Irving L. Branch 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	Irving L. Branch Elementary School
Street	1595 Bailey Avenue
City, State, Zip	Edwards, CA 93523
Phone Number	(661) 258-4418
Principal	John Siercks
Email Address	jsiercks@muroc.k12.ca.us
Website	http://www.muroc.k12.ca.us/Branch/
County-District-School (CDS) Code	15636856009880

Entity	Contact Information
District Name	Muroc Joint Unified
Phone Number	(760) 769-4821
Superintendent	Kevin Cordes
Email Address	kcordes@muroc.k12.ca.us
Website	www.muroc.k12.ca.us

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

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 750 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 30.

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 2018-19)

Grade Level	Number of Students
Kindergarten	124
Grade 1	133
Grade 2	107
Grade 3	88
Grade 4	89
Grade 5	98
Grade 6	91
Total Enrollment	730

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	2.3
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.8
White	43
Two or More Races	15.2
Socioeconomically Disadvantaged	19.9
English Learners	0.8
Students with Disabilities	12.9
Foster Youth	0.7
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	34	27	28	
Without Full Credential	4	3	4	
Teaching Outside Subject Area of Competence (with full credential)	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: September 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 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 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

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	.
Interior: Interior Surfaces	Fair	Nurse: Restroom paper towel dispenser Room 3: Excess storage Room 4: Light out, loose faucet Room 7: Missing covebase, faucet needs adjusting Room 6: Crack in wall Room 9: Fountain in-operable Room 8: Light out, faucet needs adjusting, clutter Room 11: Water damage wall Room 13: Lights out, faucet in-operable Room 12: Faucet in-operable Room 14: Covebase missing MPR: Missing tile, door drags, leak in staff lounge Kitchen: Faucet leaks Room 124: lights out, faucet leaks Room 123: Loose door Room 120: Missing wall paper, light out Room 110: door needs lube Room 111: Soap dispenser Room 114: Sink in-operable Room 101: Door to outside is hard to latch
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clutter room 8

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Room 4: Light out Office: Light out Room 13: Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Restroom 4th grade: Boys urinal clogged, girls toilet runs long Restroom 6th grade: Faucet needs adjusting, tiles patched Girls portable restroom: toilet seat adjustment Boys portable restroom: light out West main restroom: sink falling off
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)	53	57	43	48	50	50
Mathematics (grades 3-8 and 11)	45	45	34	35	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	374	365	97.59	2.41	56.71
Male	190	186	97.89	2.11	51.08
Female	184	179	97.28	2.72	62.57
Black or African American	30	27	90.00	10.00	48.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	108	98.18	1.82	49.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	163	159	97.55	2.45	59.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	50	50	100.00	0.00	66.00
Socioeconomically Disadvantaged	79	77	97.47	2.53	48.05
English Learners	--	--	--	--	--
Students with Disabilities	56	56	100.00	0.00	23.21
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	374	365	97.59	2.41	45.48
Male	190	186	97.89	2.11	45.70
Female	184	179	97.28	2.72	45.25
Black or African American	30	27	90.00	10.00	37.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	108	98.18	1.82	40.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	163	159	97.55	2.45	49.06
Two or More Races	50	50	100.00	0.00	46.00
Socioeconomically Disadvantaged	79	77	97.47	2.53	35.06
English Learners	--	--	--	--	--
Students with Disabilities	56	56	100.00	0.00	21.43
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	14	40.4	26.6

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)

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
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 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	1.4	1.6	1.1	5.4	5.9	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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	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	22	1	6		20	3	4		20	4	2	
1	19	3	2		21	1	5		27		5	
2	20	4	1		18	5			23		4	
3	25		4		24		4		25		4	
4	25		4		24		4		29		3	
5	27		3		29		3		32		1	2
6	27		4		26		4		30		3	
Other**	8	1			4	1			9	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	.4
Resource Specialist (non-teaching)	1.0
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	3509	376	3133	62729
District	N/A	N/A	3677	$63,417.00
Percent Difference - School Site and District	N/A	N/A	-14.8	-2.2
State	N/A	N/A	$7,506.64	$72,949.00
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 2018-19)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,582	$46,208
Mid-Range Teacher Salary	$68,678	$72,218
Highest Teacher Salary	$90,881	$92,742
Average Principal Salary (Elementary)	$91,099	$134,864
Average Principal Salary (Middle)	$0	$118,220
Average Principal Salary (High)	$105,948	$127,356
Superintendent Salary	$153,000	$186,823

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	7%	6%

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			

Teachers have received professional development in Common Core Instruction and Explicit Direct Instruction. Our district embraced the new Common Core State Standards and they are being 100% implemented. 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.