Branciforte Middle School

315 Poplar St. • Santa Cruz, CA 95062-1131 • (831) 429-3883 • Grades 6-8
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Santa Cruz City Schools
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Educational Services**

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**Assistant Superintendent
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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, or a 6th grade wheel including 12 weeks of art, technology, and film/theater. In the seventh and eighth grade, exploratories include: music, choir, Advancement Via Individual Determination (AVID), (a college-preparatory program), or a two year wheel including: Digital Media, art and MESA, (math, engineering, and science achievement). 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 classroom, access to Chromebook carts in math and science classrooms, 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, 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.

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. 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, 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 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
Kristin Pfotenhauer is enjoying her sixth year as principal. She brings thirty-seven years of teaching and administrative experience. She uses her skills in data analysis, leadership and collaboration to focus on equity of outcomes for students.

Teachers, 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	168
Grade 7	165
Grade 8	175
Total Enrollment	508

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1
American Indian or Alaska Native	0
Asian	2.8
Filipino	0.8
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	0.6
White	43.1
Two or More Races	3.7
Socioeconomically Disadvantaged	51.6
English Learners	20.7
Students with Disabilities	18.1
Foster Youth	1.2

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	**15-16**	**16-17**	**17-18**
With Full Credential	27	32	31
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	1	0	1
Santa Cruz City Schools	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Branciforte Middle School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions		0	0

*   "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 2017-18)

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 14, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Access English: Great Source: Houghton Mifflin Harcourt - Adopted 2016 Inside Language: National Geographic Learning - Adopted 2016 Inside Writing: National Geographic Learning - Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Core Connections: Course 1, 2, and 3 - College Preparatory Mathematics Adopted 2013 Core Connections Integrated 1 - College Preparatory Mathematics Adopted 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	CPO Earth Science - CPO Adopted 2007 Focus on Life Science - Glencoe McGraw Hill Adopted 2007 Focus on Physical Science - Glencoe McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Expresate - Spanish 1: Holt Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** 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 recent 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: 11/9/2016				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		LIBRARY: ITEMS STACKED ON SHELVES / ADD FIRE EXTINGUISHER BY FRONT DOOR RM 15: ROOM SIGN NEEDS TO BE REPLACED RM 16: BOOK CASE IN BACK CORNER NEEDS TO BE ANCHORED DOWN / ROOM SIGN NEEDS TO BE REPLACED RM 19: ITEMS STACKED ON SHELVES / LIGHT OUTSIDE DOOR:OUT/ ROOM SIGN NEEDS TO BE REPLACED RM 1A: CABINET BEHIND DESK NEEDS TO BE ANCHORED, BLACK BOOKSHELF NEEDS TO ANCHORED / ROOM SIGN NEEDS TO BE REPLACED, GUTTER IS BROKEN RM 21: STACKED ITEMS ON SHELVES ABOVE THE SINK - NEEDS EDGE / ROOM SIGN NEEDS TO BE REAPLCED RM 5: ITEM STACKED ON CABINETS, PROJECTOR ON UNSAFE MOUNT / NO ROOM SIGN RM 6: STACKED ITEMS ON CABINETS / NO ROOM SIGN RM 8: BOOK CASE BY DESK NEEDS TO BE ANCHORED / PHONE NOT WORKING - BROKEN INTO PIECES / FOUNTAIN DRIPS, NEEDS REPAIR / NO ROOM SIGN
Electrical: Electrical			X	BOYS LOCKER ROOM: NO ELECTRICITY / OUTSIDE DOOR NEEDS SIGN GIRLS LOCKER ROOM: TELEPHONE NOT WORKING RM 10: TWO LIGHT BULBS OUT / ROOM SIGN NEEDS TO BE REPLACED RM 11: TWO LIGHT BULBS OUT / ROOM SIGN NEEDS TO BE REPLACED RM 13: TELEPHONE NOT WORKING / ROOM SIGN NEEDS TO BE REPLACED RM 19: ITEMS STACKED ON SHELVES / LIGHT OUTSIDE DOOR:OUT/ ROOM SIGN NEEDS TO BE REPLACED RM 23: LIGHT BULB OUT / ROOM SIGN NEEDS TO BE REPLACED, GUTTER IS BROKEN RM 3: LIGHT BULB OUT, DIFFUSER FALLING / ROOM SIGN NEEDS TO BE REPLACED RM 5: ITEM STACKED ON CABINETS, PROJECTOR ON UNSAFE MOUNT / NO ROOM SIGN

