

Irving L. Branch Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Irving L. Branch Elementary School
Street	1577 Payne Avenue
City, State, Zip	Edwards, CA 93523
Phone Number	(661) 258-4418
Principal	John Siercks
Email Address	jsiercks@muroc.k12.ca.us
School Website	http://muroc.k12.ca.us/branch/
County-District-School (CDS) Code	15636856009880

2021-22 District Contact Information

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

2021-22 School Overview

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 720 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	94
Grade 2	110
Grade 3	100
Grade 4	83
Grade 5	90
Grade 6	77
Total Enrollment	670

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
Asian	1.5
Black or African American	7
Filipino	1.6
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	1.5
Two or More Races	16.1
White	40.6
English Learners	0.6
Foster Youth	0.1
Socioeconomically Disadvantaged	12.7
Students with Disabilities	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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

September 2019

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

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.

Year and month of the most recent FIT report

February 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	323	89.47	10.53	42.41
Female	175	155	88.57	11.43	49.03
Male	186	168	90.32	9.68	36.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	23	85.19	14.81	43.48
Filipino	--	--	--	--	--
Hispanic or Latino	108	96	88.89	11.11	38.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	56	87.5	12.5	39.29
White	144	130	90.28	9.72	43.08
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	169	157	92.9	7.1	47.13
Socioeconomically Disadvantaged	56	46	82.14	17.86	39.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	37	90.24	9.76	8.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	320	88.64	11.36	25.31
Female	175	153	87.43	12.57	20.92
Male	186	167	89.78	10.22	29.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	23	85.19	14.81	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	108	95	87.96	12.04	17.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	55	85.94	14.06	23.64
White	144	129	89.58	10.42	33.33
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	169	157	92.90	7.10	25.48
Socioeconomically Disadvantaged	56	46	82.14	17.86	15.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	35	85.37	14.63	2.86

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

No Data Available Student Groups	No Data Available Total Enrollment	No Data Available Number Tested	No Data Available Percent Tested	No Data Available Percent Not Tested	No Data Available Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

No Data Available Student Groups	No Data Available Total Enrollment	No Data Available Number Tested	No Data Available Percent Tested	No Data Available Percent Not Tested	No Data Available Percent At or Above Grade Level
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	30.00	N/A	25.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	80	86.96	13.04	30.00
Female	42	35	83.33	16.67	40.00
Male	50	45	90.00	10.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	22	84.62	15.38	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	22	84.62	15.38	36.36
White	34	32	94.12	5.88	28.13
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	43	39	90.70	9.30	33.33
Socioeconomically Disadvantaged	18	15	83.33	16.67	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 Support 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
- ASB
- Toys for Tots Drive

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	731	712	22	3.1
Female	352	341	8	2.3
Male	379	371	14	3.8
American Indian or Alaska Native	0	0	0	0.0
Asian	11	11	0	0.0
Black or African American	51	51	4	7.8
Filipino	12	12	0	0.0
Hispanic or Latino	221	214	9	4.2
Native Hawaiian or Pacific Islander	10	10	0	0.0
Two or More Races	116	116	4	3.4
White	297	285	5	1.8
English Learners	3	3	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	104	96	7	7.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	95	92	4	4.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.10	0.00	5.41	0.11	3.47	0.20
Expulsions	0.00	0.00	0.15	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.49	1.58	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The school safety plan is reviewed and updated on an annual basis. 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

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	2	
1	27		5	
2	23		4	
3	25		4	
4	29		3	
5	32		1	2
6	30		3	
Other	9	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		6	
1	23		5	
2	25		5	
3	31		3	
4	30		3	
5	29		3	
6	29		3	
Other	9	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	19	3	1	
2	20	1	4	
3	24	1	3	
4	26		3	
5	36			2
6	31		2	
Other	17	3	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11206		11206	\$65,321.68
District	N/A	N/A	13303.75	\$64,817.69
Percent Difference - School Site and District	N/A	N/A	-17.1	0.8
State			14174	\$77,042
Percent Difference - School Site and State	N/A	N/A	-23.4	-16.5

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,968	\$48,119
Mid-Range Teacher Salary	\$69,364	\$74,665
Highest Teacher Salary	\$91,776	\$98,160
Average Principal Salary (Elementary)	\$97,489	\$118,542
Average Principal Salary (Middle)	\$0	\$125,068
Average Principal Salary (High)	\$107,747	\$133,516
Superintendent Salary	\$150,000	\$194,199
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

Muroc Joint Unified

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	946	750	79.28	20.72	39.41
Female	456	365	80.04	19.96	45.18
Male	490	385	78.57	21.43	33.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	77	64	83.12	16.88	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	298	238	79.87	20.13	34.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	110	80.29	19.71	41.82
White	401	309	77.06	22.94	41.10
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	214	198	92.52	7.48	47.98
Socioeconomically Disadvantaged	232	162	69.83	30.17	18.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	103	78.03	21.97	5.83

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	946	733	77.48	22.52	21.61
Female	456	359	78.73	21.27	18.77
Male	490	374	76.33	23.67	24.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	77	63	81.82	18.18	8.06
Filipino	--	--	--	--	--
Hispanic or Latino	298	232	77.85	22.15	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	107	78.10	21.90	24.30
White	401	301	75.06		27.91
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	214	196	91.59	8.41	24.49
Socioeconomically Disadvantaged	232	156	67.24	32.76	9.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	101	76.52	23.48	3.96