Brittan Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	2340 Pepper St. Sutter, CA , 95982-2430	**Principal:**	Mrs. Heather Azevedo, Superintendent
Phone:	(530) 822-5155	**Grade Span:**	K-8

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mrs. Heather Azevedo, Superintendent

Principal, Brittan Elementary

Contact

Brittan Elementary
2340 Pepper St.
Sutter, CA 95982-2430

Phone: (530) 822-5155
Email: heathera@brittan.k12.ca.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Brittan Elementary
Phone Number	(530) 822-5155
Superintendent	Azevedo, Heather
Email Address	heathera@brittan.k12.ca.us
Website	www.brittan.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Brittan Elementary
Street	2340 Pepper St.
City, State, Zip	Sutter, CA , 95982-2430
Phone Number	(530) 822-5155
Principal	Mrs. Heather Azevedo, Superintendent
Email Address	heathera@brittan.k12.ca.us
Website	http://www.brittan.k12.ca.us
Grade Span	K-8
County-District-School (CDS) Code	51713576053235

School Description and Mission Statement (School Year 2025–26)

Brittan School is a rural Transitional Kindergarten through Eighth Grade school providing services for approximately 531 students, 41.82% of who participate in the free or reduced lunch program. Brittan has an attendance rate of approximately 94.63%.

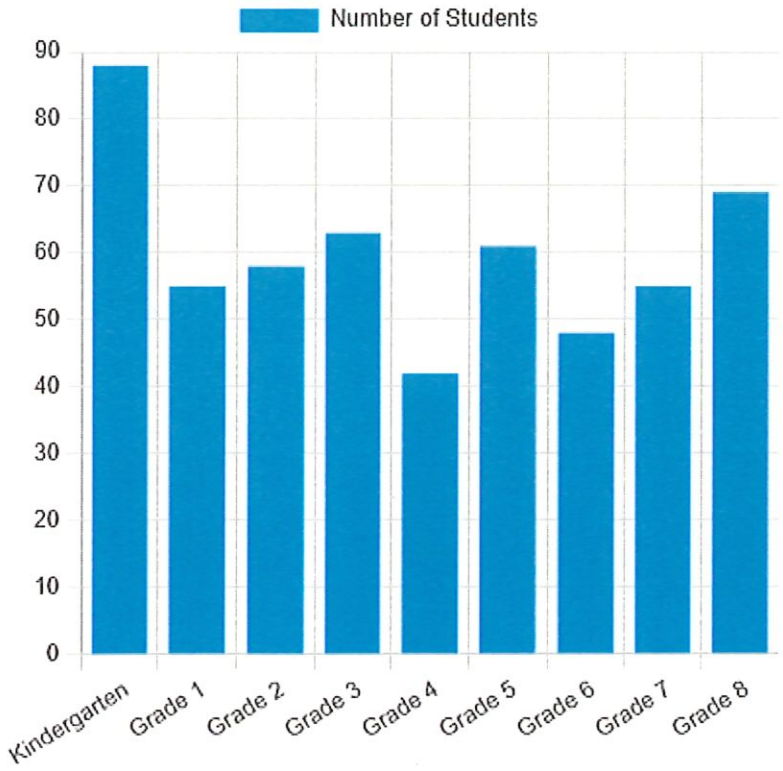
All students in Transitional Kindergarten through Eighth Grade are using State adopted Mathematics and Reading/Language Arts instructional programs. Our philosophy that guides the Reading and Math curriculum is based on differentiated instruction. Teaching the same concepts and skills in many different 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 the standards strongly supported by the entire staff and the School Board. Budget, staffing and program decisions reflect these priorities. The student-teacher ratio does not exceed 25 to 1 in Transitional Kindergarten through Fifth Grade and an average of 27 to 1 in Sixth through Eighth Grade. All students in Seventh and Eighth grade have six periods taught by teachers with either a single subject credential or a supplemental credential specific to their content area. The school has an extensive on-site library; a technology coordinator; and a full-time clerical aide who services all grades.

The entire certificated staff has worked together to design a research based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and 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 2024–25)

Grade Level	Number of Students
Kindergarten	88
Grade 1	55
Grade 2	58
Grade 3	63
Grade 4	42
Grade 5	61
Grade 6	48
Grade 7	55
Grade 8	69
Total Enrollment	539



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	46.40%
Male	53.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.90%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	25.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.60%
White	66.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.00%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	34.90%
Students with Disabilities	14.10%

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 Preparation and Placement (School Year 2021–22)

