%
<b>English Learners</b>	953	872	92%	8%	12%
<b>Foster Youth</b>	0	0	0%	0%	0%
<b>Homeless</b>	12	12	100%	0%	7%
<b>Military</b>	12	11	94%	6%	8%
<b>Socioeconomically Disadvantaged</b>	1398	1276	94%	6%	16%
<b>Students Receiving Migrant Education Services</b>	3	3	100%	0%	0%
<b>Students with Disabilities</b>	536	429	85%	5%	5%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>SchoolCity Comprehensive Student Groups</b>	<b>SchoolCity Comprehensive Total Enrollment</b>	<b>SchoolCity Comprehensive Number Tested</b>	<b>SchoolCity Comprehensive Percent Tested</b>	<b>SchoolCity Comprehensive Percent Not Tested</b>	<b>SchoolCity Comprehensive Percent At or Above Grade Level</b>
<b>All Students</b>	4308	4039	96%	4%	15%
<b>Female</b>	2053	1947	96%	4%	26%
<b>Male</b>	2245	2091	95%	5%	27%
<b>American Indian or Alaska Native</b>	3	3	100%	0%	25%
<b>Asian</b>	2216	2153	97%	3%	30%
<b>Black or African American</b>	63	52	69%	31%	22%
<b>Filipino</b>	536	510	97%	3%	32%
<b>Hispanic or Latino</b>	1054	918	90%	10%	16%
<b>Native Hawaiian or Pacific Islander</b>	25	23	95%	5%	34%
<b>Two or More Races</b>	209	197	96%	4%	28%
<b>White</b>	192	182	96%	4%	30%
<b>English Learners</b>	950	854	92%	8%	22%
<b>Foster Youth</b>	0	0	0%	0%	0%
<b>Homeless</b>	12	12	100%	0	0
<b>Military</b>	12	12	100%	0%	57%



<b>Socioeconomically Disadvantaged</b>	1396	1239	92%	8%	20%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	535	427	84%	16%	13%

\*At or above the grade-level standard in the context of the local assessment administered.