

Morrill Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Morrill Middle School
Street	1970 Morrill Ave
City, State, Zip	San Jose CA 95123
Phone Number	408-923-1930
Principal	Thomas Carroll
E-mail Address	tcarroll@busd.net
Web Site	http://morrill.berryessa.k12.ca.us/
CDS Code	43693776068928

District Contact Information	
District Name	Berryessa Union Elementary School District
Phone Number	408.923.1880
Superintendent	Roxane Fuentes, Ed.D
E-mail Address	rfuentes@busd.net
Web Site	www.berryessa.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

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.

The mission of Morrill Middle School is to prepare each student to be successful in high school and in life. This is 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 to 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	213
Grade 7	228
Grade 8	232
Total Enrollment	673

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.0
Asian	38.2
Filipino	22.0
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	1.0
White	4.5
Socioeconomically Disadvantaged	42.5
English Learners	21.8
Students with Disabilities	14.1
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	31	31	29	298
Without Full Credential	0	2	2	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	2
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: February 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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: College Preparatory Mathematics Common Core Series...Core Connections - 4/23/14	Yes	0
Science	6-8: CPO: CPO Science - 5/15/07	Yes	0
History-Social Science	6-8: Glencoe/McGraw Hill: Discovering our Past 6/13/2006	Yes	0
Visual and Performing Arts	6-8 Pearson Scott Foresman: Making Music, California Edition - 4/11/08	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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; a computer lab; art, home economics, instrumental music, and choral music rooms; a multipurpose room; 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 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. This site is also scheduled to have interior and exterior lighting upgrades completed through Prop. 39 initiatives in identified areas throughout the campus.

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) will be used to complete various modernization projects. These projects include 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 will be completed by the end of the 2018/19 school year.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 6/29/18		
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	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/29/18	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	52.0	60.0	59.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	48.0	55.0	57.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	658	643	97.72	60.06
Male	337	329	97.63	53.96
Female	321	314	97.82	66.45
Black or African American	16	15	93.75	60.00
Asian	254	244	96.06	72.54
Filipino	108	107	99.07	60.75
Hispanic or Latino	160	157	98.13	38.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100.00	62.07
Two or More Races	84	84	100.00	65.48
Socioeconomically Disadvantaged	272	270	99.26	53.53
English Learners	299	288	96.32	55.75
Students with Disabilities	79	76	96.20	10.53
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	657	653	99.39	47.78
Male	337	334	99.11	44.31
Female	320	319	99.69	51.41
Black or African American	16	15	93.75	26.67
Asian	254	253	99.61	66.4
Filipino	108	108	100	44.44
Hispanic or Latino	159	157	98.74	23.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100	41.38
Two or More Races	84	84	100	51.19
Socioeconomically Disadvantaged	271	269	99.26	42.75
English Learners	299	299	100	50.84
Students with Disabilities	79	76	96.2	11.84
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.2	17.7	40.7

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 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 2018-19)

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. Other opportunities for parent engagement include monthly parent/family engagement nights, such as AVID night, Literacy Night, Fall Festival, and other activities and workshops throughout the year. Parents are also invited to participate in our School Site Council meetings, which are held once per month. 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	12.6	5.8	5.7	3.1	2.1	2.0	3.7	3.7	3.5
Expulsions	0.4	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

As a result of our involvement with a city safety initiative, the city of San Jose provides resources that help us improve campus safety and are on call when needed. Members of our staff supervise our campus 10 minutes before the start of school and immediately after dismissal. Staff also supervise students during break and lunch. Our staff members hold monthly drill 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, the school safety committee and the administrative team. We set 4 goals for the school for the 2018-2019 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 an actual closed campus and looking into buying and then placing more security cameras to increase our ability to monitor the campus during school hours.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	21.0	14	3	8	21.0	11	12	1	25.0	5	14	
Mathematics	14.0	5		1	9.0	5	1		25.0	5	12	2
Science	27.0	3	7	7	26.0	3	10	5	26.0	3	13	2
Social Science	25.0	7	6	6	25.0	4	12	3	26.0	3	8	5

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.07	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.54	N/A
Social Worker	.7	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	.07	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,643	\$2,239	\$5,404	\$112,977
District	N/A	N/A	\$5,208	\$82,264
Percent Difference: School Site and District	N/A	N/A	3.7	31.5
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-27.5	33.1

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.

Types of Services Funded (Fiscal Year 2017-18)

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,029	\$50,084
Mid-Range Teacher Salary	\$78,140	\$80,256
Highest Teacher Salary	\$104,219	\$100,154
Average Principal Salary (Elementary)	\$145,374	\$125,899
Average Principal Salary (Middle)	\$150,687	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$240,730	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	7.0	5.0

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)

Professional Development this school year occurred on many different levels – before school started (summer of 2018) and ongoing throughout the 2018 – 2019 school year. The district office working with our site principals and curriculum leadership teams developed the scope/sequence of the professional development sessions. Leadership teams reviewed student data produced from benchmark tests, ELPAC, and SBAC data, as well as staff feedback when developing the scope and sequence.

At the beginning of the school year, all certificated and classified staff participated in two days of professional development aligned to their instructional role and needs. TK-5 teachers received training on small group and differentiated instruction. Special education staff, social workers and psychologist received training on topics pertinent to their needs such as Handwriting Without Tears, TCI De-Escalation, Supporting Executive Functions, Benchmark Advance Resources to Scaffold Intervention in Special Education, and Administering and Scoring the Learning Accomplishment Profile Diagnostic. Middle school staff received specialized training related to the content they teach, that focused on student engagement, differentiation, technology use, and rigorous instruction. Training for new teachers focused on introducing the district’s curriculum and assessment programs. Classified staff participated in some sessions with their certificated colleagues as well as other sessions designed to meet their specific professional needs.

During the school year middle school, science teachers were released up to four days to plan integrated NGSS units of study. They also received additional training for three programs piloted for adoption. Middle school history teachers were released for three days to participate in a pilot and adoption of history social science programs. Middle school math and writing teachers scored student benchmarks during release days for each grade. Math, ELA/ELD and Science Curriculum Leadership Teams comprised of TK-8th grade teachers participated in training and developed teacher resources such as curriculum maps and benchmarks during three release days for each content area.

Throughout the school year, we offered monthly professional development sessions in which all teachers participated (1.5 hours on nine early release Thursday afternoons). Principals and district office administrators chose the topics for the 2018-2019 school year in alignment with the District focus on developing a multi-tiered system of support.

The Sobrato Early Academic Language (SEAL) program was implemented at six of our ten elementary schools in grades TK-3. The schools included were Cherrywood, Laneview, Summerdale, Brooktree, Toyon and Vinci Park. Teachers in the first two years of implementation received three two-day training modules each followed by a day of unit planning. Teachers in the third year of implementation participated in three days of unit planning. Contracted SEAL experts provided the module training sessions and three district instructional coaches facilitated the follow up planning PD sessions. Teachers were released from their classrooms for all of these PD days.

Four instructional coaches provided BTSa induction training for all teachers who qualified to receive BTSa training and support. Additionally, BUSD teachers provide PAR assistance to teachers who are in need of additional assistance. Each school site has at least one .5 FTE instructional coach, so that all teachers have access to an instructional coach as follow up support after professional development.