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)	18.80	86.15%	18.80	86.15%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.14%	2.00	9.14%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	2.83%	0.60	2.83%	11953.10	4.28%
Unknown/Incomplete/NA	0.40	1.87%	0.40	1.87%	15831.90	5.67%
Total Teaching Positions	21.80	100.00%	21.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	18.80	81.99%	18.80	81.99%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.70%	2.00	8.70%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.96%	1.10	4.96%	11746.90	4.23%
Unknown/Incomplete/NA	0.90	4.31%	0.90	4.31%	14303.80	5.15%
Total Teaching Positions	22.90	100.00%	22.90	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	18.00	75.16%	18.00	75.16%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	16.05%	3.80	16.05%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	7.63%	1.80	7.63%	12112.80	4.34%
Unknown/Incomplete/NA	0.20	1.08%	0.20	1.08%	13705.80	4.91%
Total Teaching Positions	23.90	100.00%	23.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.50	2	3.80
Misassignments	1.50	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.00	2	3.80

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.50
Local Assignment Options	0.60	1.1	1.30
Total Out-of-Field Teachers	0.60	1.1	1.80

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.1%	0%	1.70%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8%	0.8%	0.70%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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 two full-time and two part-time maintenance/custodians ensures classrooms, restrooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Brittan Elementary School District to maintain facilities to provide a quality learning environment. The Business Department and Administration has pursued grants and other funding options for modernization of the school.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: Not Available

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 Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	35%	30%	35%	30%	47%	48%
Mathematics (grades 3-8 and 11)	32%	29%	32%	29%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	332	326	98.19%	1.81%	30.06%
Female	157	153	97.45%	2.55%	30.07%
Male	175	173	98.86%	1.14%	30.06%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	82	82	100.00%	0.00%	30.49%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	26	26	100.00%	0.00%	42.31%
White	220	214	97.27%	2.73%	28.50%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	118	98.33%	1.67%	24.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	48	44	91.67%	8.33%	18.18%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	332	326	98.19%	1.81%	29.45%
Female	157	153	97.45%	2.55%	21.57%
Male	175	173	98.86%	1.14%	36.42%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	82	82	100.00%	0.00%	26.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	26	26	100.00%	0.00%	30.77%
White	220	214	97.27%	2.73%	30.84%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	118	98.33%	1.67%	19.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	48	44	91.67%	8.33%	20.45%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	16.67%	11.54%	16.67%	11.54%	30.73%	32.52%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	130	97.01%	2.99%	11.54%
Female	60	57	95.00%	5.00%	5.26%
Male	74	73	98.65%	1.35%	16.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	35	35	100.00%	0.00%	17.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	11	100.00%	0.00%	9.09%
White	85	81	95.29%	4.71%	9.88%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	4.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	17	89.47%	10.53%	11.76%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%
7	96.4%	92.7%	90.9%	92.7%	90.9%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2025–26)

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
- Outdoor Educational Program
- Field Trips
- Assemblies
- Special Class Programs
- Fall Carnival
- Family Literacy Night
- Visual and Fine Arts
- Family Movie Nights

Numerous programs and activities are enriched through fund generated by the Brittan Parent Activity Club (BPAC) sponsored events and fundraisers. 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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

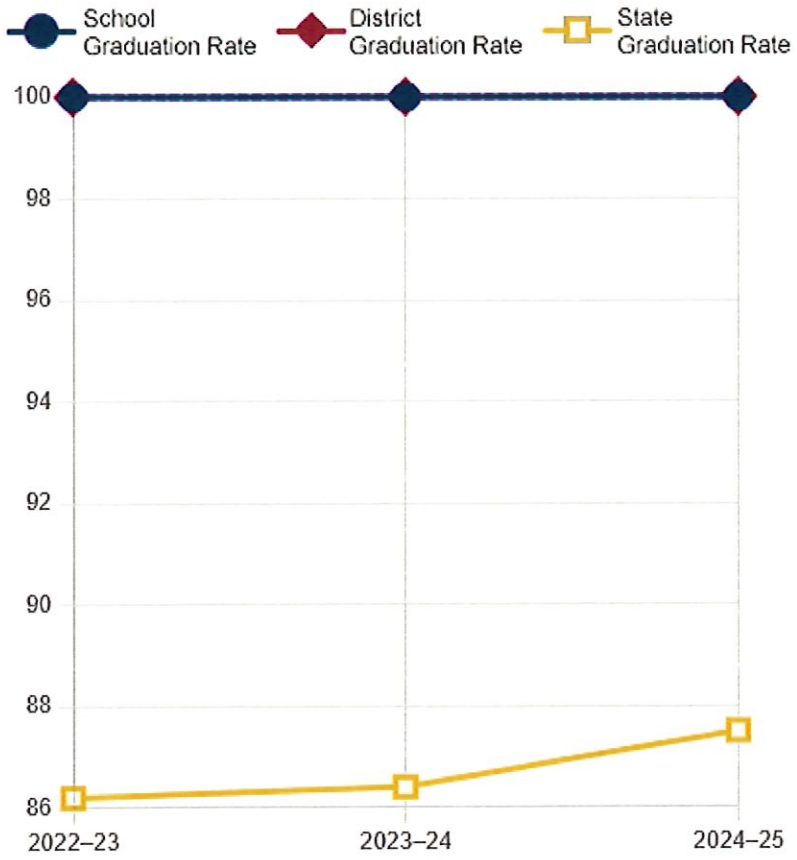
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

