



Sunny Brae Middle School

1430 Buttermilk Lane • Arcata, CA 95521 • (707) 822-5988 • Grades 6-8

Lynda Yeoman, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Arcata Elementary School District

1435 Buttermilk Lane
Arcata, CA 95521
(707) 822-0351

www.humboldt.k12.ca.us/arcata_sd

District Governing Board

Stacy Atkins-Salazar
Lee A. Lazon
Katherine Salinas
Jeffrey Schwartz
Rob Seltzner

District Administration

Dr. Barbara Short
Superintendent

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 240 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 50% of its students on free and/or reduced lunch.

Sunny Brae has a full time principal, a 2 day a week psychologist/counselor, 9 regular education teachers, 3 part time teachers, 2 special education teachers, a half-time music teacher, and a full time physical education teacher. 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 seven year period. In 2009, SBMS was one of only 320 schools nationwide to receive a National Blue Ribbon Award. Sunny Brae has been recognized three as a California Honor School and twice as a Title 1 High Achieving school. Test scores have been consistently high with an API score in the 800's. Many of our students go on to serve as student leaders in high school and have achieved outstanding academic honors as well.

SBMS students have a core academic program that consists of Mathematics, Language Arts, Social Studies/History, and Science. This is complimented by electives and physical education 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, Greek and Roman Mythology, Spanish, Geometry, Algebra, Glee, Instrumental Music, School Musical, MathCounts, Art History, Keyboarding, Guitar, Literature, Chess, Zumba, School Newspaper, bridge building and Video technology.

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 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 at (707) 822-5988 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	73
Grade 7	88
Grade 8	85
Total Enrollment	246

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	3.3
Asian	4.1
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.4
White	68.3
Two or More Races	9.3
Socioeconomically Disadvantaged	50.8
English Learners	2.4
Students with Disabilities	13.4
Foster Youth	0.8

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			
Sunny Brae Middle School	13-14	14-15	15-16
With Full Credential	15		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Arcata Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sunny Brae Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Excellent Quality and Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Excellent Quality and Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Excellent Quality and Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Excellent Quality and Current 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 multi-purpose room in the summer of 2011. Two boilers at Sunny Brae were replaced in the summer of 2011. The science complex is scheduled for a major renovation during the summer of 2013. This will include updating the Library/Media Center, Science classrooms and Labs, Culinary Arts room and Performing Arts room.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2014				
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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	47	43	44
Math	47	39	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	76	63	62	71	62	56	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.10	33.30	20.50

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	56
All Student at the School	62
Male	70
Female	52
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	--
White	68
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	46
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
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	74	66	89.2	20	33	36	9
	7	87	83	95.4	19	23	37	20
	8	86	80	93.0	28	34	35	3
Male	6		32	43.2	25	31	34	9
	7		38	43.7	29	34	26	11
	8		43	50.0	33	37	30	0
Female	6		34	45.9	15	35	38	9
	7		45	51.7	11	13	47	29
	8		37	43.0	22	30	41	5
Black or African American	7		3	3.4	--	--	--	--
	8		1	1.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6		4	5.4	--	--	--	--
	7		1	1.1	--	--	--	--
	8		3	3.5	--	--	--	--
Asian	6		3	4.1	--	--	--	--
	7		3	3.4	--	--	--	--
	8		2	2.3	--	--	--	--
Hispanic or Latino	6		10	13.5	--	--	--	--
	7		11	12.6	18	18	36	27
	8		5	5.8	--	--	--	--
Native Hawaiian or Pacific Islander	6		1	1.4	--	--	--	--
	7		0	0.0	--	--	--	--
White	6		42	56.8	21	21	43	14
	7		57	65.5	16	18	42	25
	8		61	70.9	25	36	36	3
Two or More Races	6		5	6.8	--	--	--	--
	7		7	8.0	--	--	--	--
	8		7	8.1	--	--	--	--
Socioeconomically Disadvantaged	6		29	39.2	21	48	24	3
	7		46	52.9	24	28	30	17
	8		35	40.7	40	37	20	0
English Learners	6		1	1.4	--	--	--	--
	7		1	1.1	--	--	--	--
	8		1	1.2	--	--	--	--
Students with Disabilities	6		8	10.8	--	--	--	--
	7		11	12.6	45	18	36	0
	8		10	11.6	--	--	--	--
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. 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.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

