

Irving L. Branch Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Irving L. Branch Elementary School
Street	1595 Bailey Avenue
City, State, Zip	Edwards, CA 93523
Phone Number	(661) 258-4418
Principal	John Siercks
E-mail Address	jsiercks@muroc.k12.ca.us
Web Site	http://www.muroc.k12.ca.us/Branch/
CDS Code	15636856009880

District Contact Information	
District Name	Muroc Joint Unified
Phone Number	(760) 769-4821
Superintendent	Kevin Cordes
E-mail Address	kcordes@muroc.k12.ca.us
Web Site	www.muroc.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

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 740 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.

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 2017-18)

Grade Level	Number of Students
Kindergarten	143
Grade 1	124
Grade 2	95
Grade 3	95
Grade 4	97
Grade 5	101
Grade 6	93
Total Enrollment	748

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	2.5
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0.7
White	45.5
Socioeconomically Disadvantaged	18.7
English Learners	1.5
Students with Disabilities	9.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	34	27	85
Without Full Credential	3	4	3	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

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
Reading/Language Arts	Houghton Mifflin Harcourt: California Journeys- Adopted 2017	Yes	0
Mathematics	Go Math Houghton Mifflin Harcourt c. 2015 - Adopted 2015	Yes	0
Science	Discover Works c.2000, Harcourt Science c.2000, Science Voyages, c.2001 – Adopted 2004	Yes	0
History-Social Science	California Vistas c.2007 – Adopted 1007	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 new school/remodel project and is working closely with WLC Architects on this project.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	.
Interior: Interior Surfaces	Fair	Room 103: Faucet lose, stained tiles Room 105: Lights, loose ceiling tiles Room 106: Loose ceiling tiles Room 114: Sewer Collapsed Room 109: Lights out Room 112: Broken sink faucet, lights out Room 115: Stained ceiling tiles, AC not working Room 120: Sink off wall, torn wall paper Room 122: Lights out, missing outlet cover

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 123: Damaged floor tiles, sagging ceiling tile, broken light switch, switch won't shut off. Room 124: Rotted vanity. Light out. Room 5: Lights out Room 7: Wall needs repair under coat rack Room 8: Missing outlet cover Room 9: Plant growing out of drinking faucet, both leak, lights out Room 13: Loose fountain Cafeteria: Floor tile cracked Room 125: Fountain needs adjustment Forbes Office: Counselor's office outside wall leak EL Room: Ceiling stained Kitchen: East door lock malfunction
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Room 102: Mouse droppings. Room 106: Mouse droppings Room 107: Mouse droppings Room 4: Mouse droppings Room 8: Mouse droppings Room 10: Mouse droppings
Electrical: Electrical	Good	Light out in office
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms by 101-103: Girls missing toilet seat. Boys is okay. Restroom West End: Girls bathroom: One sink inoperable. Boys is okay. Annex restrooms: Boys urinal running. Portable Girls Restroom: Girls closet floor tile missing, broken towel dispenser East End Restrooms: Boys partition lose top of boys bathroom. Girls is okay. Cafeteria: boys restroom wall water damage, girls okay.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Blacktop cracks, grass areas need repair. Move sand under swings.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2017	
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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	56.0	53.0	46.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	45.0	45.0	34.0	34.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	373	96.88	52.55
Male	189	182	96.30	53.30
Female	196	191	97.45	51.83
Black or African American	38	35	92.11	45.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	105	97.22	52.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	181	175	96.69	52.00
Two or More Races	44	44	100.00	63.64
Socioeconomically Disadvantaged	74	71	95.95	43.66
English Learners	--	--	--	--
Students with Disabilities	51	49	96.08	18.37
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	373	96.88	44.5
Male	189	183	96.83	46.99
Female	196	190	96.94	42.11
Black or African American	38	35	92.11	40
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	105	97.22	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	181	175	96.69	46.86
Two or More Races	44	44	100	40.91
Socioeconomically Disadvantaged	74	71	95.95	35.21
English Learners	--	--	--	--
Students with Disabilities	51	50	98.04	20
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.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.2	32.3	15.6

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 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 2018-19)

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
- ASB
- Toys for Tots Drive
- Science Fair
- Science Olympiad

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.4	1.4	1.6	4.6	5.4	5.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	19	4	3		22	1	6		20	3	4	
1	22		5		19	3	2		21	1	5	
2	22	1	4		20	4	1		18	5		
3	27		4		25		4		24		4	
4	27		4		25		4		24		4	
5	28		3		27		3		29		3	
6	29		4		27		4		26		4	
Other	10	1			8	1			4	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist (non-teaching)	.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3509	376	3133	62729
District	N/A	N/A	3677	\$65,202
Percent Difference: School Site and District	N/A	N/A	-14.8	-2.2
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-44.8	-6.9

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 2017-18)

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,825	\$45,681
Mid-Range Teacher Salary	\$67,331	\$70,601
Highest Teacher Salary	\$89,126	\$89,337
Average Principal Salary (Elementary)	\$86,365	\$110,053
Average Principal Salary (Middle)	\$0	\$115,224
Average Principal Salary (High)	\$102,194	\$124,876
Superintendent Salary	\$152,145	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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)

Teachers have received professional development in Common Core Instruction and Explicit Direct Instruction. Our district embraced the new Common Core State Standards and began implementation in the 2014-2015 school year. Branch Elementary uses 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.