Branciforte Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
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.
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.

2023-24 School Contact Information

School Name	Branciforte Middle School
Street	315 Poplar St.
City, State, Zip	Santa Cruz, CA 95062-1131
Phone Number	(831) 429-3883
Principal	Debbi Puente
Email Address	debbipuente@sccs.net
School Website	https://b40.sccs.net/
County-District-School (CDS) Code	44698236060149

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	superintendent@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

Vision Statement: Opening Minds - Opening Hearts - Opening Doors

Mission Statement: At Branciforte Middle School, we promote academic and social growth for all students as we prepare them to become responsible, compassionate, and empowered citizens of the future

Branciforte Middle School, situated on the vibrant east side of Santa Cruz, is committed to providing a tailored academic experience for a diverse student population. The comprehensive base program encompasses English, Social Studies, math, science, P.E., and an elective, with a strong emphasis on problem-solving, collaborative reasoning, and perseverance in our College Prep Math curriculum. The program offers both a standard middle school track and an accelerated option, supplemented by additional support through iReady and a zero period math support class.

Our exceptional exploratory program offers a variety of opportunities for students. In the sixth grade, students can choose from options like band, AVID, culinary arts, and visual art. In the seventh and eighth grade, exploratories expand to include music, AVID (a college-preparatory program), STEM, and culinary arts. Students from the district's dual-immersion program continue their studies in the Spanish language on our campus.

This commitment to individualized education is further enhanced by the school's emphasis on fostering a vibrant and inclusive culture, refining positive behavioral systems, and prioritizing effective teaching through the "best first instruction" approach. The integration of i-Ready math and English interventions during daily flex time supports personalized student success.

In addition to these core focus areas, Branciforte Middle School proudly extends its offerings into after-school enrichment and athletic opportunities, contributing to a well-rounded educational experience. The school remains dedicated to celebrating achievements, fostering family involvement, and focusing on improving student proficiency in English Language Arts and math. Teachers, staff, students, parents, and administrators collaboratively shape the school's decisions. Teachers determine instructional methods, the leadership team plans the big picture with staff development, the School Site Council influences students' experiences, and the Student Council advises on activities and enrichment. The School Site Council, Student Council and ELAC continue to play pivotal roles in guiding school activities and enrichment programs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	108
Grade 7	150
Grade 8	131
Total Enrollment	389

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2%
Male	54.8%
Asian	2.3%
Black or African American	1.5%
Hispanic or Latino	44.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.6%
White	47.3%
English Learners	15.9%
Foster Youth	0.3%
Homeless	0.8%
Migrant	0.5%
Socioeconomically Disadvantaged	42.9%
Students with Disabilities	16.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.20	69.02	169.00	79.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	16.02	29.20	13.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.10	1.01	12115.80	4.41
Unknown	3.40	14.87	11.20	5.27	18854.30	6.86
Total Teaching Positions	23.40	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.70	77.47	185.10	78.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.20	0.95	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	22.49	41.00	17.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.70	2.03	11953.10	4.28
Unknown	0.00	0.00	1.30	0.58	15831.90	5.67
Total Teaching Positions	24.10	100.00	234.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.40
Misassignments	3.70	5.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.70	5.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.2	14.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are State Board approved and underwent a formal district adoption process. All textbooks are aligned with the Common Core standards.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	District created standards aligned curriculum maps for each course (English 6, English 7, English 8) Adopted 2023	Yes	0%
Mathematics	Core Connections (Middle School) Integrated Courses 1, 2, 3, and (High School) Integrated 1 - College Preparatory Mathematics Adopted 2013	Yes	0%
Science	Science Education for Public Understanding Program (SEPUP), Lab-Aids SEPUP Science Grades 6, 7, & 8 Adopted 2019	Yes	0%
History-Social Science	National Geographic World History Ancient Civilizations - 6th Adopted 2021 National Geographic World History Medieval and Early Modern Times - 7th Adopted 2021 McGraw Hill Impact California Social Studies: US History and Geography Adopted 2021	Yes	0%
Foreign Language	Senderos Spanish 1 Vista Higher Learning Adopted 2023	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

We recently had upgrades in our HVAC system as part of our COVID response during the pandemic.
Structurally, thanks to our Bond monies, we have renovated our multi-purpose room and added a new band building.
Additionally, we have added planters in each of our classroom wings and changed/improved our landscaping in the front of our building, as well as redone our parking lot as well as adding electric gate access.
We are continuing to plan for future renovations to our entire site, with our Woodshop and Bee Inn scheduled to start in the Spring of 2023.

