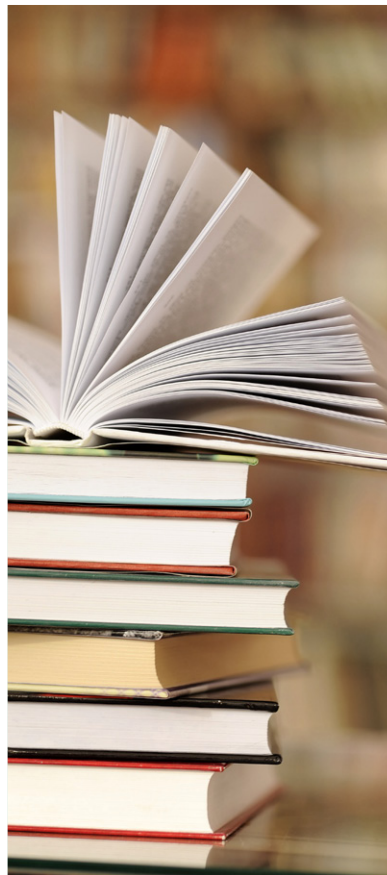
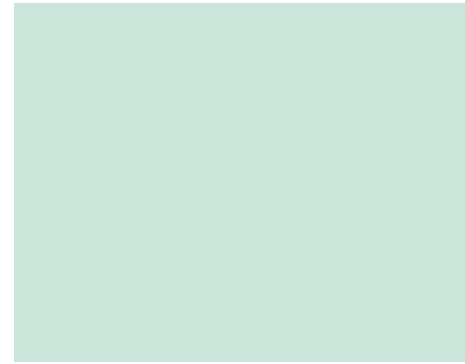


# SARC

2017-18 School Accountability  
Report Card

Published in 2018-19



## Brownell Middle School

Grades 6-8  
CDS Code 43-69484-6111785

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# Gilroy Unified School District

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Deborah Flores, Superintendent ▪ [debbie.flores@gilroyunified.org](mailto:debbie.flores@gilroyunified.org) ▪ (408) 847-2700

## Principal's Message

Providing a rigorous and nurturing academic environment is the balance that quality middle schools must emphasize. Brownell Middle School delivers this 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 have had a consistent vision over the last nine years, and because of this, we have been able to see the implementation of programs and schoolwide consistencies that have resulted in tremendous growth in our academic success. In the 2014-15 school year, Brownell was honored as a Title I Academic Achievement Award school as well as a California Gold Ribbon School. We strive to provide the strongest curricular and extracurricular program the budget and other resources will allow.

It is the intention of both faculty and staff to offer an instructional program that embraces all the exemplary principles of the California League of Middle School's document titled, "Schools to Watch-Taking Center Stage Evaluation Rubric." We strive to provide the strongest cocurricular and extracurricular programs that we can.

With an increase of staff developments, we have been able to implement the California Common Core State Standards with fidelity and rigor. Our weekly collaboration in our Professional Learning Communities (PLCs) focuses on teaching strategies, data collection and monitoring through common formative assessments. These PLCs keep us informed and guide best teaching practices. We have also been a member of the Silicon Valley Mathematics Initiative for the last five years and have incorporated more science labs both inside and outside of the classroom with the adoption of the Next Generation Science Standards (NGSS).

Brownell Middle School has partnered with The Tech Museum of Innovation and is now a STEM (Science, Technology, Engineering, and Mathematics) Program. We are in the third year of our partnership with the Tech Academy and are continuing to grow.

We continue to focus on the prevention of bullying with the Olweus Bullying Prevention Program, Positive Behavioral Interventions and Supports (PBIS) and reading antibullying novels schoolwide. We also utilize the MindUp program by The Hawn Foundation to focus on mindfulness and stress-reduction techniques for our students and staff alike.