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	74	66	89.2	11	33	33	21
	7	87	83	95.4	31	27	27	16
	8	86	80	93.0	30	24	21	25
Male	6		33	44.6	6	36	27	27
	7		38	43.7	50	13	29	8
	8		43	50.0	26	23	23	28
Female	6		33	44.6	15	30	39	15
	7		45	51.7	16	38	24	22
	8		37	43.0	35	24	19	22
Black or African American	7		3	3.4	--	--	--	--
	8		1	1.2	--	--	--	--
American Indian or Alaska Native	6		4	5.4	--	--	--	--
	7		1	1.1	--	--	--	--
	8		3	3.5	--	--	--	--
Asian	6		3	4.1	--	--	--	--
	7		3	3.4	--	--	--	--
	8		2	2.3	--	--	--	--
Hispanic or Latino	6		9	12.2	--	--	--	--
	7		11	12.6	18	36	18	27
	8		5	5.8	--	--	--	--
Native Hawaiian or Pacific Islander	6		1	1.4	--	--	--	--
	7		0	0.0	--	--	--	--
White	6		43	58.1	5	35	35	23
	7		57	65.5	26	28	28	18
	8		61	70.9	30	20	23	28
Two or More Races	6		5	6.8	--	--	--	--
	7		7	8.0	--	--	--	--
	8		7	8.1	--	--	--	--
Socioeconomically Disadvantaged	6		29	39.2	10	41	28	17
	7		46	52.9	39	22	26	13
	8		35	40.7	51	23	11	14
English Learners	6		1	1.4	--	--	--	--
	7		1	1.1	--	--	--	--
	8		1	1.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		8	10.8	--	--	--	--
	7		11	12.6	55	36	9	0
	8		10	11.6	--	--	--	--
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. 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.

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

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 – Edline. Edline 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.

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.

School Safety Plan

The Arcata School District has a District Safety Committee that meets regularly 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.

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			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.02	4.62	1.95
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.08	4.57	3.13
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		40.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	24	23	19	3	2	8	3	4	1			
Math	20	17	20	4	5	8	2	3	1	1		
Science	24	24	21	2	2	8	4	4				
SS	24	23	21	3	2	7	3	4	1			

* 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 at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
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.

Professional Development provided for Teachers

The district provides two to three days prior to the beginning of the school year and several 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 teacher are assigned a BTSA mentor and attend classes and trainings related to being a "new teacher". Our primary focus has been on the transition to the new Common Core Standards. Staff members meet as a group, in grade level teams, in subject matter teams to discuss and review the new standards.

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, and food services. All of these services are coordinated by the district management team and support the educational programs in the district.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,915	\$39,948
Mid-Range Teacher Salary	\$57,946	\$57,401
Highest Teacher Salary	\$70,000	\$73,183
Average Principal Salary (ES)	\$86,911	\$94,578
Average Principal Salary (MS)	\$86,911	\$97,400
Average Principal Salary (HS)		
Superintendent Salary	\$105,675	\$112,657
Percent of District Budget		
Teacher Salaries	31%	35%
Administrative Salaries	9%	7%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,094	\$2,258	\$3,836	\$58,536
District	♦	♦	\$5,733	\$57,980
State	♦	♦	\$5,348	\$59,180
Percent Difference: School Site/District			-33.1	0.8
Percent Difference: School Site/ State			-18.2	1.0

* Cells with ♦ do not require data.

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.