

Brownell 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)

Entity	Contact Information
School Name	Brownell Middle School
Street	7800 Carmel Street
City, State, Zip	Gilroy, CA 95020
Phone Number	(669) 205-5100
Principal	David Laboranti
Email Address	david.laboranti@gilroyunified.org
Website	https://brownell.gilroyunified.org
County-District-School (CDS) Code	43 69484 0100990

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gusd.k12.ca.us

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

School Mission Statement

Brownell Middle School prides itself on providing a world-class education for all of its students. We constantly work to better ourselves as a middle school so that our students are fully contributing citizens to our community and country and ready to succeed in high school and ultimately graduate college and career ready. We aspire to attain our goals through equitable access to all learners, maintaining a growth mindset, and opening doors to our community so that all shareholders are valued and respected.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	250
Grade 7	293
Grade 8	239
Total Enrollment	782

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	4
Filipino	2.3
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.4
White	23.5
Two or More Races	4.2
Socioeconomically Disadvantaged	48.5
English Learners	15.2
Students with Disabilities	16.5
Foster Youth	0.9
Homeless	0.9

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	38	35	35	467
Without Full Credential	3	3	3	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: 9/13/2019

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 3, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts; Holt, Rinehart and Winston 2003 Read 180, Scholastic 2007 Inside California; Hampton-Brown, National Geographic 2009	Yes	0%
Mathematics	California Middle School Mathematics: Concepts and Skills, McDougal Littell 2008	Yes	0%
Science	California Science Series, McDougal Littell 2007	Yes	0%
History-Social Science	Discovering Our Past, Glencoe (BMS/SVMS) 2006 History Alive!, TCI Glencoe (ASMS) 2006	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Brownell's campus includes 45 classrooms with a gym, library, physical education classroom, band classroom, athletic fields, a central cooking kitchen and server kitchen, three computer labs, and a large multipurpose room. The school is in generally good condition, given its age and is cleaned daily by our custodians. One custodian works the morning shift, and three custodians work the night shift. Our library includes the student store, college area and a reading lounge. We have a half-time library media clerk, student aide and parent support. Classes may sign up to visit the library and check out books or conduct research. The library is open during lunchtime and after school so students may check out books, utilize the lounge, attend Bear Den (study hall) and use computers. Classes may also sign up for the media center to do research or work on educational software. On campus, we have 741 computers (Chromeboxes, Chromebooks) available for student use. In the 2018-19 school year, we added 72 Chromebooks. All classrooms are now equipped with wireless internet. Students and teachers can also conduct research in the computer labs. Lab software includes programs for word processing, databases, spreadsheets, graphic design and keyboarding skills. Brownell Middle School is a school that is more than 70 years old, and while some improvements have been made, modernization is in our future through developer fees and the Measure E Bond. This school was originally built in 1949. We have three computer labs, with two that were updated with new Chromeboxes in the summer of 2016. We work closely with the district maintenance team for day-to-day issues. They are very responsive, and every issue is attended to in a timely manner. During the 2017-18 school year, Gilroy Unified School District began planning for the renovation of Brownell Middle School. The renovation will include replacing all of the existing structures with the exception of the Multipurpose Room and the Gymnasium. In June of 2019 GUSD broke ground on the rebuild of Brownell Middle School and are well on our way to a wonderful new campus. The construction will take two years and will be done in three phases. Phase one is projected to be complete in June of 2020, and occupied with students for the 2020/2021 school year.

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: 11/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	School is being re-built - currently under const in phases - June 2021
Interior: Interior Surfaces	Good	School is being re-built - currently under const in phases - June 2021
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School is being re-built - currently under const in phases - June 2021
Electrical: Electrical	Good	School is being re-built - currently under const in phases - June 2021
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	School is being re-built - currently under const in phases - June 2021
Safety: Fire Safety, Hazardous Materials	Good	School is being re-built - currently under const in phases - June 2021
Structural: Structural Damage, Roofs	Good	School is being re-built - currently under const in phases - June 2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	School is being re-built - currently under const in phases - June 2021
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 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)	49	52	49	50	50	50
Mathematics (grades 3-8 and 11)	40	45	42	43	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	795	776	97.61	2.39	51.93
Male	368	361	98.10	1.90	44.04
Female	427	415	97.19	2.81	58.80
Black or African American	11	11	100.00	0.00	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	83.87
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	501	490	97.80	2.20	37.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	180	97.83	2.17	79.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	33	32	96.97	3.03	71.88
Socioeconomically Disadvantaged	406	394	97.04	2.96	31.47
English Learners	198	187	94.44	5.56	16.58
Students with Disabilities	128	122	95.31	4.69	16.39
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	0.00

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	795	784	98.62	1.38	45.15
Male	368	364	98.91	1.09	42.58
Female	427	420	98.36	1.64	47.38
Black or African American	11	11	100.00	0.00	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	87.10
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	501	496	99.00	1.00	30.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	180	97.83	2.17	74.44
Two or More Races	33	32	96.97	3.03	59.38
Socioeconomically Disadvantaged	406	400	98.52	1.48	23.75
English Learners	198	195	98.48	1.52	13.33
Students with Disabilities	128	123	96.09	3.91	13.82
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	18.18

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	21.9	18.8	16.7

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.

