

# Irving L. Branch Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Irving L. Branch Elementary School
<b>Street</b>	1595 Bailey Avenue
<b>City, State, Zip</b>	Edwards, CA 93523
<b>Phone Number</b>	(661) 258-4411
<b>Principal</b>	John Siercks
<b>E-mail Address</b>	<a href="mailto:jsiercks@muroc.k12.ca.us">jsiercks@muroc.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.muroc.k12.ca.us/Branch/">http://www.muroc.k12.ca.us/Branch/</a>
<b>CDS Code</b>	15636856009880

<b>District Contact Information</b>	
<b>District Name</b>	Muroc Joint Unified
<b>Phone Number</b>	(760) 769-4821
<b>Superintendent</b>	Michael McCoy Ph.D.
<b>E-mail Address</b>	mmccoy@muroc.k12.ca.us
<b>Web Site</b>	www.muroc.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

Branch Elementary School is part of the Muroc Joint Unified School District, which serves the Edwards Air Force Base and surrounding communities in California's Mojave Desert. Branch is one of two schools located on Edwards Air Force Base. Branch Elementary School serves approximately 870 students in grades K-6. Class size average in Kindergarten through 2nd grade is 23 students. Class size average in 3rd grade is 28, and the class size average in 4th - 6th grade is 29. Branch Elementary School was named California Distinguished School in 2000 and 2004.

A district psychologist and nurse serve the Branch students on a regularly scheduled basis, or as needed for testing and intervention. The district Maintenance and Operations department provide facility maintenance and repair.

Most children are of military parents, many of whom have both mother and father as military members; because of this, the student population of Branch Elementary School is very mobile. Some students who attend Branch are citizens of other countries because much of the work at Edwards involves training military personnel of other allied countries. Military members and civilians who work at Edwards Air Force Base but live in the surrounding area bring their students due to their residency based on employment. Students leaving the 6th grade attend Desert Jr/Sr High School, a school on the base composed of grades 7-12.

#### **MISSION STATEMENT**

At Irving L. Branch Elementary School, we are endeavoring to incorporate new experiences and challenges, meeting every student's need for success by developing the whole child and preparing them for the challenges of the future.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	132
<b>Grade 1</b>	113
<b>Grade 2</b>	111
<b>Grade 3</b>	107
<b>Grade 4</b>	108
<b>Grade 5</b>	101
<b>Grade 6</b>	102
<b>Total Enrollment</b>	774

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	3
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.3
White	50.6
Two or More Races	11.4
Socioeconomically Disadvantaged	18.5
English Learners	2.3
Students with Disabilities	9.6
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	33	33	87
Without Full Credential	1	0	3	9
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	5

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	91.4	8.6
<b>All Schools in District</b>	91.7	8.3
<b>High-Poverty Schools in District</b>	88.4	11.6
<b>Low-Poverty Schools in District</b>	93.8	6.2

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** September 2015

Branch Elementary provides students with the necessary textbooks and instructional material. The school makes textbook materials readily available to all students. The Muroc School district will be adopting the New Common Core State Standards and as such will be adopting new Mathematics textbooks aligned to the new standards. The district is currently exploring the adoption of new Language Arts material and will be establishing a textbook adoption committee. The committee will evaluate all approved material and make a recommendation on the selection to the Board of Education.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Open Court Reading c.2002 – Adopted 2005	Yes	0
<b>Mathematics</b>	Go Math Houghton Mifflin Harcourt c. 2015 - Adopted 2015	Yes	0
<b>Science</b>	Discover Works c.2000, Harcourt Science c.2000, Science Voyages, c.2001 – Adopted 2004	Yes	0
<b>History-Social Science</b>	California Vistas c.2007 – Adopted 2007	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Muroc School District has a Maintenance Department that ensures school facilities are kept in good working order. We have a work order procedure that notifies the Maintenance Department that something needs to be repaired. Any repair that is a safety concern for adults or students are handled immediately. They maintain the school grounds in good safe condition for all students to use on a daily basis.

