



# Branciforte Middle School

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

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**2017-18 School Accountability Report Card  
Published During the 2018-19 School Year**



## **Santa Cruz City Schools**

133 Mission Street, Ste. 100  
Santa Cruz, CA 95060  
(831) 429-3410  
www.sccs.net

### **District Governing Board**

Sheila Coonerty  
Deedee Perez-Granados  
Cynthia Ranii  
Jeremy Shonick  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

### **District Administration**

Kris Munro  
**Superintendent**  
Dorothy Coito  
**Assistant Superintendent  
Educational Services**  
  
Patrick Gaffney  
**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 and choir, computer coding, and visual art. In the seventh and eighth grade, exploratories include: music, choir, Advancement Via Individual Determination (AVID), (a college-preparatory program), computer coding, and culinary arts. In eighth grade, students may take Spanish. 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); Chromebook carts in every Core (social studies and English language arts) classroom, access to Chromebook carts in math and science classrooms, several sets of iPads, and technology curriculum in our elective program. Our Wednesday afternoon Arts Academy provides the opportunity for our students to participate in a variety of enrichment activities. Recent course offerings include: Baile Folklorico, coding, bike club, parkour, comics and animation, sewing, culinary arts, and ukulele. Bilingualism is supported in our Two Way Immersion program, ELD program and 8th grade Spanish offering. 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. We have expanded our ELD offerings to include four levels of ELD instruction, the addition of a Newcomer core class, and access to a bilingual learning assistant in some classes. Students with reading skills two or more years behind are enrolled in a Reading Strategies class that uses Read 180 curriculum. Students struggling with math skills may: use iReady or get additional support from a math teacher during our sustained silent reading time, or be enrolled in a math intervention class for a portion of their elective wheel. 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.

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 our Spring Festival, which highlights student performances and fabulous food. Both events bring thousands of dollars into Branciforte classrooms.

Another way we involve families at Branciforte is 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 Renaissance Presentations 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.

### 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 are beginning the practice of an evidence, analysis, action Impact Protocol using student work on formative assessments to inform our practice. We have introduced the universal MAP test to evaluate student progress in math and reading and to assign students to intervention.

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. Students in the MESA program also visit universities to participate in regional competitions. 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

### 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, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	164
Grade 7	162
Grade 8	156
<b>Total Enrollment</b>	<b>482</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	3.9
Filipino	0.8
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	0.2
White	42.7
Socioeconomically Disadvantaged	52.3
English Learners	16.6
Students with Disabilities	14.7
Foster Youth	0.4

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.

### Leadership

Casey O'Brien is enjoying his 14th year as a principal but is in his first 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 SJSU, 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.

## 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			
Branciforte Middle School	16-17	17-18	18-19
With Full Credential	27	31	25
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	1	0
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Branciforte Middle School	16-17	17-18	18-19
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 2018-19)**

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: November, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008  Shining Star - Pearson Longman Adopted 2007  Access English: Great Source: Houghton Mifflin Harcourt - Adopted 2016 Inside Language: National Geographic Learning - Adopted 2016 Inside Writing: National Geographic Learning - Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Core Connections Integrated 1, 2 and 3 - College Preparatory Mathematics Adopted 2013  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	CPO Earth Science - CPO Adopted 2007  Focus on Life Science - Glencoe McGraw Hill Adopted 2007  Focus on Physical Science - Glencoe McGraw Hill Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History Alive!: The Ancient World - TCI Adopted 2006  History Alive!: The Medieval World & Beyond - TCI Adopted 2006  History Alive!: The U.S. Through Industrialism - TCI Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Expresate - Spanish 1: Holt Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	N/A
<b>Visual and Performing Arts</b>	N/A
<b>Science Laboratory Equipment</b>	N/A  <b>The textbooks listed are from most recent adoption:</b> 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)		
Year and month in which data were collected: 11/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	8A COMMENTS: BLACK METAL BOOKCASE NEEDS TO BE ANCHORED DOWN RM 12A COMMENTS: 2 TALL CABINETS NEED TO BE ANCHORED/WINDOW HAS NO BLINDS RM 11 COMMENTS: PHONE IS BROKEN, NEEDS NEW PHONE RM 19 COMMENTS: TALL BEIGE METAL CABINET NEEDS TO BE ANCHORED RM 22 COMMENTS: GREY BOOKCASE AND BROWN BOOKSHELF NEEDS TO BE ANCHORED DOWN/PHONE IS NOT WORKING
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	GIRLS LOCKER ROOM COMMENTS: WATER WON'T STOP RUNNING IN ONE SINK BOYS LOCKER ROOM COMMENTS: WATER WON'T STOP RUNNING IN ONE SINK
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	COUNSELING OFFICE COMMENTS: NO FIRE EXTINGUISHER
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

