

Berrendos Middle School

401 Chestnut Avenue • Red Bluff, CA 96080 • 530.527.6700 • Grades 6-8

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<http://bms-aesd-ca.schoolloop.com/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Antelope Elementary School District

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District Governing Board

Dan Boone

Bret Richards

Greg Gozzo

Jamie Hickok

Pat Spangle

District Administration

Richard E Hassay

Superintendent

John Sheffield

Director, LAVA Charter School

Barney Thomas

**Principal, Antelope Elementary
School**

Jim Weber

Principal, Berrendos Middle School

School Description

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 237 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	75
Grade 7	75
Grade 8	87
Total Enrollment	237

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.3
Asian	2.5
Filipino	0
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	0
White	75.5
Two or More Races	2.1
Socioeconomically Disadvantaged	40.1
English Learners	5.5
Students with Disabilities	8.9
Foster Youth	0.4

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			
Berrendos Middle School	14-15	15-16	16-17
With Full Credential	11	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Antelope Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	41
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Berrendos Middle School	14-15	15-16	16-17
Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

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.

Textbooks and Instructional Materials Year and month in which data were collected: August, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts Adoption Year 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Carnegie Learning The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Prentice Hall Focus on Science Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall Social Science Adoption Year 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Middlebury Interactive Languages - Middle School Spanish Enrichment, Supplemental The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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) 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		

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	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	61	72	54	61	44	48
Math	39	46	36	43	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	68	76	85	60	69	66	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.7	22.5	35.2

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	83	82	98.8	85.4
Male	37	36	97.3	88.9
Female	46	46	100.0	82.6
Hispanic or Latino	14	14	100.0	57.1
White	62	61	98.4	95.1
Socioeconomically Disadvantaged	28	27	96.4	77.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	78	74	94.9	74.3
	7	77	76	98.7	69.7
	8	83	83	100.0	72.3
Male	6	42	40	95.2	80.0
	7	35	34	97.1	58.8
	8	37	37	100.0	62.2
Female	6	36	34	94.4	67.7
	7	42	42	100.0	78.6
	8	46	46	100.0	80.4
Hispanic or Latino	6	15	13	86.7	69.2
	7	12	12	100.0	58.3
	8	14	14	100.0	42.9
White	6	58	56	96.5	75.0
	7	59	58	98.3	72.4
	8	62	62	100.0	79.0
Socioeconomically Disadvantaged	6	33	29	87.9	58.6
	7	35	34	97.1	58.8
	8	28	28	100.0	50.0

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	78	74	94.9	41.9
	7	77	76	98.7	42.1
	8	77	76	98.7	42.1
Male	6	42	40	95.2	50.0
	7	35	34	97.1	50.0
	8	35	34	97.1	50.0
Female	6	36	34	94.4	32.4
	7	42	42	100.0	35.7
	8	42	42	100.0	35.7
Hispanic or Latino	6	15	13	86.7	30.8
	7	12	12	100.0	16.7
	8	12	12	100.0	16.7
White	6	58	56	96.5	41.1
	7	59	58	98.3	50.0
	8	59	58	98.3	50.0
Socioeconomically Disadvantaged	6	33	29	87.9	24.1
	7	35	34	97.1	38.2
	8	35	34	97.1	38.2

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 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.

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 (School Year 2016-17)

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.

School Safety Plan

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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.21	5.08	
Expulsions Rate	0.00	0.00	
District	2013-14	2014-15	2015-16
Suspensions Rate	1.49	4.81	
Expulsions Rate	0.00	0.00	
State	2013-14	2014-15	2015-16
Suspensions Rate	4.36	3.80	
Expulsions Rate	0.10	0.09	

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.

2016-17 Federal Intervention Program		
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		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.35
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.9
Psychologist	.10
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	.15
Resource Specialist	.20
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	11	13	13	21	18	18	4	6	6			
Mathematics	17	28	28	5			3	3	3			
Science	23	27	27	2			4	6	6			
Social Science	23	23	23	2	1	1	4	6	6			

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

Professional Development provided for Teachers

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,023	\$41,085
Mid-Range Teacher Salary	\$53,807	\$59,415
Highest Teacher Salary	\$72,926	\$75,998
Average Principal Salary (ES)	\$78,732	\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$102,300	\$116,069
Percent of District Budget		
Teacher Salaries	38%	33%
Administrative Salaries	6%	7%

Types of Services Funded

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.

DataQuest

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

Internet Access

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

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,184	\$2,273	\$4,911	\$58,107
District	◆	◆	4,911	\$63,465
State	◆	◆	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	-8.9
Percent Difference: School Site/ State			4.7	0.3

* Cells with ◆ do not require data.