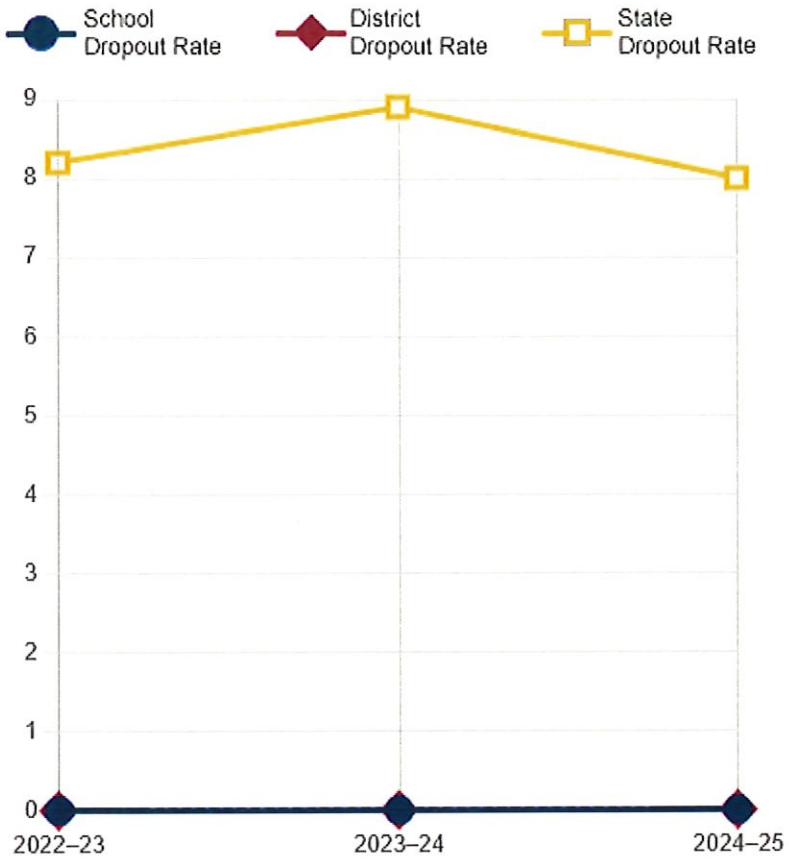
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	100%	100%	100%	100%	100%	100%	86.2%	86.4%	87.5%
Dropout Rate	0%	0%	0%	0%	0%	0%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	555	547	100	18.3%
Female	260	256	43	16.8%
Male	295	291	57	19.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	140	33	23.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	42	4	9.5%
White	359	359	63	17.5%
English Learners	12	11	6	54.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	213	206	55	26.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	85	22	25.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	1.04%	0.00%	4.14%	1.04%	0.00%	4.14%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.14%	0.00%
Female	0.77%	0.00%
Male	7.12%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.03%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.76%	0.00%
White	5.01%	0.00%
English Learners	8.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.69%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.82%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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 be members of the Brittan Parent Advisory Committee. All revisions are communicated to the staff and approved by the School Board. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and other safety drills are conducted throughout the school year. Catapult and Catapult Emergency Management System is the districts primary communication system.

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) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	4	0	0
1	20.00	2	1	0
2	27.00	1	0	1
3	19.00	21	0	0
4	23.00	0	14	0
5	22.00	0	14	0
6	29.00	0	12	0
Other**	0.00	0	0	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	4		
1	18.00	3		
2	29.00		2	1
3	21.00	6	6	
4	19.00	21		
5	24.00		14	
6	26.00		12	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	3		
1	18.00	3		
2	19.00	3		
3	21.00	6	12	
4	21.00		14	
5	20.00	14	7	
6	24.00		12	
Other**				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	3	1	0
Mathematics	21.00	4	0	0
Science	22.00	3	1	0
Social Science	22.00	3	1	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	4	1	
Mathematics	20.00	4	1	
Science	21.00	4	1	
Social Science	21.00	4	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	1	4	
Mathematics	23.00	2	3	
Science	25.00	1	4	
Social Science	25.00	1	4	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	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 2024–25)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$75848.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$85291.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Most of our funds cover salaries, benefits and instructional materials. General fund money contributes to the transportation program. Our Expanded Learning Opportunities program provides after school care and is funded by the state, for Transitional Kindergarten through Sixth Grade students, who meet the state requirements; others are accepted as room is available. We receive funds from State and Federal programs, grants, donations and BPAC.

Brittan School is a school-wide Title I 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.