The Passport to Success student-reward system has contributed to schoolwide participation in Passport Events, which has resulted in a safer, healthier student body. Our incorporation of schoolwide consistencies supports our students' study and work habits. Our before- and after-school programs include: Bruin Garden; band; choir; yearbook; art; Rubik's Cube club; knitting; Gamer's Guild; math, language arts and homework support through the Bear Den; and tutoring through our local California Student Opportunity and Access Program (Cal-SOAP). These programs keep our students on task and engaged in their academics and school.

Our Gifted and Talented Education (GATE) program offers various projects, student choice and independent learning opportunities with the GATE attributes: novelty, depth and complexity. Students also engage in added experiences such as a China Project; career fair; Renaissance Day; and a San Francisco field trip about Chinese culture to meet the author of Red Scarf Girl, Ji-li Jiang.

We are proud of the great work we have accomplished for our students in providing a necessary foundation and look forward to many more years of the same.

## School Mission Statement

Brownell Middle School provides 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.

## School Safety

All staff members take responsibility for the safety of our students. Campus supervisors (4.5 full-time equivalent) are on duty from 7:15 a.m. until 3 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. We hold quarterly drills for fires, earthquakes, intruders and 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 2018.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.



*Expecting all students to use their hearts and minds well*

## Governing Board

Heather Bass

Mark Good

Patricia Midtgaard

James Pace

Linda Piceno

Jaime Rosso

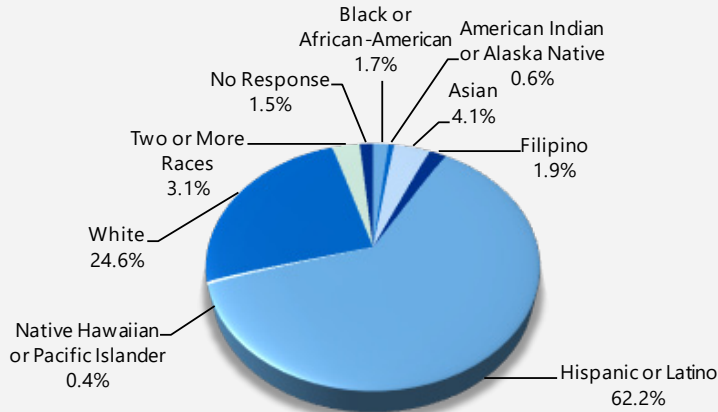
B. C. Doyle

## Enrollment by Student Group

The total enrollment at the school was 810 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

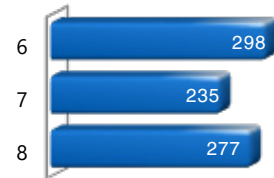
2017-18 School Year



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

### 2017-18 Enrollment by Grade

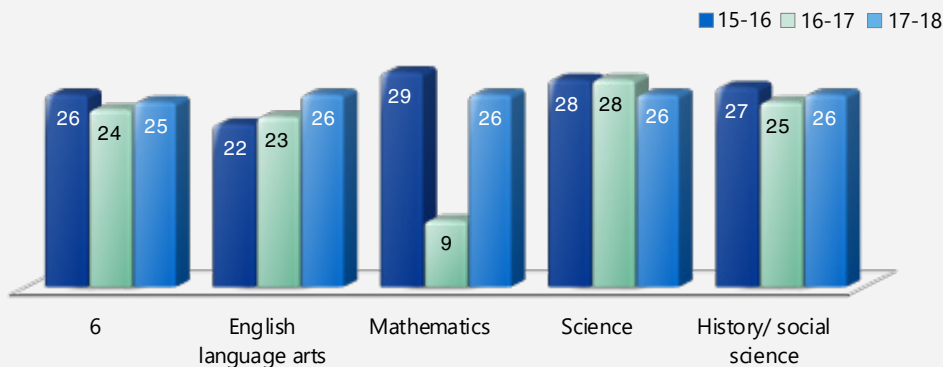


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

### Average Class Size

Three-Year Data



### Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	12	25	15	12	25	15	3	21	5
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	14	17	7	5	13	2	3	14	2
Mathematics	2	21	5	6	10	3	4	12	5
Science	5	17	7	6	10	3	4	12	
History/social science	3	16	7	5	13	2	3	14	2

