

Berrendos Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Berrendos Middle School
Street	401 Chestnut Avenue
City, State, Zip	Red Bluff, CA 96080
Phone Number	530.527.6700
Principal	Jim Weber
E-mail Address	jweber@antelopeschools.org
Web Site	http://bms-aesd-ca.schoolloop.com/
Grades Served	6-8
CDS Code	52714726066328

District Contact Information	
District Name	Antelope Elementary School District
Phone Number	530.527.1272
Superintendent	Richard Hassay
E-mail Address	rhassay@antelopeschools.org
Web Site	www.antelopeschools.org

School Description and Mission Statement (Most Recent Year)

Berrendos Middle School, where students are active participants in their education, provides a caring, safe, challenging, and progressive educational experience for all students. Working as a team of parents, educators, and community, our goal is to foster confident, capable, and responsible student citizens who possess an understanding of their potential in a global society.

Berrendos Middle School is located approximately 130 miles north of Sacramento and approximately 3 miles east of the city of Red Bluff. We are the 6th, 7th and 8th grade levels of the Antelope Elementary School District. Berrendos Middle School opened in April of 1969. The enrollment for 2014-2015 was 241 students and 30% are interdistrict.

Campus diversity includes students identified as, African American, Asian, Hispanic, and Native American. Berrendos is designed to meet each child's physical, intellectual, emotional and social needs in a safe and comfortable setting. The school structure is flexible and adaptable. The schools climate, like learning, is a continually changing process, and one that we try to keep evolving using the latest educational theories and research as well as some of the more traditional views of education. Technology is an integral facet of learning at Berrendos Middle School. Students have access to devices in every classroom, where there is a focus on developing 21st century digital learning skills. Berrendos offers band for all grade levels to assist in achieving a well-rounded education.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	79
Grade 7	89
Grade 8	73
Total Enrollment	241

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.7
Asian	2.1
Hispanic or Latino	17.4
White	75.5
Two or More Races	1.7
Socioeconomically Disadvantaged	49.8
English Learners	6.6
Students with Disabilities	5
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	11	11	38
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	1	1	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August, 2015

The Antelope School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and the Antelope School District governing board. The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Adoption Year 2010	Yes	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Carnegie Learning	Yes	0.0%
Science	Prentice Hall Focus on Science Adoption Year 2007	Yes	0.0%
History-Social Science	Prentice Hall Social Science Adoption Year 2006	Yes	0.0%
Foreign Language	Middlebury Interactive Languages - Middle School Spanish Enrichment, Supplemental	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Berrendos Middle School has 11 classrooms, a multipurpose room/cafeteria, a library, a band facility and a full size gymnasium with locker rooms. We continually work on keeping Berrendos School a clean, safe and well-kept campus. Periodic inspections are done by outside agencies and by designated individuals within the district. We have a deferred maintenance fund to keep the buildings and grounds in good repair. Fire drills are held on a regular basis and bus safety is an on-going priority.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	61	54	44
Mathematics	40	36	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	77	73	94.8	19	36	36	10
	7	85	82	96.5	13	18	41	27
	8	73	72	98.6	10	21	58	11
Male	6		32	41.6	22	44	22	13
	7		34	40.0	18	24	41	18
	8		31	42.5	16	35	39	10
Female	6		41	53.2	17	29	46	7
	7		48	56.5	10	15	42	33
	8		41	56.2	5	10	73	12
Black or African American	7		1	1.2	--	--	--	--
	8		1	1.4	--	--	--	--
American Indian or Alaska Native	6		3	3.9	--	--	--	--
	8		1	1.4	--	--	--	--
Asian	6		2	2.6	--	--	--	--
	7		2	2.4	--	--	--	--
Hispanic or Latino	6		12	15.6	17	50	25	8
	7		14	16.5	14	29	50	7
	8		16	21.9	0	31	69	0
White	6		55	71.4	18	33	38	11
	7		63	74.1	13	17	41	29
	8		53	72.6	11	19	55	15
Two or More Races	6		1	1.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		2	2.4	--	--	--	--
	8		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	6		42	54.5	31	33	29	7
	7		33	38.8	27	27	39	6
	8		35	47.9	17	23	54	6
English Learners	6		7	9.1	--	--	--	--
	7		4	4.7	--	--	--	--
	8		4	5.5	--	--	--	--
Students with Disabilities	6		4	5.2	--	--	--	--
	7		8	9.4	--	--	--	--
	8		3	4.1	--	--	--	--
Students Receiving Migrant Education Services	6		1	1.3	--	--	--	--
	7		1	1.2	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	77	75	97.4	37	43	16	4
	7	85	83	97.6	18	34	30	18
	8	73	72	98.6	22	28	31	19
Male	6		32	41.6	25	56	13	6
	7		34	40.0	24	32	26	18
	8		31	42.5	26	35	19	19
Female	6		43	55.8	47	33	19	2
	7		49	57.6	14	35	33	18
	8		41	56.2	20	22	39	20
Black or African American	7		1	1.2	--	--	--	--
	8		1	1.4	--	--	--	--
American Indian or Alaska Native	6		3	3.9	--	--	--	--
	8		1	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	6		2	2.6	--	--	--	--
	7		3	3.5	--	--	--	--
Hispanic or Latino	6		12	15.6	50	42	0	8
	7		14	16.5	29	36	21	14
	8		16	21.9	13	56	25	6
White	6		57	74.0	33	44	19	4
	7		63	74.1	16	35	35	14
	8		53	72.6	25	21	34	21
Two or More Races	6		1	1.3	--	--	--	--
	7		2	2.4	--	--	--	--
	8		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	6		42	54.5	48	40	10	2
	7		33	38.8	39	36	21	3
	8		35	47.9	29	29	29	14
English Learners	6		7	9.1	--	--	--	--
	7		5	5.9	--	--	--	--
	8		4	5.5	--	--	--	--
Students with Disabilities	6		4	5.2	--	--	--	--
	7		8	9.4	--	--	--	--
	8		3	4.1	--	--	--	--
Students Receiving Migrant Education Services	6		1	1.3	--	--	--	--
	7		1	1.2	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	68	76	58	60	69	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	69
All Students at the School	76
Male	72
Female	79
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	62
White	81
Two or More Races	--
English Learners	--
Students with Disabilities	67
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.40	29.20	25.00

