

Morrill Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Morrill Middle School
Street	1970 Morrill Avenue
City, State, Zip	San Jose CA 95132
Phone Number	408-923-1930
Principal	Mya Duong
Email Address	mduong@busd.net
School Website	https://morrill.berryessa.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	43693776068928

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Our goal at Morrill Middle School is to foster a safe, clean, positive, and respectful learning environment for all students and staff and provide a school learning environment where students can develop into positive and productive citizens well prepared for their future.

Morrill Middle School's mission is to prepare all students to be lifelong learners contributing to a globally-connected community.

Morrill's vision is to be a safe, collaborative pillar for the community which provides:

2025-26 School Description and Mission Statement

- 21st century student-centered learning
- Inclusivity through equitable access for all students and staff
- Engagement beyond the classroom to expand the student and staff experience and their contributions
- The opportunity to develop into positive and productive citizens

The mission and vision are accomplished by providing our students with a safe and positive environment that supports their learning. Through high expectations for behavior and academics, we will guide students as they acquire the knowledge, skills, and attitudes that foster an enjoyment of learning, a respect for themselves and others, and the ability to become responsible citizens. Morrill Middle School is a great place for children to grow and develop as they move from sixth through eighth grade. The staff at Morrill is caring, and continually challenges the students to be at their best each and every day. We are continuously improving to meet the needs of our learners as well as the needs of society.

Important to our school's success is an effective partnership between parents, the community, and the school. Our school has worked with the community to create a Parent-Teacher-Student Association to increase avenues for community engagement in our school and in providing for our students. Our students are very important to us, and all of the Morrill Middle School community will do whatever we can to help our students to be successful this year, and throughout their lives.

Berryessa Union School District provides all students the skills to become lifelong learners and successful 21st century global citizens. At Morrill, we help achieve the district mission by offering rigorous, standards aligned curriculum for our students. Providing teacher training and support to ensure they can provide the highest quality instruction for all students is a priority of our school. By engaging students within the classroom, as well as outside of the classroom, we believe we can impact the whole student in achieving success. Through after-school sports, clubs, and homework support, our students are able to access resources for support and inclusion both inside and outside of the classroom.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	222
Grade 7	209
Grade 8	234
Total Enrollment	665

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
American Indian or Alaska Native	0.2
Asian	44.7
Black or African American	1.5
Filipino	15.2
Hispanic or Latino	31.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.9
White	4.1
English Learners	22.6
Foster Youth	0.2
Homeless	8.6
Socioeconomically Disadvantaged	36.1
Students with Disabilities	14.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.8	89.15	258.1	92.73	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4	1.44	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	4.1	8	2.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1.9	6.71	8.1	2.93	15831.9	5.67
Total Teaching Positions	29	100	278.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.9	90.32	253.5	91.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	2.17	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.65	5.5	2.03	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.43	11746.9	4.23
Unknown/Incomplete/NA	2.7	9	9.6	3.5	14303.8	5.15
Total Teaching Positions	30.9	100	275.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.5	89.93	247.3	91.95	230039.4	100
Intern Credential Holders Properly Assigned	0.4	1.31	5.4	2.01	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.65	7.4	2.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.37	12112.8	4.34
Unknown/Incomplete/NA	2.4	8.07	7.7	2.89	13705.8	4.91
Total Teaching Positions	30.6	100	269	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.10	0.2	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	0.2	0.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	0.7	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2025 January
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 - Houghton Mifflin Harcourt © 2017 California Collections (BUSD 5/8/17)	0
Mathematics	6 - 8 CPM Educational Program © 2013 Course 1, Course 2, Course 3 (BUSD 04-11-15) Advanced Math CPM Core Connection © 2014 Integrated 1	0
Science	6-8: Amplify Science - 8/15/19	0
History-Social Science	6 - 8 TCI (Teachers Curriculum Institute)© 2004/2005History Alive! (Supplemental) (BUSD 06-13-06)	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	6-8 Pearson Scott Foresman: Making Music, California Edition - 4/11/08	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional, and inviting for students, staff members, and the community. To assist in this effort, the district utilizes Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life, and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

School Facility Conditions and Planned Improvements

Age of School Buildings: Morrill was opened in 1972. This school has 46 regular classrooms, as well as an art, instrumental music, choral music, multipurpose, flexible instructional space, a library, and an administration building. In addition to the main classrooms, there are two portable classrooms added to provide addition classroom space.

