

New Brighton Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	New Brighton Middle School
Street	250 Washburn Ave.
City, State, Zip	Capitola, CA 95010-3799
Phone Number	831.464.5660
Principal	Craig Broadhurst
E-mail Address	CBroadhurst@suesd.org
Web Site	
Grades Served	6-8
CDS Code	44-69849-6066542

District Contact Information	
District Name	Soquel Union Elementary School District
Phone Number	(831) 464-5639
Superintendent	
E-mail Address	hjasaniada@suesd.org
Web Site	www.soqueldo.santacruz.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Mission Statement and Belief Statements

Staff, students, parents and the community share the responsibility for each child's success.

We are committed to ensuring that each student develops the skills and confidence for lifelong achievement and is prepared to make a positive contribution to our world.

We Believe....

Achievement, success and a lifelong love of learning are supported by clear standards, challenging curricula, quality instruction facilitated by modern technology and aligned assessments.

All members of the school community are a part of creating and sustaining a safe, respectful and well-maintained environment.

Our school community values diversity and respects the contributions and talents of each individual.

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

Grade Level	Number of Students
Grade 6	269
Grade 7	227
Grade 8	267
Total Enrollment	763

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.8
Asian	2.5
Filipino	1.4
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	0.4
White	54.9
Two or More Races	5
Socioeconomically Disadvantaged	33.7
English Learners	7.7
Students with Disabilities	10
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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	37	35	97
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

Year and month in which data were collected: December 2015

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

District wide, texts are adopted from the State of California approved list of texts adopted by the State Board of Education. At the middle school level the adopted texts are:

Language Arts—Holt Literature, Prentice Hall Social Studies

Grade 6 Social Studies—McGraw Hill/National Geographic Text, Adventures in Time and Place

Grade 7 Social Studies—Houghton Mifflin Social Studies

Grade 8 Social Studies—Prentice Hall's American Nation

Mathematics—McDougal-Littell Middle School Mathematics, Course 2 and Algebra 1, Carnegie Learning, Big Ideas Course 3 and Algebra 1, Engage New York/Eureka Math (grade 7 and 8), CPM Core Connections Algebra

Grade 6 Science—McGraw-Hill Science, California Earth Science;

Grade 7 Science—Prentice Hall Science Explorer Focus on Life Science and Prentice Hall Science Explorer Focus on Physical Science;

Grade 8 Science—CPO Physical Science, Holt Science and Technology Physical Science, Holt Science and Technology Earth Science, and Holt Science and Technology Life Science;

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials (School Year 2015-16)

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Sufficient texts are in place for students to complete all class work and homework without photocopying of texts.	Yes	
Mathematics	Sufficient texts are in place for students to complete all class work and homework without photocopying of texts.	Yes	
Science	Sufficient texts are in place for students to complete all class work and homework without photocopying of texts.	Yes	
History-Social Science	Sufficient texts are in place for students to complete all class work and homework without photocopying of texts.	Yes	
Foreign Language	Our health program is not text dependent at this time.	Yes	
Health	Sufficient texts are in place for students to complete all class work and homework without photocopying of texts.	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Improvements (School Year 2015-16)

Facilities are in good condition and kept clean. We are fortunate to have the ability to continue to modernize, upgrade and repair our facilities

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/27/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/27/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/27/15				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	56	53	44
Mathematics	41	41	33

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

CAASPP Assessment Results - English Language Arts (ELA)

