

# **New Brighton Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	New Brighton Middle School
<b>Street</b>	250 Washburn Ave.
<b>City, State, Zip</b>	Capitola, CA 95010-3799
<b>Phone Number</b>	831.464.5660
<b>Principal</b>	Craig Broadhurst
<b>Email Address</b>	cbroadhurst@suesd.org
<b>Website</b>	<a href="https://www.nbms.suesd.org/">https://www.nbms.suesd.org/</a>
<b>County-District-School (CDS) Code</b>	44-69849-6066542

Entity	Contact Information
District Name	Soquel Union Elementary School District
Phone Number	(831) 464-5639
Superintendent	Scott Turnbull
Email Address	sturnbull@suesd.org
Website	<a href="https://www.suesd.org/">https://www.suesd.org/</a>

## School Description and Mission Statement (School Year 2019-20)

### 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 2018-19)

Grade Level	Number of Students
Grade 6	247
Grade 7	243
Grade 8	214
Total Enrollment	704

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	0.4
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	0.3
White	52.7
Two or More Races	0.4
Socioeconomically Disadvantaged	29.8
English Learners	6.4
Students with Disabilities	6.4
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	34	35	102
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

**Year and month in which data were collected:** December 2019

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: Houghton Mifflin Harcourt, California Collections, materials were adopted for the 2018 school year.  
 Social Studies: The Prentice Hall adoption that pre-dates Common Core State Standards is being used. Teachers are also piloting Pearson and National Geographic materials. A decision regarding which texts to adopt will be made prior to the 2019-20 school year.

Mathematics: College Preparatory Mathematics, CPM. This adoption took place in 2016-2017.

Grade 6 Science: McGraw-Hill Science, California Earth Science. This adoption pre-dates Common Core State Standards. When the list is released by the CDE in November of 2018 a committee will be formed for possible adoption in 2019.

Grade 7 Science: Prentice Hall Science Explorer Focus on Life Science and Prentice Hall Science Explorer Focus on Physical Science. This adoption pre-dates Common Core State Standards. When the list is released by the CDE in November of 2018 a committee will be formed for possible adoption in 2019.

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. This adoption pre-dates Common Core State Standards. When the list is released by the CDE in November of 2018 a committee will be formed for possible adoption in 2019.

Science teachers are also creating curricula to supplement science materials in order that lessons and units reflect the NGSS.

Teacher created materials and online resources are used to supplement the curriculum until new adoptions are made with CCSS.

There are sufficient Standards-Aligned Textbooks and Other Instructional Materials for all students (School Year 2018-19).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt, California Collections / 2018	Yes	
<b>Mathematics</b>	College Preparatory Mathematics, CPM / 2016	Yes	
<b>Science</b>	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;	Yes	
<b>History-Social Science</b>	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	Yes	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Spanish - McGraw Hill - Como Te Va	Yes	
Health	Our health program is not text dependent at this time.	Yes	

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### School Facility Conditions and Improvements (School Year 2018-19)

Facilities are in good condition and kept clean. In June 2018, construction started on three major building projects. A six-classroom wing, An industrial arts building with a woodshop, Art studio and science classroom, and new locker rooms, dance and weight rooms. These projects were completed in August 2019. and replaced old and deteriorating portables.

### 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

**Year and month of the most recent FIT report:** December 2019

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

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	65	66	62	63	50	50
Mathematics (grades 3-8 and 11)	47	46	49	49	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	692	670	96.82	3.18	66.47
Male	346	339	97.98	2.02	63.31
Female	346	331	95.66	4.34	69.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	83.33
Filipino	--	--	--	--	--
Hispanic or Latino	242	239	98.76	1.24	51.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	378	360	95.24	4.76	74.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	43	43	100.00	0.00	76.74
Socioeconomically Disadvantaged	215	209	97.21	2.79	49.04
English Learners	103	102	99.03	0.97	27.45
Students with Disabilities	79	74	93.67	6.33	17.57
Students Receiving Migrant Education Services					
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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	692	672	97.11	2.89	45.59
Male	346	340	98.27	1.73	47.49
Female	346	332	95.95	4.05	43.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	242	238	98.35	1.65	28.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	378	363	96.03	3.97	54.42
Two or More Races	43	43	100.00	0.00	60.47
Socioeconomically Disadvantaged	215	210	97.67	2.33	26.32
English Learners	103	101	98.06	1.94	9.09
Students with Disabilities	79	74	93.67	6.33	10.96
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	17.3	24.9	38.8

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.

## 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 and families are welcome to visit NBMS at any time during the school day.



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 (NBMS) Home and School Club, School Site Council, and the English Learners Advisory Council. The NBMS Home and School Club maintain a website to help parents stay informed of events that are happening at NBMS. They also maintain a volunteer list and contact parents when they are needed to assist with special events e.g. fundraising activities, school photographs etc. The Athletic Director meets with sport participant parents to inform them of team schedules and how they can be involved in supporting the various NBMS teams.