In a joint venture with the City of San Jose, the district constructed a 22,000 square feet Berryessa Youth Center (BYC) in 2005. The building has a large gymnasium for school use, and also serves as an after-hours youth center for the City of San Jose Department of Recreation, YMCA, and the community.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the maintenance supervisor, works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: During the 2018 summer period, local bond funds (Measure L) were used to complete various modernization projects. These projects included installation of new flooring, replacement of classroom furniture, painting of identified interior spaces throughout the campus, and the construction of a Flexible Instructional Space. All work described was completed by the end of the 2018/19 school year.

Year and month of the most recent FIT report

2025 July

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Interior: Interior Surfaces			X	All Deficiencies have been put in our work order system and have been completed or are work in progress.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Electrical		X		All Deficiencies have been put in our work order system and have been completed or are work in progress.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Safety: Fire Safety, Hazardous Materials	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
Structural: Structural Damage, Roofs	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All Deficiencies have been put in our work order system and have been completed or are work in progress.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	60	63	64	47	48
Mathematics (grades 3-8 and 11)	46	44	54	54	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	645	637	98.76	1.24	59.97
Female	293	291	99.32	0.68	67.35
Male	352	346	98.30	1.70	53.76
American Indian or Alaska Native	--	--	--	--	--
Asian	292	291	99.66	0.34	78.35
Black or African American	--	--	--	--	--
Filipino	100	100	100.00	0.00	65.00
Hispanic or Latino	198	193	97.47	2.53	31.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	80.00
White	23	21	91.30	8.70	47.62
English Learners	118	115	97.46	2.54	7.83
Foster Youth	--	--	--	--	--
Homeless	55	55	100.00	0.00	47.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	240	234	97.50	2.50	45.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	89	98.89	1.11	16.85

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	645	634	98.29	1.71	43.60
Female	293	288	98.29	1.71	45.99
Male	352	346	98.30	1.70	41.62
American Indian or Alaska Native	--	--	--	--	--
Asian	292	290	99.32	0.68	65.74
Black or African American	--	--	--	--	--
Filipino	100	99	99.00	1.00	41.41
Hispanic or Latino	198	193	97.47	2.53	13.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	45.00
White	23	21	91.30	8.70	33.33
English Learners	118	116	98.31	1.69	6.03
Foster Youth	--	--	--	--	--
Homeless	55	54	98.18	1.82	27.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	240	234	97.50	2.50	27.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	88	97.78	2.22	9.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.36	38.33	49.25	50.51	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	230	227	98.70	1.30	38.33
Female	104	104	100.00	0.00	39.42
Male	126	123	97.62	2.38	37.40
American Indian or Alaska Native	0	0	0	0	0
Asian	97	96	98.97	1.03	58.33
Black or African American	--	--	--	--	--
Filipino	31	31	100.00	0.00	35.48
Hispanic or Latino	83	81	97.59	2.41	18.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	46	100.00	0.00	4.35
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	16.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	91	97.85	2.15	21.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96	96	77	94	96

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Important to our school's success is an effective partnership between parents, the community, and the school. Our school has worked with the community to create a Parent Teacher Student Association (PTSA) to increase avenues for community engagement in our school and in providing for our students. Other opportunities for parent engagement include parent/family engagement nights (i.e. AVID night, Literacy Night, Internet Safety, etc.), Winter Festival, and other activities and workshops throughout the year. Parents are also invited to participate in our School Site Council meetings, which are held on a quarterly basis. Our students are very important to us, and all of the Morrill Middle School community will do whatever we can to help our students to be successful this year and throughout their lives.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	693	683	96	14.1
Female	316	311	36	11.6
Male	377	372	60	16.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	308	302	12	4.0
Black or African American	--	--	--	--
Filipino	102	102	3	2.9
Hispanic or Latino	221	220	68	30.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	2	10.0
White	29	26	8	30.8
English Learners	167	164	35	21.3
Foster Youth	--	--	--	--
Homeless	71	71	16	22.5
Socioeconomically Disadvantaged	277	271	62	22.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	101	25	24.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.65	2.1	2.02	1.6	1.52	0.84	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.14	0	0	0.03	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.02	0.00
Female	0.32	0.00
Male	3.45	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.97	0.00
Black or African American	0.00	0.00
Filipino	1.96	0.00
Hispanic or Latino	3.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.45	0.00
English Learners	2.40	0.00
Foster Youth	0.00	0.00
Homeless	4.23	0.00
Socioeconomically Disadvantaged	2.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