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates

#### Brownell MS

	15-16	16-17	17-18
Suspension rates	5.0%	8.6%	7.5%
Expulsion rates	0.2%	0.2%	0.3%

#### Gilroy USD

	15-16	16-17	17-18
Suspension rates	3.3%	3.9%	5.6%
Expulsion rates	0.1%	0.1%	0.2%

#### California

	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Brownell MS		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Brownell MS		Gilroy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	53%	49%	49%	49%	48%	50%
Mathematics	41%	40%	42%	42%	37%	38%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Brownell MS
		Grade 7
Four of six standards		17.4%
Five of six standards		23.0%
Six of six standards		11.7%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	820	807	98.41%	49.32%
Male	399	393	98.50%	39.44%
Female	421	414	98.34%	58.70%
Black or African-American	14	14	100.00%	50.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	32	32	100.00%	84.38%
Filipino	15	15	100.00%	80.00%
Hispanic or Latino	509	502	98.62%	37.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	203	200	98.52%	69.00%
Two or more races	25	24	96.00%	66.67%
Socioeconomically disadvantaged	422	416	98.58%	31.25%
English learners	215	208	96.74%	22.60%
Students with disabilities	131	127	96.95%	20.47%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	819	806	98.41%	40.38%
Male	398	392	98.49%	36.03%
Female	421	414	98.34%	44.58%
Black or African-American	14	14	100.00%	46.15%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	32	32	100.00%	80.65%
Filipino	15	15	100.00%	53.33%
Hispanic or Latino	508	500	98.43%	26.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	203	200	98.52%	62.89%
Two or more races	25	24	96.00%	50.00%
Socioeconomically disadvantaged	421	415	98.57%	23.00%
English learners	214	207	96.73%	13.43%
Students with disabilities	131	125	95.42%	9.17%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Textbooks and Instructional Materials

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 4, 2018.

### Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
Reading	<i>Literature &amp; Language Arts</i> ; Holt, Rinehart and Winston	2003
Reading	<i>Read 180</i> , Scholastic	2007
Reading	<i>Inside California</i> ; Hampton-Brown, National Geographic	2009
Mathematics	<i>California Middle School Mathematics: Concepts and Skills</i> , McDougal Littell	2008
Science	<i>California Science Series</i> , McDougal Littell	2007
History/social science	<i>Discovering Our Past</i> , Glencoe (BMS/SVMS)	2006
History/social science	<i>History Alive!</i> , TCI Glencoe (ASMS)	2006

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2018-19 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ Not applicable.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2018-19 School Year

Data collection date	10/4/2018
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## Types of Services Funded

Student Body and Parent Club fundraisers provide funding for lunchtime and after-school activities and for special events, including lunchtime competitions, dances and Honor Roll breakfasts. Band, choir, and athletic fundraisers provide funding for field trips and equipment.

State and federal monies fund an assessment paraprofessional position as well as a part-time California English Language Development Test (CELDT) coordinator position. Teacher-release time and other staff development activities are also funded through state and federal funding.

Title I, Economic Impact Aid/Limited English Proficient (EIA/LEP), Economic Impact Aid/State Compensatory Education (EIA/SCE), School Library Incentive Grants (SLIG), and Gifted and Talented Education (GATE) money help support services to our students as well as after-school tutoring and instruction in math and language arts. A Peer Assistance and Review consultant also helps support our teachers when needed.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Fair
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Fair
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/15/2018
<b>Date of the most recent completion of the inspection form</b>		10/15/2018

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Structural</b>	Ext. Soffits roof overhangs stucco damaged. Site to be rebuilt and renovated.	Phase 1: August 2020
<b>External</b>	Blacktop and walkways-trip hazards. Site to be rebuilt and renovated.	Phase 1: August 2020

## Parental Involvement

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 arrange classroom volunteers. Math homework is posted on [www.brownell.schoolloop.com](http://www.brownell.schoolloop.com) so that parents have access from home or other remote locations.

