



Branciforte Middle School

315 Poplar St. • Santa Cruz, CA 95062-1131 • (831) 429-3883 • Grades 6-8

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**2019-20 School Accountability Report Card
Published During the 2020-21 School Year**



Santa Cruz City Schools

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Superintendent

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Assistant Superintendent

Educational Services

Jim Monreal

Assistant Superintendent

Business Services

Molly Parks

Assistant Superintendent

Human Resources

School Description

Vision Statement: Opening Minds - Opening Hearts - Opening Doors

Mission Statement: Branciforte is a creative and stimulating learning community built on a foundation of respect and integrity, where individuals are safe, known well, and cared for, where everyone contributes and values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

Branciforte Middle School serves a diverse student population primarily from the east side of Santa Cruz. Our academic program is designed to meet individual students' needs. Our base program includes an English/Social Studies Core, math, science, P.E., and an elective. Our math classes use the College Prep Math curriculum with a focus on problem solving, explaining your reasoning, collaboration, and perseverance. The program includes both a standard middle school track and an opportunity for acceleration. For a school of our size, we have an outstanding exploratory program. At sixth grade, this includes options for band, wood shop, computer coding, and visual art. In the seventh and eighth grade, exploratories include: music, Advancement Via Individual Determination (AVID), (a college-preparatory program), computer coding, and culinary arts. Students from our district's dual-immersion program continue their studies in Spanish language on our site.

Branciforte is proud of the many programs and services we offer. We have greatly expanded our access to technology, including: our state-of-the-art library computer lab staffed by our librarian; our "Bee Inn", (an innovation center designed to support use of technology in research, collaboration, and presentation, and a dedicated writing space); We are lucky to be part of a Computer Science grant which is providing CS professional development to our staff and new opportunities for our students to develop critical skills for the 21st century. Our Wednesday afternoon Arts Academy provides the opportunity for our students to participate in a variety of enrichment activities. Past and current offerings include, but are not limited to: Baile Folklorico, coding, ROV under water robotics, rock band, bike club, Parkour, visual art & gardening, sewing, culinary arts, and ukulele. Bilingualism is supported in our Two Way Immersion program and ELD. In the fall of 2016 we started the Academic Achievement Academy, an after-school program, on Monday through Thursday for two hours after school. This program includes an hour of academic support and an hour of enrichment activity including music, cooking, and physical activity

Major Achievements

In addition to the increase in access to technology, we have been concentrating on improving academic support for our English learners and under-performing students. Students struggling with math skills may use iReady or get additional support from a math teacher during our zero period math support class. There is a strong focus on Trauma Informed Schools training for teachers and on the implementation of Social Emotional Learning strategies and curriculum. Many teachers practice mindfulness with their students on a regular basis. In the 2017-18 school year the school implemented a Positive Behavioral Interventions and Supports (PBIS) program that emphasizes doing the right thing and rewards students for contributing positively to the school climate. This includes various lessons in the classroom, special events such as assemblies and random drawings for students who are making good decisions. This year, we have every department in every grade level providing structured SEL lessons throughout the year.

At Branciforte, we strive to involve families in the school community. Our Home and School Club, English Language Advisory Committee (ELAC), and School Site Council offer formal ways for parents to participate. We also host workshops on parenting and planning for college, a math and science night, and a Social Emotional Learning night for families. Our Home and School Club and ELAC parents partner to celebrate our community cultures. In the fall, we host an annual Tamalada that includes wonderful food, music and Baile Folklorico. In the spring, we host a Family Math Night in Spanish and our Spring Festival, which highlights student performances and fabulous food. The Tamalada and Spring Festival events bring thousands of dollars into Branciforte classrooms.

Branciforte also involves families through celebrations of student learning. We host activities throughout the school year that celebrate student success, including music concerts, a Tamalada, featuring performances from our Arts Academy classes, walking field trips for all grade levels throughout the year, a Turkey Trot (a Thanksgiving fun run), the Egyptian Museum for sixth graders, the Knights vs. Samurai debates for seventh grade students, and an Invention Convention for eighth grade students. Our eighth graders also produce a Voices of Change night. This includes an evening of student produced videos, theatrical vignettes, and musical interludes. During distance learning, our teachers have continued provided opportunities for students to experience engaging lessons and activities based in grade level standards.

Focus for Improvement

We continue to work towards our goal that all students will be proficient or advanced in English Language Arts and math. Our professional development time focuses on building our repertoire of teaching strategies to engage students in the content, improving content literacy, increasing academic talk in the classroom, and developing priority learning goals and success criteria in each department. We use the universal MAP test to evaluate student progress in math and reading and to assign students to intervention. To support distance learning in 2020-2021, we have provided on-going professional learning around digital platforms.