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/9/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
				RM 8: BOOK CASE BY DESK NEEDS TO BE ANCHORED / PHONE NOT WORKING - BROKEN INTO PIECES / FOUNTAIN DRIPS, NEEDS REPAIR / NO ROOM SIGN SMALL GYM: 1 LIGHT OUT / WEIGHT SIGN ROOM
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		BOYS RESTROOM BY MPR: FLUSH HANDLE ON TOILET STICKS DOWN / ROOM SIGN NEEDS TO BE REPLACED RM 8: BOOK CASE BY DESK NEEDS TO BE ANCHORED / PHONE NOT WORKING - BROKEN INTO PIECES / FOUNTAIN DRIPS, NEEDS REPAIR / NO ROOM SIGN
Safety: Fire Safety, Hazardous Materials	X			INNOVATION CENTER: MOVE FIRE EXTINGUISHER BY FRONT DOOR / NO ROOM SIGN LIBRARY: ITEMS STACKED ON SHELVES / ADD FIRE EXTINGUISHER BY FRONT DOOR
Structural: Structural Damage, Roofs			X	BOYS LOCKER ROOM: NO ELECTRICITY / OUTSIDE DOOR NEEDS SIGN BOYS RESTROOM BY MPR: FLUSH HANDLE ON TOILET STICKS DOWN / ROOM SIGN NEEDS TO BE REPLACED GYM: ROOM SIGN FOR BOYS LOCKER ROOM, ROOM SIGN FOR FRONT DOOR, GUTTER IS BROKEN INNOVATION CENTER: MOVE FIRE EXTINGUISHER BY FRONT DOOR / NO ROOM SIGN RM 10: TWO LIGHT BULBS OUT / ROOM SIGN NEEDS TO BE REPLACED RM 11: TWO LIGHT BULBS OUT / ROOM SIGN NEEDS TO BE REPLACED RM 12: ROOM SIGN NEEDS TO BE REPLACED, GUTTER IS BROKEN RM 13: TELEPHONE NOT WORKING / ROOM SIGN NEEDS TO BE REPLACED RM 14: ROOM SIGN NEEDS TO BE REPLACED RM 15: ROOM SIGN NEEDS TO BE REPLACED RM 16: BOOK CASE IN BACK CORNER NEEDS TO BE ANCHORED DOWN / ROOM SIGN NEEDS TO BE REPLACED RM 17: ROOM SIGN NEEDS TO BE REPLACED RM 18: ROOM SIGN NEEDS TO BE REPLACED RM 19: ITEMS STACKED ON SHELVES / LIGHT OUTSIDE DOOR:OUT/ ROOM SIGN NEEDS TO BE REPLACED RM 1A: CABINET BEHIND DESK NEEDS TO BE ANCHORED, BLACK BOOKSHELF NEEDS TO ANCHORED / ROOM SIGN NEEDS TO BE REPLACED, GUTTER IS BROKEN

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/9/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				RM 21: STACKED ITEMS ON SHELVES ABOVE THE SINK - NEEDS EDGE / ROOM SIGN NEEDS TO BE REAPLCED RM 22: ROOM SIGN NEEDS TO BE REPLACED RM 23: LIGHT BULB OUT / ROOM SIGN NEEDS TO BE REPLACED, GUTTER IS BROKEN RM 3: LIGHT BULB OUT, DIFFUSER FALLING / ROOM SIGN NEEDS TO BE REPLACED RM 5: ITEM STACKED ON CABINETS, PROJECTOR ON UNSAFE MOUNT / NO ROOM SIGN RM 6: STACKED ITEMS ON CABINETS / NO ROOM SIGN RM 7: NO ROOM SIGN RM 8: BOOK CASE BY DESK NEEDS TO BE ANCHORED / PHONE NOT WORKING - BROKEN INTO PIECES / FOUNTAIN DRIPS, NEEDS REPAIR / NO ROOM SIGN SMALL GYM: 1 LIGHT OUT / WEIGHT SIGN ROOM WOOD SHOP: ROOM SIGN NEEDS TO BE REPLACED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	82	72	70	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	54	55	60	59	48	48
Math	39	37	45	42	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	17.5	31.8	15.6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	164	155	94.5	71.6
Male	73	68	93.2	67.7
Female	91	87	95.6	74.7
Hispanic or Latino	84	80	95.2	58.8
White	65	61	93.9	85.3
Socioeconomically Disadvantaged	95	90	94.7	60.0
English Learners	18	15	83.3	20.0
Students with Disabilities	28	25	89.3	32.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	511	486	95.11	54.53
Male	268	250	93.28	48.4
Female	243	236	97.12	61.02
Black or African American	--	--	--	--
Asian	14	13	92.86	84.62
Filipino	--	--	--	--
Hispanic or Latino	244	227	93.03	32.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	223	216	96.86	73.15
Two or More Races	18	18	100	88.89
Socioeconomically Disadvantaged	265	248	93.58	33.87
English Learners	166	153	92.17	18.95
Students with Disabilities	99	91	91.92	18.68
Students Receiving Migrant Education Services	20	17	85	17.65
Foster Youth	--	--	--	--

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 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	512	496	96.88	37.3
Male	268	255	95.15	34.51
Female	244	241	98.77	40.25
Black or African American	--	--	--	--
Asian	14	14	100	71.43
Filipino	--	--	--	--
Hispanic or Latino	244	235	96.31	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	223	216	96.86	52.78
Two or More Races	18	18	100	72.22
Socioeconomically Disadvantaged	266	258	96.99	17.83
English Learners	166	163	98.19	9.82
Students with Disabilities	99	90	90.91	11.11
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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. 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 in the fall 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, 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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.6	1.3	4.5
Expulsions Rate	0.0	0.2	0.6
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.3	2.5	3.5
Expulsions Rate	0.1	0.4	0.3
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2004-2005	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75

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	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			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	8	11	8	6	6	15						
Mathematics	26	23	21	4	5	5	6	8	11	2		
Science	29	30	24	1		2	9	11	11	1		
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 stratagies. Additionally, we are working on integrating brain-based self-regulation strategies 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; ELD training and AVID training. In addition, each teacher is expected to participate in at least two collective efficacy 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 2015-16 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/.

FY 2015-16 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	♦	♦	$6,574	
Percent Difference: School Site/District			-1.5	-23.5
Percent Difference: School Site/ State			-8.4	

* Cells with ♦ do not require data.

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 30 students daily. Additionally, we use these funds to provide an ELA Common Core coach to support 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 http://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.