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 Trijuillo, counselor and ELAC liaison, at (669) 205-5100.

## School Facilities

Our 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. Our 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 627 computers (Chromeboxes, Chromebooks) available for student use, which means that on average, there is one computer for every two students. In the 2017-18 school year, we added 108 Chromebooks, and in 2018-19, we are adding at least 72 more. 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. Academic support software is also available for language arts, social studies and math.

Brownell is a school that is more than 65 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. A site-based committee was formed consisting of 15 different stakeholders. Represented on the committee are teachers, classified staff, custodial, food services, campus supervisors, district personnel and parents. We are excited with the new design of the campus. The new facility will be outfitted with state of the art teaching tools and student resources.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Gilroy USD	Brownell MS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	479	43	38	35
Without a full credential	35	2	3	3
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Brownell MS		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	2	2

## Professional Development

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 2018-19 school year, Gilroy Unified School District is piloting science curriculum aligned with Next Generation Science Standards.

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.

Professional Development Days		Three-Year Data		
		2016-17	2017-18	2018-19
Brownell MS		3 full days and 4 half-days	3 full days and 4 half-days	3 full days and 4 half-days



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Academic Counselors and School Support Staff Data

#### 2017-18 School Year

##### Academic Counselors

FTE of academic counselors	*
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Average number of students per academic counselor	405
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Support Staff	FTE
---------------	-----

Social/behavioral counselor	*
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Career development counselor	0.00
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Library media teacher (librarian)	0.00
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Library media services staff (paraprofessional)	0.50
---	------

Psychologist	0.50
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Social worker	0.00
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Nurse	0.00
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Speech/language/hearing specialist	0.33
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Resource specialist (nonteaching)	3.00
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Other	FTE
-------	-----

Nurse clerk	1.00
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Attendance liaison	0.50
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\* We have two fulltime counselors that provide students support with academic and social/behavioral issues.



## Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year
	Gilroy USD	Similar Sized District
<b>Beginning teacher salary</b>	\$50,743	\$49,512
<b>Midrange teacher salary</b>	\$74,751	\$77,880
<b>Highest teacher salary</b>	\$94,963	\$96,387
<b>Average elementary school principal salary</b>	\$130,057	\$123,139
<b>Average middle school principal salary</b>	\$139,526	\$129,919
<b>Average high school principal salary</b>	\$147,941	\$140,111
<b>Superintendent salary</b>	\$217,175	\$238,324
<b>Teacher salaries: percentage of budget</b>	34%	36%
<b>Administrative salaries: percentage of budget</b>	5%	5%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Brownell MS</b>	\$6,812	\$91,203
<b>Gilroy USD</b>	\$7,833	\$86,053
<b>California</b>	\$7,125	\$79,665
<b>School and district: percentage difference</b>	-13.0%	+6.0%
<b>School and California: percentage difference</b>	-4.4%	+14.5%

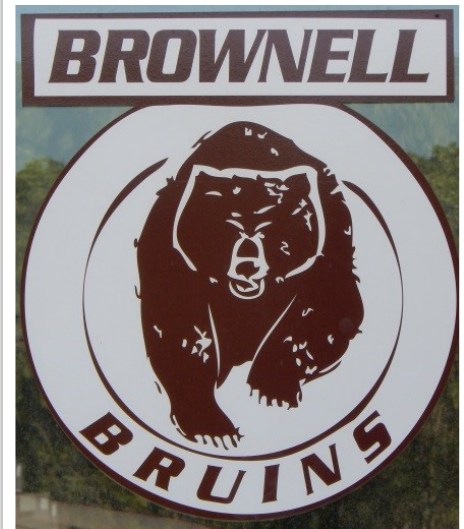
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,030
<b>Expenditures per pupil from restricted sources</b>	\$1,218
<b>Expenditures per pupil from unrestricted sources</b>	\$6,812
<b>Annual average teacher salary</b>	\$91,203



*Home of the Bruins!  
Once a Bruin, Always a Bruin!*

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## School Accountability Report Card

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