Parents can contact teachers through email and voicemail, they can also access teacher websites. The student information system, Illuminate, is available to check online for grades and assignments. Daily announcements and weekly newsletters also contribute to home/school communication. 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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	5.0	1.5	6.5	3.0	1.4	3.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Our school district is a small district with approximately 2,000 students. 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.

### 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+
<b>English</b>	11	14			21	12	14	2	9	11		
<b>Mathematics</b>	19	3	3		24	7	10	3	27	4	10	3
<b>Science</b>	28	1	14	4	26	3	15	1	28	2	9	5
<b>Social Science</b>	27	8	26	2	26	1	14	2	26	8	24	

\*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.

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

Title	Ratio
<b>Academic Counselors*</b>	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.8
Resource Specialist (non-teaching)	2.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,000	\$3,015	\$4,985	\$63,868
District	N/A	N/A	\$6,737	\$63,224
Percent Difference - School Site and District	N/A	N/A	-29.9	1.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-40.4	-19.4

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 2018-19)

New Brighton Middle School offers English Language Development. There are three sections of English Language Development classes for English Learners, one for each grade level, 6th, 7th, and 8th. We also offer after-school homework clubs which provide tutoring in Math, Science and Language Arts.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,708	\$49,378
Mid-Range Teacher Salary	\$62,771	\$77,190
Highest Teacher Salary	\$84,061	\$96,607
Average Principal Salary (Elementary)	\$111,678	\$122,074
Average Principal Salary (Middle)	\$117,668	\$126,560
Average Principal Salary (High)	\$0	\$126,920

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$176,492	\$189,346
<b>Percent of Budget for Teacher Salaries</b>	36%	36%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

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

Over the past three years our district has spent a great deal of professional learning on positive behavior intervention support (PBIS), social emotional academic development (SEAD), and multi-tiered systems of support (MTSS). In 2016-2017, district administration including the Superintendent, Assistant Superintendent of Educational Services, Director of Student Services and two principals participated in eight days of implementation training for Multi-Tiered System of Supports, MTSS. From this professional development, and through a specialized grant, the district is participating in a second year of PBIS support at two schools, Soquel and Santa Cruz Gardens Elementary Schools. Leadership teams from each of these site are comprised of the principal, teachers, campus supervisors and parents. These teams are in initial implementation and data collection phases. PBIS is the continued work at each school site, as is SEAD, which include alternative means of correction, RULER, mindfulness, classroom charters and more.

Some development by content/subject are as follows:

**Math:** Silicon Valley Math Initiative has been offered as a summer week-long training opportunity for the 2013-2019 years. Approximately 20 teachers participated each year. For the year 2016-2019 all elementary teachers participated in Cognitively Guided Instruction (CGI) training. In 2016-2019 middle school math teachers received professional development and coaching for College Preparatory Math, CPM, which is our district's middle school math adoption. On a daily support level, teachers are supported through in-class and after school coaching from two math teachers on special assignment.

**English Language Arts:** Between 2015-2019 elementary school teachers have received professional development for Readers/Writers workshop through Momentum. In 2018-2019 a Readers/Writers teacher on special assignment was hired full time to support staff with the curriculum complexities. Teachers were also given the opportunity to participate in half day release so they could observe veteran teachers and then debrief with a small group that was viewing the lesson.

**ELA/ELD:** English Language Development teachers, Principals and District Administration have trained at the County Office of Education and attended the ELA/ELD Framework Intensive Summer Institute offered through WestEd in 2015-2016. This focus of study is continuing through 2016-2017 for the ELD teachers from each site. In both 2017-2018 and 2018-2019 all principals, Assistant Superintendent of Educational Services and ELD specialists were trained in the new ELPAC testing. However, most recently a specialist, teacher and administrative representative team has begun training on the English Learner Roadmap, with the Multi-Lingual Network's partnership with Californians Together.

**History Social Science:** In 2017-2018 teachers were offered a day at the county office to review the new frameworks. All of the middle school Humanities teachers attended, along with a few of our elementary level teachers.

Science: In 2017-2018 the NBMS science department along with the vice principal participated in two days of training on the transition to NGSS. In 2018-2019 a vertical team made up of the Superintendent, Assistant Superintendent, one elementary principal, the middle school vice principal and four teachers worked with the Lawrence Hall of Science Bay Sci group to learn about NGSS and look at materials adoption. Most recently, Soquel Union Elementary has partnered with BAY SCI to further science and NGSS throughout our district. Through this partnership, a new science mission has been developed and communicated, a timeline has been created, a science leadership team has formed, regular leadership meetings are held- focusing on best science practices, and district-wide staff development in the areas of Evidence Statements and Science journaling have been jointly planned and implemented.

In addition to all of the above, for the past three years teachers have participated in three professional development days per year on non-student days, as well as one and a half hours on early release Fridays to engage in targeted district-led development, grade level collaboration, or school-focused meeting time. And because the needs of each site and teacher team differ, an additional several days are set aside for local- interest professional development.