Our school community coordinator provides support to our students and their families. This work has increased the connection between home and school. We work to promote a college-going culture at our school. Our AVID students visit universities and partner with UCSC tutors to develop college level study skills. All seventh graders visit either the University of California or the California State Monterey Bay campus. Students in our dual immersion program are working towards the Seal of Biliteracy, which represents master attainment of two or more languages. In addition, our school community coordinator is the driving force for the Latino Role Model conference that is held

annually and provides students with the opportunity to hear Latino professionals talk about their preparation and experience in a wide range of careers. Our student support team including our counselors, school social worker, community coordinator, Rtl coordinator and administration meet weekly to discuss and act up student concerns.

Leadership

Casey O'Brien is enjoying his 18th year as a principal and is in his second year at Branciforte. He brings experience leading at both the high school and middle school level, experience in Special Education and Student Services at the district level, has served as an adjunct professor in the Masters of Educational Leadership program at San Jose State University, and was awarded the Association of California School Administrators (ACSA) Region 10 Secondary Principal of the Year in 2014.

Teachers, classified staff, students, parents, and administrators take part in decision making at this school. Teachers determine instructional methods as a team; the leadership team, along with the administration, plans staff development. Our School Site Council plays a key role in shaping our students' educational experience. The Student Council advises the school administration and helps guide our activities and enrichment.

About the SARC

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

- For more information about SARC requirements and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	152
Grade 7	155
Grade 8	153
Total Enrollment	460

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	0.4
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0.2
White	42.8
Two or More Races	4.1
Socioeconomically Disadvantaged	47.4
English Learners	18.3
Students with Disabilities	18
Foster Youth	0.2
Homeless	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Branciforte Middle	18-19	19-20	20-21
With Full Credential	25	27	24
Without Full Credential	3	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	18-19	19-20	20-21
With Full Credential	♦	♦	309
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Branciforte Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	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 2020-21)

Our English Language Arts classes rely on novels to provide instruction on the Common Core Standards. We have three different sets of instructional materials for our ELD students depending on their level of English proficiency. Science textbooks are still based on the CST. We supplement our science with current informational text to align with NGSS standards. Our math books meet integrated CCSS adoptions.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008</p> <p>Shining Star - Pearson Longman Adopted 2007</p> <p>Access English: Great Source: Houghton Mifflin Harcourt - Adopted 2016 Inside Language: National Geographic Learning - Adopted 2016 Inside Writing: National Geographic Learning - Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Core Connections (Middle School) Integrated Courses 1, 2, 3, and (High School) Integrated 1 - College Preparatory Mathematics Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Science Education for Public Understanding Program (SEPUP), Lab-Aids SEPUP Science Grades 6, 7, & 8 Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History Alive!: The Ancient World - TCI Adopted 2006</p> <p>History Alive!: The Medieval World & Beyond - TCI Adopted 2006</p> <p>History Alive!: The U.S. Through Industrialism - TCI Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Expresate - Spanish 1: Holt Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	N/A
Visual and Performing Arts	N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Work has been done on our campus in several areas in the last few years. We have recently painted, added student murals, renovated electrical wiring, purchased furniture for our computer lab, updated a sewage line, and added a bus loading and unloading zone. Our field project was completed in the spring of 2012 - resulting in an all-weather track and soccer field - expanded life lab and picnic and eating areas. The passage of Measure A will enable us to update and renovate all of our buildings in the coming years.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/02/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MAIN OFFICE: THERMOSTAT NOT WORKING
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	RM 21: BOOKCASE AND METAL CABINET NEEDS TO BE ANCHORED DOWN RM 16: TWO BOOKCASES NEEDS TO BE ANCHORED DOWN
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	59	N/A	64	N/A	50	N/A
Math	41	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	46	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council, which works with administration, staff, and students to make financial decisions. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our efforts to reach out to our Spanish speaking families. An ELAC representative also acts as a liaison to the School Site Council so that ELAC parents have a strong voice in the development of the School Plan. Historically, our Home and School Club provides support for our students in a variety of ways including co-hosting, with ELAC, the annual Tamalada and Spring Festival, organizing several fundraisers and supporting our school financially with teacher grants, support of student field trips, support of the Arts Academy, and support of our technology equipment and lab. We have an additional fundraising arm of the Home and School Club call the B40 Boosters - they focus on fundraising and spirit events for sports and music programs primarily. Additionally, our parents assist with a variety of school activities, including Open House, Back-to-School Night, The Turkey Trot, fundraising, and important feedback and communication about our programs. Parents also volunteer to provide adult supervision at lunch and at school activities, teach Wednesday Arts Academy classes, coach teams, chaperone school dances, and much more. During distance learning, we have have hosted parent meetings such as coffees, to share updates and to solicit input to help guide our decision making process.