### B. Pupil Outcomes

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	56.0	59.0	60.0	48.0	50.0
Math	37.0	39.0	42.0	41.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The 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.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.4	15.2	22.2

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	492	466	94.72	56.34
<b>Male</b>	256	242	94.53	51.45
<b>Female</b>	236	224	94.92	61.61
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	20	19	95.00	78.95
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	238	225	94.54	33.93
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	209	199	95.22	77.39
<b>Two or More Races</b>	15	14	93.33	78.57
<b>Socioeconomically Disadvantaged</b>	253	236	93.28	34.04
<b>English Learners</b>	153	147	96.08	16.44
<b>Students with Disabilities</b>	68	52	76.47	21.57
<b>Students Receiving Migrant Education Services</b>	20	20	100.00	30.00
<b>Foster Youth</b>	--	--	--	--

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	494	467	94.53	38.54
Male	258	242	93.8	38.02
Female	236	225	95.34	39.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	70
Filipino	--	--	--	--
Hispanic or Latino	238	226	94.96	20.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	198	93.84	55.56
Two or More Races	15	14	93.33	35.71
Socioeconomically Disadvantaged	254	235	92.52	18.72
English Learners	153	148	96.73	8.78
Students with Disabilities	70	53	75.71	11.32
Students Receiving Migrant Education Services	20	20	100	10
Foster Youth	--	--	--	--

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.

### 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 2018-19)

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. 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. 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.

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

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. Our second goal is to have School wide behavior expectations posted in all areas of the campus. 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 and teach these expectations to students through video and classroom activities.

We hold regular fire, earthquake, and lock-down drills to ensure that all students are prepared in the event of an emergency or natural disaster. We also monitor our school throughout the day, our campus gates are locked during the school day to prevent unauthorized visitors from entering without going through the main office, and all of our facilities have phones and intercoms. Branciforte students participate in self-defense classes each fall to learn strategies for maintaining safe and positive relationships with others. In addition, our counselor is active in planning activities and education to support a safe and respectful campus culture, and our Gay Straight Alliance club designs educational presentations with a goal to eliminate homophobia. Our counselor and district social worker work with students individually and in small groups to support them with social emotional concerns and academic achievement. 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. In the 17-18 school year, our PBIS team is introducing a screener for teachers to identify students in need of Tier 2 support.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	4.5	5.0
Expulsions Rate	0.2	0.6	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	3.5	3.2
Expulsions Rate	0.4	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.5
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3
Other	0
Average Number of Students per Staff Member	
Academic Counselor	508

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	11.0	8.0	7.0	6	15	11						
Mathematics	23.0	21.0	21.0	5	5	7	8	11	8			1
Science	30.0	24.0	26.0		2	2	11	11	9			
Social Science												

\* 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 provided for Teachers

The primary focus of professional development is 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, and integrating ELD strategies. Additionally, we are working on integrating brain-based self-regulation strategies and Social Emotional Learning instruction to support students access to the curriculum. 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 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: Teacher Clarity led by Paul Bloomberg; College Preparatory Math curriculum training and collaboration; ELA collaboration focused on the Common Core State Standards; Integrated ELD training, 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 2016-17 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		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,416	\$1,394	\$6,022	\$65,965
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-1.5	-23.5
Percent Difference: School Site/ State			-8.4	

\* Cells with ◆ 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

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, a reading intervention class, 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, 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 and a Newcomer Core class. 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 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).

**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.