

Morrill Middle School

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



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	Morrill Middle School
Street	1970 Morrill Ave
City, State, Zip	San Jose CA 95132
Phone Number	408-923-1930
Principal	Thomas Carroll
Email Address	tcarroll@busd.net
School Website	https://morrill.berryessa.k12.ca.us/
County-District-School (CDS) Code	43693776068928

2022-23 District Contact Information

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

2022-23 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.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	202
Grade 7	202
Grade 8	215
Total Enrollment	619

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.2
Asian	44.1
Black or African American	1.6
Filipino	17.6
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	1.1
Two or More Races	4.2
White	5.5
English Learners	21.8
Foster Youth	0.2
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	36.8
Students with Disabilities	16.8

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)	24.80	79.79	265.50	90.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.68	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	5.28	16.80	5.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.34	12115.80	4.41
Unknown	4.60	14.86	9.60	3.26	18854.30	6.86
Total Teaching Positions	31.00	100.00	295.00	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)	25.80	89.15	258.10	92.73	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	1.44	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.10	8.00	2.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.90	6.71	8.10	2.93	15831.90	5.67
Total Teaching Positions	29.00	100.00	278.40	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	1.60	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	1.10

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)	5.30	4.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	3.30

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

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	6-8 - Houghton Mifflin Harcourt © 2017 California Collections (BUSD 5/8/17)	Yes	0
Mathematics	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
Science	6-8: Amplify Science - 8/15/19	Yes	0
History-Social Science	6 - 8 TCI (Teachers Curriculum Institute)© 2004/2005History Alive! (Supplemental) (BUSD 06-13-06)	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	6-8 Pearson Scott Foresman: Making Music, California Edition - 4/11/08	Yes	0
Science Laboratory Equipment (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

1/9/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: 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.
Interior: Interior Surfaces	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Cleanliness: 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.
Electrical	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Safety: Fire Safety, Hazardous Materials	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Structural: Structural Damage, Roofs	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
External: 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		

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	62	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	43	N/A	55	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	614	598	97.39	2.61	62.04
Female	294	287	97.62	2.38	67.25
Male	320	311	97.19	2.81	57.23
American Indian or Alaska Native	--	--	--	--	--
Asian	265	260	98.11	1.89	74.62
Black or African American	--	--	--	--	--
Filipino	112	110	98.21	1.79	60.00
Hispanic or Latino	163	157	96.32	3.68	42.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	84.62
White	30	28	93.33	6.67	60.71
English Learners	118	106	89.83	10.17	11.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	204	94.44	5.56	49.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	100	97	97.00	3.00	16.49

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	614	600	97.72	2.28	43.33
Female	294	288	97.96	2.04	40.28
Male	320	312	97.50	2.50	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	265	262	98.87	1.13	59.54
Black or African American	--	--	--	--	--
Filipino	112	110	98.21	1.79	36.36
Hispanic or Latino	163	156	95.71	4.29	21.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	61.54
White	30	29	96.67	3.33	37.93
English Learners	118	113	95.76	4.24	11.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	209	96.76	3.24	28.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	100	97	97.00	3.00	16.49

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	46.86	NT	50	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	213	208	97.65	2.35	46.86
Female	95	91	95.79	4.21	45.05
Male	118	117	99.15	0.85	48.28
American Indian or Alaska Native	0	0	0	0	0
Asian	94	94	100	0	59.57
Black or African American	--	--	--	--	--
Filipino	39	38	97.44	2.56	39.47
Hispanic or Latino	55	51	92.73	7.27	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	39	36	92.31	7.69	5.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	72	94.74	5.26	30.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	18.52

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 7	99%	99%	99%	99%	99%

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

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 parent/family engagement nights (i.e. AVID night, Literacy Night, Internet Safety, etc.), Winter 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	653	137	21.0
Female	318	313	69	22.0
Male	345	340	68	20.0
American Indian or Alaska Native	2	2	2	100.0
Asian	290	285	17	6.0
Black or African American	10	10	2	20.0
Filipino	114	112	24	21.4
Hispanic or Latino	173	170	71	41.8
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	27	27	6	22.2
White	37	37	12	32.4
English Learners	158	155	36	23.2
Foster Youth	3	3	3	100.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	251	250	84	33.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	113	111	42	37.8

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	2.67	1.29	2.45
Expulsions	0.15	0.01	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	3.92	0.01	1.35	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.92	0.00
Female	2.20	0.00
Male	5.51	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.03	0.00
Black or African American	0.00	0.00
Filipino	1.75	0.00
Hispanic or Latino	8.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	10.81	0.00
English Learners	5.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.42	0.00

2022-23 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 safety drills regularly 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 2022-2023 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.

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

2021-22 Secondary 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 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	27	7	9	4
Mathematics	28	4	8	5
Science	26	3	9	4
Social Science	28	3	7	6

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	619

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

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	12095	3627	8468	83406
District	N/A	N/A	8218	\$95,288
Percent Difference - School Site and District	N/A	N/A	3.0	-13.3
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	24.9	-4.5

2021-22 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.

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	\$61,298	\$52,641
Mid-Range Teacher Salary	\$89,923	\$83,981
Highest Teacher Salary	\$122,864	\$107,522
Average Principal Salary (Elementary)	\$159,002	\$136,247
Average Principal Salary (Middle)	\$167,853	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$235,514	\$242,166
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Professional Development this school year occurred before school started in August and throughout the 2021 - 2022 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 also provided input after reviewing achievement data.

During the week prior to school, an optional professional development day was offered for certificated and classified staff. The online sessions were focused on Culturally and Linguistically Responsive Pedagogy, Social Emotional Learning, and Language and Math support through Imagine Learning.

Throughout the school year, BUSD offered monthly professional development sessions in which all teachers participated (1.5 hours on 9 early release Thursday afternoons). Principals and district office administrators chose the topics for the 2021-2022 school year in alignment with the District focus on developing a multi-tiered system of support and culturally and linguistically responsive pedagogy. The sessions included data analysis to inform instruction and intervention and effective strategies for supporting the success of English learners.

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). New teachers attended a series of SEAL PD sessions delivered through a hybrid model that included four 3-hour asynchronous courses, two after school webinars, and four 90 minutes Community of Practice gatherings.

Two instructional coaches provided New Teacher Induction training for all teachers who qualified to receive training and support. All teachers had access to an instructional coach so that they could receive follow up support on implementing new learning from professional development.

Site administrators and Education Services staff participated in professional development aligned to the identified focus areas and to lead the implementation of multi-tiered systems of support and support culturally and linguistically responsive pedagogy at the sites.

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	41	41	