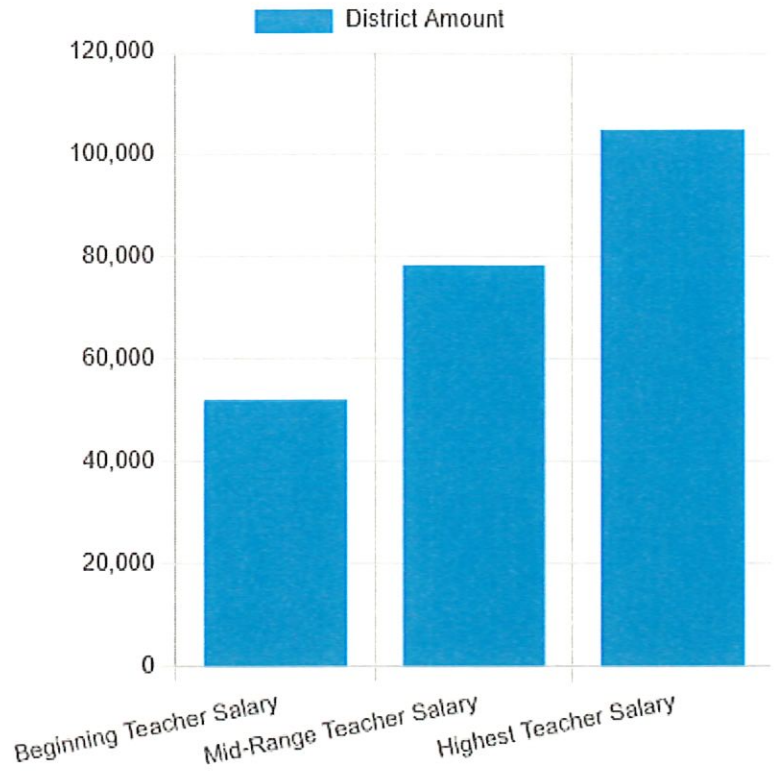
This District utilizes traditional testing (standardized tests) and non-traditional (benchmark assessments) to identify students areas of need and growth. Additional programs offered at Brittan School include Math and Reading intervention/enrichment, art, science and technology.

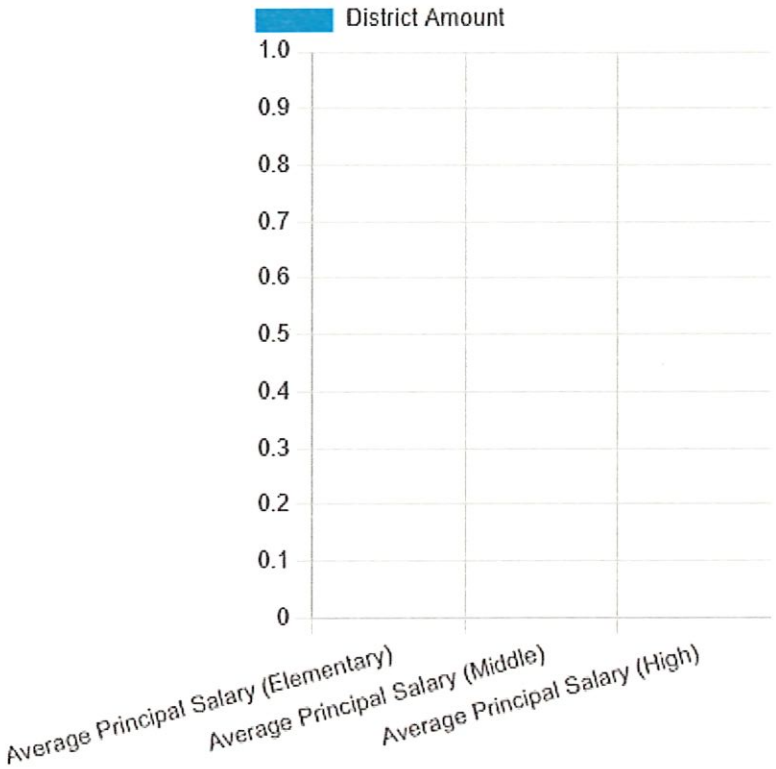
Brittan offers county operated Resources Specialist Program (RSP) and Speech and Language services. Additional special education services are offered at other school sites through county operated programs. The district strives to meet the needs of all school aged children who attend Brittan Elementary.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52159.00	$55247.70
Mid-Range Teacher Salary	$78430.00	$80745.76
Highest Teacher Salary	$104944.00	$109655.38
Average Principal Salary (Elementary)	$0.00	$133828.44
Average Principal Salary (Middle)	$0.00	$142253.44
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$120000.00	$155953.89
Percent of Budget for Teacher Salaries	32.71%	25.26%
Percent of Budget for Administrative Salaries	4.37%	6.12%

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


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	16	41	