

Brittan Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Brittan Elementary School
Street	2340 Pepper St.
City, State, Zip	Sutter, CA 95982
Phone Number	(530) 822-5155
Principal	Staci Kaelin
Email Address	stacik@brittan.k12.ca.us
Website	www.brittan.k12.ca.us
County-District-School (CDS) Code	51 71357 6053235

Entity	Contact Information
District Name	Brittan School District
Phone Number	(530) 822-5155
Superintendent	Staci Kaelin
Email Address	stacik@brittan.k12.ca.us
Website	www.brittan.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Brittan School is a rural Pre-K-8 school providing services for approximately 460 students, 56% of who participate in the free or reduced lunch program. Brittan has an attendance rate of approximately 91%.

All students in Jump Start to Kindergarten through fifth grades are using the State adopted mathematics and reading/language arts instructional programs. Our philosophy that guides the reading and math curriculum is based on differentiated instruction.. Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child.

Academic performance and a safe and orderly environment are standards strongly supported by the entire staff and the School Board. Budget, staffing and program decisions reflect these priorities. The student-teacher ration does not exceed 25 to 1 in grades Jump Start To Kindergarten through third and an average of 27 to 1 in grades four through eight. All students in grades

6-8 have 7 periods taught by teachers with either a single subject credential or a supplemental credential. The school has an extensive on-site library; a computer lab/technology coordinator; and a full-time clerical aide who services all grades.

The entire certificated staff has worked together to design an extensive research based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades in all subjects. The Brittan School Board has established teacher professional development programs as a priority to improve teacher effectiveness.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	60
Grade 1	42
Grade 2	46
Grade 3	46
Grade 4	43
Grade 5	46
Grade 6	53
Grade 7	60
Grade 8	68
Total Enrollment	464

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Hispanic or Latino	22.2
White	67
Two or More Races	10.1
Socioeconomically Disadvantaged	50
English Learners	2.4
Students with Disabilities	11.2
Foster Youth	0.2
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	18	17	17
Without Full Credential	1	1	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillian/McGraw Hill (2016)	Yes	0
Mathematics	Saxon (2017), McMillian/McGraw Hill (2015), CPM (2012)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Foss/Mystery Science (2012/2018) Harcourt (2012)	Yes	0
History-Social Science	Pearson grades 4-8 (2019) Scholastic Reader (2019)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Brittan Elementary provides a safe, clean environment for students, staff and volunteers. All classrooms are up to date and provide adequate space for students and staff. A team of three full-time and two part-time custodians ensures classrooms; rest rooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Brittan Elementary School District to ensure that all classrooms and facilities are maintained to provide a quality learning environment. The Administration has aggressively pursued grants and other funding for modernization of the school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	46	37	46	50	50
Mathematics (grades 3-8 and 11)	38	34	38	34	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	304	97.44	2.56	46.05
Male	172	167	97.09	2.91	37.13
Female	140	137	97.86	2.14	56.93
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	68	68	100.00	0.00	42.65
Native Hawaiian or Pacific Islander					
White	212	205	96.70	3.30	46.34

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	27	96.43	3.57	55.56
Socioeconomically Disadvantaged	156	154	98.72	1.28	33.12
English Learners	14	14	100.00	0.00	35.71
Students with Disabilities	44	42	95.45	4.55	26.19
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	305	97.76	2.24	34.21
Male	172	168	97.67	2.33	33.93
Female	140	137	97.86	2.14	34.56
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	68	68	100.00	0.00	30.88
Native Hawaiian or Pacific Islander					
White	212	206	97.17	2.83	34.15
Two or More Races	28	27	96.43	3.57	48.15
Socioeconomically Disadvantaged	156	154	98.72	1.28	24.03
English Learners	14	14	100.00	0.00	28.57
Students with Disabilities	44	43	97.73	2.27	16.28
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.0	23.9	21.7
7	23.2	25.0	28.6

Note: 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.

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 2019-20)

Parents and the community are very supportive of the education program at Brittan Elementary. Parents and community members assist the school with participation in school activities including the following:

- Classroom assistance
- Room parents
- Multicultural activities
- Outdoor educational program
- Library assistance
- Assisting with computers
- Special class programs
- Carnival
- Mobile lab of 30 laptops and a cart

Numerous programs and activities are enriched through funds generated by the Brittan Parents Activity Club (BPAC) sponsored events and fund raisers. All parents are encouraged to become members. Parents or community members who wish to participate in Brittan Elementary leadership teams, school committees, school activities, or become volunteers may contact the school at 530-822-5155

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.5	2.5	1.2	2.5	2.5	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Brittan Elementary. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated annually by members of the School Site Council. All revisions are communicated to the staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	4			19	2	1		20	1	2	
1	21		2		17	3			21	1	1	
2	23		2		21		2		23		2	
3	20	2			24		6		23		2	
4	24		2		21		6		22		2	
5	18	3			25		6		23		1	
6	22		3		27	1	11		26		14	
Other**									24		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9570	1708	6273	63,415
District	N/A	N/A	7862	66,605
Percent Difference - School Site and District	N/A	N/A	-22.5	-12.4
State	N/A	N/A	7125	63218
Percent Difference - School Site and State	N/A	N/A	-12.7	0.3

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

Most of our funds cover salaries, benefits and instructional materials. General fund money contributes to the transportation program. Our childcare program is self-supporting. Class size Reduction funds support smaller class sizes. We receive funds from State and Federal programs, grants, donations, and BPAC (Parents Club).

Brittan School is a school-wide Title 1 school and all services are provided to all students in order to meet the challenging State Standards. Title I services are provided to all highly-qualified teachers and paraprofessionals.

The District utilizes traditional testing (standardized tests) and non-traditional (benchmark assessments) to identify students areas of need and growth. Additional programs offered at Brittan School include art, science and , technology.

Brittan offers county operated Resource Specialist Program (RSP) and Speech and Language Services. Additional special education services are offered at other school sites through county operated programs. The district strives to meet the needs of all school aged children within the district.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,729	\$45,252
Mid-Range Teacher Salary	\$62,746	\$65,210
Highest Teacher Salary	\$86,708	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$139,211	\$124,686
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Brittan School has developed a Professional Development Plan so that all staff members are provided time for training. The ongoing training is provided on pre-service days and monthly minimum days.

- Trainings included the following topics:
- Professional Learning Communities
- Common Core Standards
- Alignment of the English Language Development Standards to English Language Arts standards
- Vertical and horizontal alignment of curriculum
- Creating both summative and formative assessments

Frequent data collection was done and used to monitor growth and change instruction as needed.