As a result of our involvement with a city safety initiative, the City of San Jose provides resources that help us improve campus safety and are on call when needed. Members of our staff supervise our campus 10 minutes before the start of school and immediately after dismissal. Staff also supervise students during break and lunch. Our staff members hold safety drills regularly which include fire, earthquake, intruder alert, and evacuation drills. We also require all visitors to register with the office upon entering campus grounds.

Our school safety plan was built with input from the district safety committee, the School Site Council, staff, and the administrative team. We set 4 goals for the school for the 2024-2025 school year, 2 social and 2 physical safety goals. Our social goals focus on reduced suspensions and the implementation of restorative justice practices and procedures to build our community. Our physical goals are the creating of appropriate fencing to have a secure campus and walkie-talkies for each wing of the school to increase communication in the event of an emergency.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	5	7	5
Mathematics	26	4	4	8
Science	23	4	11	2
Social Science	26	3	6	6

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	8	5	8
Mathematics	36	3	5	8
Science	27	3	6	7
Social Science	27	3	5	8

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	7	6
Mathematics	36	3	6	7
Science	26	4	7	6
Social Science	28	3	7	6

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	663

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.75
Social Worker	1
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12095	3627	8468	83406
District	N/A	N/A	8218	\$112,208
Percent Difference - School Site and District	N/A	N/A	3.0	-23.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-23.9	-14.4

Fiscal Year 2024-25 Types of Services Funded

Individual school sites offer Supplemental Instruction (SI) to students who are below grade level. It is up to each individual school site to identify the students who need extra support based upon district benchmarks or teacher recommendations. Each school site selects certificated and classified staff to teach these SI classes, usually after school (1 – 3 days a week). Each school also identifies the curriculum that will be used. The majority of the school sites select computer- based programs where

Fiscal Year 2024-25 Types of Services Funded

students can work independently at their current academic level. Some schools provide this time to receive help on their homework.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$71,289	\$61,597
Mid-Range Teacher Salary	\$101,230	\$98,902
Highest Teacher Salary	\$136,423	\$126,340
Average Principal Salary (Elementary)	\$167,531	\$158,383
Average Principal Salary (Middle)	\$170,216	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$273,899	\$288,332
Percent of Budget for Teacher Salaries	34.32%	31.29%
Percent of Budget for Administrative Salaries	6.79%	5.38%

Professional Development

Professional Development this school year occurred throughout the 2024 - 2025 school year with 2 dedicated non-pupil days in the fall and winter. The learning needs of staff were determined from reviewing student achievement data and through collaborative talks with our unit members. Our Community of Practice Teams and the Leadership Team also provided input after reviewing achievement data.

Our 2 dedicated professional development days allowed for a variety of sessions with multiple topics of focus. This included instructional strategies, use of instructional data, technology, self care, Visual and Performing Arts (VAPA) sessions, and sessions dedicated to specific grade levels.

Throughout the school year, BUSD offered monthly professional development sessions in which all teachers participated (1.5 hours on 9 early release Thursday afternoons). Principals and district office administrators chose the topics for the 2024-2025 school year in alignment with the District focus on developing a multi-tiered system of support, culturally and linguistically responsive pedagogy, instructional practices to address our English Language learners, and math. The sessions included data analysis to inform instruction and intervention and effective strategies for supporting the success of English learners and Success Scholars.

The Sobrato Early Academic Language (SEAL) program continued implementation at five of our seven elementary schools in grades TK-3 (Brooktree, Cherrywood, Laneview, Vinci Park & Toyon ES). New teachers attended a series of SEAL PD sessions delivered through a hybrid model that included four 3-hour asynchronous courses, two after-school webinars, and four 90 minutes Community of Practice gatherings.

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

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11