Sunny Brae Middle School

1430 Buttermilk Lane • Arcata, CA 95521 • (707) 822-5988 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Arcata Elementary School District
1435 Buttermilk Lane
Arcata, CA 95521
(707) 822-0351
www.arcataschooldistrict.org/

District Governing Board

Suzanne Langford

Joe McKinzie

Carrie Kelly

Jeffrey Schwartz

Prairie Moore

District Administration

Luke Biesecker
Superintendent
Becky MacQuarrie
Principal

School Description

Sunny Brae Middle School (SBMS) is a 2009 National Blue Ribbon School for 6th through 8th students in the Arcata School District. There is one elementary school and one middle school in the district with a total population of 525 students. Arcata is a small university town located 265 miles north of San Francisco on the Northern Coast of California. Arcata is home to Humboldt State University and is best known for its redwood trees and university town atmosphere.

Sunny Brae has an enrollment of 220 students. The school population draws from a wide range of socioeconomic groups, including university faculty, staff, and students; professionals; blue collar workers; and artists. The school has approximately 55% of its students on free and/or reduced lunch.

Sunny Brae has a full time principal, a 5 day a week psychologist/counselor, a half-time 5 day a week counselor, 9 regular education teachers, 1 part time teachers, 2 special education teachers, a half-time music teacher, and 2 half-time physical education teachers. We have a comprehensive library/technology center open to students and staff. Title 1 support labs at each grade level are staffed with highly trained paraprofessionals. The office staff is composed of two full time employees, an attendance clerk and school secretary. Sunny Brae Middle School has been recognized for excellence over the last eight year period. In 2009, SBMS was one of only 320 schools nationwide to receive a National Blue Ribbon Award. Sunny Brae has been recognized four times as a California Honor School and four times as a Title 1 High Achieving school. Many of our students go on to serve as student leaders and academic scholars in high school.

SBMS students have a core academic program that consists of Mathematics, Language Arts/English, Social Studies/History, and Science. This is complimented by electives, physical education, and core support classes.

SBMS offers a rich elective schedule each trimester for 6th, 7th and 8th grade students. Our strong elective program offers students the opportunity to expand their learning and have an element of choice in doing so. Electives include but are not limited to Art, Spanish, Integrated 1/2 math, Choir, Instrumental Music, School Musical, MathCounts, Computer Lab, Literature enrichment, Science Exporation, Zumba and Video technology.

Mission Statement

Sunny Brae Middle School is committed to providing a comprehensive program in a safe environment that serves the academic, physical, social and emotional needs of our students as they move from childhood to adolescence. Working as a team with parents and the community, we will assist students in developing the necessary skills to become responsible, independent, and self-sufficient learners in a global community.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	76
Grade 7	82
Grade 8	72
Total Enrollment	230

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	4.8
Asian	2.6
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.4
White	64.8
Two or More Races	13
Socioeconomically Disadvantaged	60.9
English Learners	2.2
Students with Disabilities	17
Foster Youth	3
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Sunny Brae Middle	17-18	18-19	19-20
With Full Credential	12	14	14
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	1

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

Teacher Misassignments and Vacant Teacher Positions at Sunny Brae Middle School

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
Math adopted 2014-2015
Published by Pearson California Digits grades 6-8
Higher math levels adopted the same year for CPM
Core Connections Integrated I volume 1
Core Connections Integrated I volume 2
Core Connections Integrated II volume 1
Core Connections Integrated II volume2

Social Science adopted 2018-2019
Published by Teacher's Curriculum Institute
The Ancient World -Grade 6
The Medieval World and Beyond - Grade 7
The U.S. Through Industrialism - Grade 8

English Language Arts was adopted in 2009.
Lucy Calkins Writing was adopted 2017-18

Science
Review CCSS new curriculum this year 2018-19

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Good; Curriculum adopted 2009; Excellent Quality; New writing curriculum adopted 2017 - 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	Excellent Quality ; Curriculum adopted 2014-15	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	Good; currently Reviewing new adoption materials	
	The textbooks listed are from most recent adoption:	No
	Percent of students lacking their own assigned textbook:	0
History-Social Science	Excellent Quality, New curriculum adopted 2017-18	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0

School Facility Conditions and Planned Improvements (Most Recent Year)
SBMS was built in 1951. The classrooms and offices were completely modernized in the summer of 2000/2001. New cabinets, walls, lighting, intercoms, updated electrical system, Internet connections, new phone systems, and floors were installed. Major repairs were made to to multi-purpose room in the summer of 2011. Two boilers at Sunny Brae were replaced in the summer of 2011. The library, computer lab, culinary arts room, music room and science complex were renovated during the summer of 2013. Further renovations to the gymnasium, art room, physical education room, and kitchen will are being completed during the 2018-20 school years..