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Site Council and the District Leadership Team offer opportunities for parent and community stakeholders to advise and provide input to district administration. Antelope School District has a very active Booster Club which supports both sites. The group welcomes new members throughout the year. Parents are encouraged to get involved. The Antelope/Berrendos Booster Club raises money each year to enrich the educational programs at both schools.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.36	3.21	5.08	3.09	1.49	4.81	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Berrendos School has a comprehensive school safety plan. The scope of our plan for safety, discipline and drug prevention is broad. We all share the responsibility of guaranteeing the safety of our students and for maintaining an environment free of drugs and violence. A priority is placed on annual safety training of faculty and staff; including a review of procedures and consultation with law enforcement and other outside agencies. Additionally, the plan is designed to effect school culture beyond the physical safety for the students and staff, and to include the emotional and social safety of all stakeholders.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	18	11	8		19	9	15		21	7	13	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13	19	4		11	21	4		13	18	6	
Mathematics	15	9	1		17	5	3		28		3	
Science	25	1	5		23	2	4		27		6	
Social Science	20	4	3		23	2	4		23	1	6	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.45	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.9	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.15	N/A
Resource Specialist	.20	N/A
Other		N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,184	\$2,273	\$4,911	\$58,107
District	N/A	N/A	4,911	\$63,219
Percent Difference: School Site and District	N/A	N/A	0.0	-8.9
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	4.7	0.3

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

Types of Services Funded (Fiscal Year 2014-15)

The programs and supplemental services align with the priorities and goals identified in our Local Control Accountability Plan. Academic intervention is offered in language arts and mathematics to students needing additional support.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,023	\$39,948
Mid-Range Teacher Salary	\$53,807	\$57,401
Highest Teacher Salary	\$72,926	\$73,183
Average Principal Salary (Elementary)	\$78,732	\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$107,890	\$112,657
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Antelope School District's academic calendar includes one full day and 32 minimum days (early release Mondays) that are dedicated to staff development. The one full day is placed at the start of the academic school year, while the minimum days occur throughout the year. In addition, teachers at all school sites received a minimum of two days of release time to meet with grade level teams. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.