To become more involved, please call or visit the school office - (831) 429-3883.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

We revise our safety plan yearly, and it is reviewed by the staff and Site Council. The plan includes goals for creating a safe environment through Positive Behavior and Intervention Systems and Trauma Informed Services. Our first goal is to define and use Tier 1 and Tier 2 strategies for social emotional issues and that 70% of students receiving Tier 2 services will indicate improvement in the area of need. We now have School wide behavior expectations posted in all areas of the campus and we have added and adapted expectations to address distance learning. We have identified our three campus culture expectations as being honorable, sensible, and safe. We have identified expectations for each of these for the various areas of the campus, including distance learning, and teach these expectations to students through video and classroom activities.

We continue a commitment to our students' social-emotional safety and have a Student Support Team that meets weekly to discuss supports and outreach to our students and family. We use a Social Emotional Health Survey to inform our planning in relation to students' school social experiences. Additionally, this survey helps identify students in need of additional social-emotional support. Additionally, we provide opportunities for staff to share their input on student concerns and outreach. We also to continue to have a robust Gay-Straight Alliance club that meets to support and address needs around gender identity, and have added representation on the Superintendent's Advisory Committee on Race and Equity. This year we began a Mentorship Program that pairs staff members with students identified as needing connection that involves regular outreach and that we look forward to growing as we are able to come back to in-person learning.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.0	3.3	3.2	4.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.3	1.8	N/A
Expulsions	0	0.06	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	353.8

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	7	11			7	8			11	6	1	
Mathematics	21	7	8	1	19	6	10		19	10	5	2
Science	26	2	9		3	2			27	2	8	1
Social Science					3	1			16	1	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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1

The primary focus of professional development is around tools needed to maximize Distance Learning due to the COVID pandemic and around Integrated ELD in support of our English Learners in general education classes. Additionally, over the past few years significant focus has been on supporting productive academic student talk, teacher clarity, (including the use of learning goals, success criteria, and formative assessments), using an evidence, analysis, action protocol to analyze student work and inform instruction. Additionally, we are working on integrating brain-based self-regulation strategies and Social Emotional Learning instruction to support students self management, relationship skills, and decision making. These priorities were made based on several factors including our student achievement data, research into what improves student achievement, district goals and metrics, and staff leadership discussions. Teachers have the opportunity to collaborate every week during the afternoon of a Wednesday shortened day. This collaboration takes on several forms including school wide professional development and department and/or grade level professional learning teams. The professional development has a lens on supporting Distance Learning tools, Integrated ELD, academic talk strategies, teacher clarity, and Trauma Informed services. These include strategies to engage students in the content through reading, writing, speaking, and listening, strategies to check for understanding, content literacy strategies, and paired, group, and whole class discussion strategies. Department collaboration, and grade alike collaboration is focused on student engagement through curriculum development, sharing best practices, aligning with the Common Core State Standards, developing common assessments, and using the results of these assessments to drive instruction. Grade level teams meet to choose and review accountable student talk strategies, trauma-informed strategies, review at-risk students, and share good news with parents regarding a range of student successes. Teams of teachers participate in series of workshops offered through various agencies. In recent years these have included: Integrated & Designated ELD with West Ed, Teacher Clarity led by Paul Bloomberg and SCCS staff; College Preparatory Math curriculum training and collaboration; ELA collaboration focused on the Common Core State Standards, Next Generation Science Standards, and AVID training. In addition, each

teacher is expected to participate in at least two peer classroom observations each year. During these observations, pairs of teachers visit multiple classrooms collecting data on equitable student participation and the use of talk moves. School wide data from these observations is presented during staff meetings. Finally, new teachers and administrators are assigned teacher/administrator coaches who provide regular observations and dialogues, giving staff the opportunity to reflect on practice with veterans in the field. Time is built into the professional development for teachers to share the strategies they have tried and to get feedback regarding any questions. In addition, staff and district administration make regular visits into the classroom and share observed best practices through e-mails, newsletters, and personal interactions, and follow-up with concerns individually.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

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

Types of Services Funded

Branciforte uses specialized funding to provide extra help to students who need it. We update our school plan each year to ensure that our instruction is focused on student needs. For example, a significant portion of our federal and LCFF supplemental funds are used to support our Multi-tiered Systems of Support. This includes an RtI coordinator, 75 minutes of weekly math intervention using small group instruction or the iReady curriculum, two math intervention classes that students may take in place of their elective for a portion of the year, an additional class so that English Learners can take zero period PE allowing them to take an elective during the regular school schedule, and after school homework hours four days a week, serving approximately 40 students daily. Additionally, we use these funds to provide an ELA Common Core coach to support the implementation of Common Core State Standards and to significantly increase our ELD services in order to provide small, leveled ELD classes, including a class for our newcomer students that provides language acquisition and SEL support. Additional funds are used to purchase materials, translation services, professional development, and release time for teachers to participate in planning. The effectiveness of these additional resources is measured through our quarterly and annual assessments.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,342	2,468	\$7,874	\$76,062
District	N/A	N/A	\$7,434	\$84,534
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.7	-10.6
School Site/ State	1.6	-8.9

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