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	50	58	58	47	46
Mathematics (grades 3-8 and 11)	31	33	36	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	401	390	97.26	2.74	49.74
Female	181	176	97.24	2.76	53.41
Male	220	214	97.27	2.73	46.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	181	175	96.69	3.31	30.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	50.00
White	184	180	97.83	2.17	68.89
English Learners	57	51	89.47	10.53	7.84
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	178	95.70	4.30	32.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	65	95.59	4.41	18.46

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	401	394	98.25	1.75	33.25
Female	181	178	98.34	1.66	31.46
Male	220	216	98.18	1.82	34.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	181	177	97.79	2.21	18.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	18.75
White	184	182	98.91	1.09	48.90
English Learners	57	54	94.74	5.26	1.85
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	181	97.31	2.69	18.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	65	95.59	4.41	15.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	41.01	38.35	32.47	38.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	133	99.25	0.75	38.35
Female	62	61	98.39	1.61	34.43
Male	72	72	100.00	0.00	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	20.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	69	68	98.55	1.45	52.94
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	22.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	31.82

B. Pupil Outcomes	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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	96%	96%	96%	98%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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. We have an additional fundraising arm of the Home and School Club called 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.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	409	113	27.6
Female	188	185	54	29.2
Male	227	224	59	26.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	10	10	0	0.0
Black or African American	7	7	3	42.9
Filipino	1	1	0	0.0
Hispanic or Latino	188	183	56	30.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	17	17	8	47.1
White	189	188	46	24.5
English Learners	75	73	20	27.4
Foster Youth	2	2	1	50.0
Homeless	9	8	4	50.0
Socioeconomically Disadvantaged	196	192	68	35.4
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	76	73	29	39.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.59	3.37	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.23	0.24	0.00	0.13	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.37	0.24
Female	2.66	0
Male	3.96	0.44
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.19	0.53
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	3.7	0
English Learners	1.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.1	0.51
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.63	0

2023-24 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 (PBIS) 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, assemblies, BTV 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 and California Healthy Kids 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 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	3		
Mathematics	21	4	10	
Science	24	2	10	
Social Science	5	2		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	4		
Mathematics	21	8	5	1
Science	23	3	9	
Social Science	4	2		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	8	8	1
Mathematics	23	3	10	0
Science	25	2	7	2
Social Science	26	2	7	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	243.13

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,535	$3,428	$9,107	$81,340
District	N/A	N/A	$8,457	
Percent Difference - School Site and District	N/A	N/A	7.4	-2.9
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	32.0	-8.9

Fiscal Year 2022-23 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 and reading intervention using small group instruction or the iReady curriculum, two math intervention support periods/teachers that either push into general education math classes or pull students out for small group intervention, an additional class so that English Learners can take zero period PE allowing them to take an elective during the regular school schedule, a zero period Math+ and Reading intervention classes five days per week, and after school homework hours four days a week, serving approximately 40 students daily. Additionally, we use these funds to significantly increase our ELD services in order to provide small, leveled ELD classes, including a class and FTE release for our newcomer students that provides language acquisition and SEL support. We also dedicate funds for substitutes so that teachers can release quarterly to strategize approach to services for English Learners (Language Review Teams - or LRTs). 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The primary focus of professional development is around tools needed to maximize learning 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. 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 Integrated ELD, academic talk strategies, teacher clarity, and grading for equity. 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. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3