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	270	267	98.9	23	22	40	15
	7	232	224	96.6	20	23	41	17
	8	266	260	97.7	19	23	41	17
Male	6		143	53.0	27	22	37	13
	7		120	51.7	22	23	41	14
	8		136	51.1	25	26	37	12
Female	6		124	45.9	19	23	43	16
	7		104	44.8	18	22	40	19
	8		124	46.6	12	19	45	23
Black or African American	6		3	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
American Indian or Alaska Native	6		2	0.7	--	--	--	--
	7		2	0.9	--	--	--	--
	8		2	0.8	--	--	--	--
Asian	6		6	2.2	--	--	--	--
	7		4	1.7	--	--	--	--
	8		7	2.6	--	--	--	--
Filipino	6		4	1.5	--	--	--	--
	7		5	2.2	--	--	--	--
	8		1	0.4	--	--	--	--
Hispanic or Latino	6		94	34.8	34	22	36	7
	7		78	33.6	40	21	33	6
	8		82	30.8	39	26	24	11
Native Hawaiian or Pacific Islander	6		2	0.7	--	--	--	--
	7		1	0.4	--	--	--	--
White	6		141	52.2	17	22	43	18
	7		124	53.4	11	22	44	23
	8		155	58.3	10	22	50	19
Two or More Races	6		15	5.6	20	27	27	27
	7		9	3.9	--	--	--	--
	8		12	4.5	8	17	33	42
Socioeconomically Disadvantaged	6		98	36.3	40	24	33	3
	7		72	31.0	35	28	35	3
	8		84	31.6	36	26	27	11
English Learners	6		21	7.8	81	14	5	0
	7		16	6.9	75	19	6	0
	8		18	6.8	100	0	0	0
Students with Disabilities	6		28	10.4	71	14	11	4
	7		17	7.3	71	24	6	0
	8		29	10.9	55	34	10	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	270	267	98.9	26	31	26	16
	7	232	225	97.0	26	28	27	19
	8	266	260	97.7	35	30	24	11
Male	6		143	53.0	24	29	24	22
	7		121	52.2	26	26	27	20
	8		136	51.1	38	29	24	9
Female	6		124	45.9	28	35	28	9
	7		104	44.8	25	30	26	18
	8		124	46.6	31	31	24	14
Black or African American	6		3	1.1	--	--	--	--
	7		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
American Indian or Alaska Native	6		2	0.7	--	--	--	--
	7		2	0.9	--	--	--	--
	8		2	0.8	--	--	--	--
Asian	6		6	2.2	--	--	--	--
	7		4	1.7	--	--	--	--
	8		7	2.6	--	--	--	--
Filipino	6		4	1.5	--	--	--	--
	7		5	2.2	--	--	--	--
	8		1	0.4	--	--	--	--
Hispanic or Latino	6		94	34.8	38	35	21	5
	7		78	33.6	42	26	23	8
	8		82	30.8	56	26	16	2
Native Hawaiian or Pacific Islander	6		2	0.7	--	--	--	--
	7		1	0.4	--	--	--	--
White	6		141	52.2	18	31	30	20
	7		125	53.9	18	28	27	26
	8		155	58.3	27	32	27	14
Two or More Races	6		15	5.6	27	20	27	27
	7		9	3.9	--	--	--	--
	8		12	4.5	8	25	25	42
Socioeconomically Disadvantaged	6		98	36.3	42	38	19	1
	7		72	31.0	43	31	19	6
	8		84	31.6	50	27	15	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		21	7.8	86	14	0	0
	7		16	6.9	94	0	0	0
	8		18	6.8	100	0	0	0
Students with Disabilities	6		28	10.4	79	18	0	0
	7		18	7.8	83	17	0	0
	8		29	10.9	79	14	7	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	78	69	75	67	64	66	59	60	56

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	66
All Students at the School	75
Male	72
Female	79
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	56
White	80
Two or More Races	100
Socioeconomically Disadvantaged	36
English Learners	0
Students with Disabilities	61
Foster Youth	--

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.80	37.70	36.30

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents play a vital role at New Brighton Middle School. There are many opportunities for parent participation. Formal opportunities include participation in the New Brighton Middle School Foundation, School Site Council, and the English Learners Advisory Council. Staying in contact with teachers is achieved through our individual Teacher Websites and our online grading program, Synergy. Daily announcements and weekly newsletters also contribute to home/school communication. Reviewing homework and papers sent home, attending Back to School Night, Open House and participating in parent-teacher conferences are essential ways of strengthening the partnership between home and school.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.86	8.34	5.54	3.86	4.93	3.20	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Our school district is a small district with approximately 2,000 pupils. Therefore, all schools are covered by a district wide Safe Schools Plan. This plan stresses emergency preparation and was developed in conjunction with law enforcement and county emergency services. All buildings housing students meet Field Act standards. The Fire Department and the district inspect facilities annually

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	30	5	23	24	27	2	37	4	28	7	41	8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	4	2		12	9	1		10	9		
Mathematics	28	3	7	3	29	3	6	4	25	5	14	1
Science	30		11	4	29		16	1	29		16	2
Social Science	30		19	11	28	1	32	1	28	3	31	

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

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

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

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7656	3428	4228	\$59,850
District	N/A	N/A	4004	\$63,810
Percent Difference: School Site and District	N/A	N/A	5.6	-99.9
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-20.9	-99.9

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

Types of Services Funded (Fiscal Year 2014-15)

New Brighton Middle School offers extreme (intervention) classes in Math, Language Arts, and English Language Development. There are 3 Levels of English Language Development classes for English Learners; Beginning, Intermediate and Advanced. We also offer after-school homework clubs which provide tutoring in Math, Science and Language Arts.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$33,922	\$42,723
Mid-Range Teacher Salary	\$58,007	\$65,936
Highest Teacher Salary	\$77,681	\$84,545
Average Principal Salary (Elementary)	\$97,006	\$106,864
Average Principal Salary (Middle)	\$104,255	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$179,654	\$159,133
Percent of Budget for Teacher Salaries	39%	40%
Percent of Budget for Administrative Salaries	8%	6%

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)

For the past three years teachers have participated in three professional development days per year when students had 'no school' days. In addition for the past two years every teacher has been given the opportunity to be released from school for six additional days of professional development. Silicon Valley Math Initiative has been offered as a summer week-long training opportunity for the past three years. Approximately 20 teachers participated each year. In the summer of 2015 a week-long Mini-Merit technology training was offered and 19 teachers participated.

T Math and technology were the focus of the remaining PD days.