Branch is currently involved in a remodeling project that if funded will participate in a major renovation and modernization. The school is currently working with architect Flewelling & Moody to develop preliminary site plans. A committee has been established to review the plans and provide feedback to the architects as the plans are developed.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			.
<b>Interior:</b> Interior Surfaces		X		Ceiling tiles Room 101 Ceiling damage Room 103 Missing ceiling tiles by light 104 Middle board falling Room 106 Stained ceiling tiles Room 113 Tile falling Room 110 Tile falling Room 112 Loose partition Restroom West End Missing cove base, wall repair, tiles falling Primary MPR Ceiling tiles Room 115 Ceiling tiles, window hole Room 116 ceiling holes Room 117 Dividers broken Boys Portable Restroom Diffuser hanging, ceiling tiles Room 124 Lock sticks Room 6 Wall repair, cove base Room 7 Wall damage Library Floor tile Cafeteria
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Burned outlet cover by TV Room 101 Lights Portable Girls Restroom
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Faucet leaking Room 105 Faucet leaking Room 106 Drain doesn't work Room 114 Drinking fountain loose, inoperable Room 108 Fountain inoperable Room 119 Fountain adjust Room 120 Toilet seats, closet floor tile Portable Girls Restroom Fountain Room 7 Loose fountain Room 13 Urinal damage Boys Restroom Cafeteria Partitions in Restrooms Make bathroom in office functional Forbes Office
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No fire extinguisher Hallway
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/13/2016				
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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	46	55	41	46	44	48
Mathematics	39	45	30	34	34	36

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	110	106	96.4	56.6
	4	112	107	95.5	48.6
	5	103	101	98.1	55.6
	6	105	103	98.1	61.2
Male	3	44	44	100.0	47.7
	4	49	46	93.9	52.2
	5	57	56	98.3	41.1
	6	53	51	96.2	60.8
Female	3	66	62	93.9	62.9
	4	63	61	96.8	45.9
	5	46	45	97.8	74.4
	6	52	52	100.0	61.5
Black or African American	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	12	12	100.0	25.0
	5	--	--	--	--
	6	12	12	100.0	58.3
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	29	29	100.0	44.8
	4	25	24	96.0	45.8
	5	26	25	96.2	41.7
	6	24	23	95.8	56.5
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	3	61	57	93.4	63.2
	4	58	54	93.1	50.0
	5	52	52	100.0	66.7
	6	55	54	98.2	64.8
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	13	12	92.3	41.7
	6	--	--	--	--
Socioeconomically Disadvantaged	3	24	22	91.7	59.1
	4	17	16	94.1	25.0
	5	21	20	95.2	45.0
	6	17	17	100.0	58.8
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	12	12	100.0	8.3
	5	13	13	100.0	23.1
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	110	106	96.4	57.5
	4	112	107	95.5	37.4
	5	103	101	98.1	37.4
	6	105	103	98.1	48.5
Male	3	44	44	100.0	59.1
	4	49	46	93.9	45.6
	5	57	56	98.3	33.9
	6	53	51	96.2	51.0
Female	3	66	62	93.9	56.5
	4	63	61	96.8	31.1
	5	46	45	97.8	41.9
	6	52	52	100.0	46.1
Black or African American	3	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--
	6	12	12	100.0	33.3
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	29	29	100.0	37.9
	4	25	24	96.0	41.7
	5	26	25	96.2	25.0
	6	24	23	95.8	47.8
<b>Native Hawaiian or Pacific Islander</b>	6	--	--	--	--
<b>White</b>	3	61	57	93.4	70.2
	4	58	54	93.1	38.9
	5	52	52	100.0	45.1
	6	55	54	98.2	51.9
<b>Two or More Races</b>	3	--	--	--	--
	4	--	--	--	--
	5	13	12	92.3	33.3
	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	24	22	91.7	54.5
	4	17	16	94.1	12.5
	5	21	20	95.2	25.0
	6	17	17	100.0	29.4
<b>English Learners</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	12	12	100.0	
	5	13	13	100.0	
	6	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	59	58	65	64	60	61	60	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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	103	98	95.2	65.3
Male	57	55	96.5	61.8
Female	46	43	93.5	69.8
Hispanic or Latino	26	23	88.5	60.9
White	52	51	98.1	68.6
Two or More Races	13	12	92.3	66.7
Socioeconomically Disadvantaged	21	20	95.2	65.0
Students with Disabilities	13	13	100.0	23.1

Note: 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.