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	There will be some roof work in the next year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New windows will be installed in 2018 - 2019.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	52	61	62	59	50	50
Math	39	38	48	47	38	39

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	23.7	23.7	19.7

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	225	96.57	60.89
Male	104	98	94.23	52.04
Female	129	127	98.45	67.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	32	32	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	148	145	97.97	64.83
Two or More Races	28	25	89.29	56.00
Socioeconomically Disadvantaged	143	137	95.80	51.09
English Learners	--	--	--	--
Students with Disabilities	45	42	93.33	23.81
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	223	95.71	38.29
Male	104	97	93.27	38.54
Female	129	126	97.67	38.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	32	31	96.88	16.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	148	144	97.30	44.44
Two or More Races	28	25	89.29	44.00
Socioeconomically Disadvantaged	143	135	94.41	30.60
English Learners	--	--	--	--
Students with Disabilities	45	42	93.33	24.39
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are invited to visit our school at any time. Parents are encouraged to be involved in all aspects of the school. The school has an active School Site Council. Parents can monitor their child's academic progress by using our online system – Synergy.   Synergy is our primary website and hosts an array of information. Back to School Night, Open House, and 5th Grade Transition Night are evening events that provide parents with information about the school. Additional events are held throughout the school year that provide opportunities for families. Parents are encouraged to be a part of our Athletic Boosters, as athletics are a big part of the SBMS experience.

State Priority: School Climate

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

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

School Safety Plan

The Arcata School District has a District Safety Committee to review, update, and monitor school and district safety concerns and procedures. Under the leadership of the team, each school maintains a School Safety Plan that deals with disaster preparedness, campus safety, and character education. Parents, staff, and students are surveyed every third year. The information gathered from the survey helps determine areas that might need to be addressed in the school safety plan. The plan is reviewed and updated each year. A copy of the complete plan is available in the school office.

All adults on campus are required to wear an identification badge. Staff members have a picture I.D. that is worn each day. Visitors check in at the office and wear a visitor badge while on campus. Substitute teachers are issued a badge upon arrival. The badges clearly indicate that individuals have permission to be on the school grounds.

Regular earthquake, fire and lockdown drills are held during the school year. Regular inspections are done by the maintenance/custodial staff to insure that the playgrounds, classrooms, and school sites are safe and hazard free.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.6	2.9	6.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	3	3		20	5	2		21	3	6	
Mathematics	19	5	2		20	5	2		21	4	4	
Science	22	3	3		24	2	4		25		6	
Social Science	23	2	4		23	3	3		24	1	5	

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	35

The district provides two days prior to the beginning of the school year, one day during the year, and weekly minimum days each year for professional development. In addition, staff has opportunities to attend workshops at our County Office of Education, in neighboring districts and around the State. New teachers are assigned a BTSA mentor and attend classes and trainings related to being a "new teacher". The primary focus for 2019 - 20 is the piloting of a new science curriculum, a specific focus on PBIS/MTSS behavior management systems, and a focus on Math. Staff members meet as a group, in grade level teams, in subject matter teams, and with the staff from the elementary school. Teachers are supported via teacher-principal meetings, and professional learning community meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$	$45,252
Mid-Range Teacher Salary	$	$65,210
Highest Teacher Salary	$	$84,472
Average Principal Salary (ES)	$	$107,614
Average Principal Salary (MS)	$	$112,242
Average Principal Salary (HS)	$	$
Superintendent Salary	$	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	27%	31%
Administrative Salaries	7%	7%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$13,984	$4,214	$9,770	$61,661
District	N/A	N/A	$8,993	$61,468
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.3	0.3
School Site/ State	26.2	-5.2

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

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

Types of Services Funded

The Arcata School District is a small elementary school district. There are a variety of services funded in the district. These services include one elementary school and one middle school; transportation; before and after school programs; libraries; special education; student support; district office/business services, behavioral support personnel, and food services. All of these services are coordinated by the district management team and support the educational programs in the district.

DataQuest

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

Internet Access

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