Berrendos Middle School

401 Chestnut Avenue • Red Bluff, CA 96080 • 530.527.6700 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Antelope Elementary School District
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District Governing Board

Dan Boone, Board President
Board President

Patricia Spangle, Board Clerk

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Board Clerk

District Administration

Jim Weber
Superintendent

Jake Fuller
Director, LAVA Charter School

John Sheffield
Principal, Antelope Elementary School

Levi Gonzalez
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 2018-2019 was 252 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.

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 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).

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 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	74
Grade 7	88
Grade 8	90
Total Enrollment	252

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1.2
Asian	2
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.4
White	68.3
Two or More Races	0.8
Socioeconomically Disadvantaged	48.8
English Learners	2
Students with Disabilities	6.7
Homeless	0.4

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

Teacher Credentials for Berrendos Middle	17-18	18-19	19-20
With Full Credential	12	13	12
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Antelope Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	41
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Berrendos Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 instructional materials 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, 2019

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	Scholastic ScienceFlix	
	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%

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

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: 12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	**Good**	

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. 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); 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	59	53	57	50	50	50
Math	48	44	46	45	38	39

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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	13.6	22.7	26.1

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	252	98.05	53.17
Male	124	122	98.39	46.72
Female	133	130	97.74	59.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	71	70	98.59	44.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	170	166	97.65	58.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	135	134	99.26	44.78
English Learners	29	29	100.00	34.48
Students with Disabilities	24	23	95.83	4.35
Foster Youth	--	--	--	--

Note: 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.

Note: 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 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	251	97.67	44.22
Male	124	121	97.58	43.80
Female	133	130	97.74	44.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	71	70	98.59	31.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	170	165	97.06	50.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	135	133	98.52	36.09
English Learners	29	29	100.00	20.69
Students with Disabilities	24	23	95.83	4.35
Foster Youth	--	--	--	--

Note: 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.

Note: 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 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 State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Site Council, the LCAP committee, 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 State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Safety of students and staff is a primary concern of Berrendos Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was recently updated by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by classified and certificated staff, and classified staff supervise students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the office when entering the campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.1	3.7	6.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	2.3	3.8
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.3

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	15	12	6		15	13	6		16	13	6	
Mathematics	16	7	2		20	6	5		18	6	6	
Science	27		6		28		6		30		6	
Social Science	23	1	6		24	1	6		25	2	5	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 day Mondays 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,458	$45,252
Mid-Range Teacher Salary	$58,758	$65,210
Highest Teacher Salary	$81,942	$84,472
Average Principal Salary (ES)	0	$107,614
Average Principal Salary (MS)	91504	$112,242
Average Principal Salary (HS)	$0	$
Superintendent Salary	$116,000	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	31%
Administrative Salaries	6%	7%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7876.00	1215.00	6661.00	72675
District	N/A	N/A	8851.00	65542
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.2	10.3
School Site/ State	-11.9	11.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.