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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.5	28.6	30.6

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

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Branch Elementary School provides many opportunities and activities to enhance parent and community awareness, participation, and rapport. Periodic evaluation of the following parent/community activities will determine present effectiveness and future needs. These include but are not limited to:

Back to School Night  
On-going Parent Conferences  
On-going Parent Visitation/Observation  
School Site Council  
English Learner Advisory Committee  
Parent Volunteers  
Classroom Programs  
Branch School Website  
Vocal Music Presentations  
Student Musicals (grades 4-6)  
Personal Correspondences to Community  
Progress Reports to Parents  
Open House  
Class Field Trips  
Student Assistant Team  
Principal's A.R. Club  
Parent Library Materials  
Weekly reports to students/parents  
Quarterly Reports to Students/Parents  
Parent Guest Speakers/Performers  
Parent/Teacher Surveys  
Award Ceremonies (Spirit Tree, Student of the Month/Quarter, Citizen of the Quarter)  
Activity Day  
Pen Pals  
Grade Level/Cross Grade Level Buddy Program  
Book It Program  
Read Aloud Program  
Multi-Cultural Activities & Program  
District Parent Leader Meeting  
Silent Sustained Reading  
Branch Booster Club  
Fall Festival  
Read Across America  
Grade Level Handbooks  
Oral Language Festival  
Spelling Bee  
Scorp Pals  
ASB  
Toys for Tots Drive  
Science Fair  
Science Carnival

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.4	1.4	3.0	2.5	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The school safety plan is reviewed and updated annually. Teachers and students participate in emergency preparedness drills on a monthly basis. Teachers also receive information at Monthly Staff meetings. All school staff have participated in Active Shooter training drills and we are currently training our students. Security Forces participated in the training at the school sites as a collaborative effort to ensure safety precautions and preventative measures are in place. Some of the key features in our School plan include, Status on School Crime, Child Abuse reporting procedures, Suspension and Expulsion policies, Safe Ingress and Egress Procedures, Discrimination and Harassment policy, as well as Emergency Preparedness Plan.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		6		22	1	5		22	1	5	
1	24		5		22	1	4		22	1	4	
2	24		6		20	3	3		20	3	3	
3	27		4		28		4		28		4	
4	25	1	3		28		4		28		4	
5	24	1	3	1	29		3		29		3	
6	36			3	27		4		27		4	
Other					6	1			6	1		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3509	376	3133	62729
District	N/A	N/A	3677	\$64,138
Percent Difference: School Site and District	N/A	N/A	-14.8	-2.2
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-44.8	-6.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

Supplemental services include the use of Accelerated Math and Reading, and STAR Math and Reading Assessments through Renaissance Learning.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,786	\$42,063
Mid-Range Teacher Salary	\$61,921	\$64,823
Highest Teacher Salary	\$82,075	\$84,821
Average Principal Salary (Elementary)	\$82,320	\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)	\$94,974	\$115,589
Superintendent Salary	\$165,302	\$169,152
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

### **Professional Development (Most Recent Three Years)**

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Teachers have received professional development in Common Core Instruction and Explicit Direct Instruction. Our district has embraced the new Common Core State Standards and began implementation in the 2014-2015 school year. Branch Elementary has already implemented teacher grade level collaboration days in an effort to professional development to teachers on the new standards. Teacher grade level representatives attended Common Core and Direct Explicit Instruction professional development sessions. Teachers review student assessments as an indicator of student growth and progress and make instructional decisions to meet students needs. Teachers are supported through coaching support by the site Learning Director and grade level collaboration meetings.