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 welcome to visit the school during class, lunch or for special activities. All visitors must sign in at the office and receive a visitor's badge. Individual teachers have and arrange classroom volunteers. Brownell Middle School and Gilroy Unified uses AERIES as its web based platform for school to home communication as well as its student data collection system. Brownell's Site Governance Team (School Site Council) includes three parents and three students who give input and help make decisions related to our site plan, state and federal budget plans, school safety plan, and other significant schoolwide issues. We automatically consider all parents members of the Brownell Parent Club. The club meets monthly to discuss school issues and plan for Parent Club-sponsored activities such as the Passport to Success reward program, Teacher Staff recognition and the Eighth-Grade Promotion Dance. We solicit volunteers for special events as well. Parents of English learners are invited to participate in our English Learner Advisory Committee (ELAC). One representative is also a member of the District English Learner Advisory Committee (DELAC). Two parents are included on the Superintendent Parent Advisory Committee to share parent ideas and concerns at the district level. We reserve membership positions for parents on the district GATE Parent Advisory Council (GPAC) as well. Newsletters are mailed home quarterly to inform parents of school events and issues. For parent involvement, contact Nancy Maciel, Parent Club president, or Carlos Trujillo, counselor and ELAC liaison, at (669) 205-5100.

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
Suspensions	8.6	7.7	8.0	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

All staff members take responsibility for the safety of our students. Campus supervisors (4.5 full-time equivalent) are on duty from ranging from 7:15 a.m. until 4 p.m. daily, with one on campus until 4:30 p.m. Brownell is a closed campus. We require all visitors to register with the office before entering the main campus. We hold quarterly drills for fires, earthquakes, intruders and to prepare for other disasters. We also take care to ensure that students are aware of the behavior we expect inside and outside of class, including during lunchtime. We provide a student and parent handbook for every student on the first day of school. This handbook clearly explains school rules and procedures. Administrators also review major topics in the handbook with students by rotating through classes. Campus supervisors and our counselors provide conflict-resolution opportunities for students who have problems. Students fill out a form from the office to request a conference with a counselor, administrator or other staff members. All students know the Bruin Code of Conduct so that they have a base to reflect upon as they mature and make decisions that affect their school and lives. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	14	8	6	21	11	13	2	24	8	13	3
Mathematics	9	2			22	11	10	3	27	4	10	6
Science	28	3	10	8	23	9	10	3	27	4	11	5
Social Science	25	8	8	6	22	7	13	2	25	4	13	3

*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
Academic Counselors*	391.0

*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	6.0
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.

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	\$8,030	\$1,218	\$6,812	\$91,203
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A	-13.9	5.8
State	N/A	N/A	\$7,125	\$79,665
Percent Difference - School Site and State	N/A	N/A	-4.5	13.5

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)

Brownell Middle School is proud to have partnered with the Tech Museum of Innovation to complete a 4-year program making Brownell Middle School a STEM school. Students complete the Tech Challenge each year and STEM lessons are integrated into science classes. Brownell offers students after school tutoring through its partnership with CalSoap. Tuesday, Wednesday, and Thursday CalSoap tutors work with students on a walk in basis from 2:45 – 4:00. Brownell also works with four different counseling agencies to provide students with support at school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143
Average Principal Salary (Elementary)	\$132,658	\$126,896
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development activities occur on-site, and teachers attend classes or conferences to meet their individual needs with a district focus on English language learners. In addition, we provide four early release days that enable teachers to meet with their grade-level teams, departments and with cohorts at other middle schools. Some of the professional development last year included working with the Santa Clara County Office of Education on Common Core State Standards and implementation, and our math teachers participating in the Silicon Valley Mathematics Initiative. Teachers received trainings on College Preparatory Mathematics (CPM) and StudySync, our two new math and language arts adopted curriculum. During the 2019/2020 school year, Gilroy Unified School District is piloting science curriculum aligned with Next Generation Science Standards as well as Social Science. Most staff meeting time on Mondays is devoted to staff development activities, department meetings, Professional Learning Communities and teacher collaboration. Some staff members have even attended and presented at the California League of Middle Schools annual conference. We continue to have professional development during staff meetings and release time. All site teachers are involved in professional development tailored to their particular curricular area with a focus on providing support for our English language learners.