

Irving L. Branch Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Irving L. Branch Elementary School
Street	1577 Payne Avenue
City, State, Zip	Edwards, CA 93523
Phone Number	706-306-4966
Principal	Dr. Tirsia Y. Tovar
Email Address	ttovar@muroc.k12.ca.us
School Website	http://muroc.k12.ca.us/branch/
Grade Span	3-6
County-District-School (CDS) Code	15636856009880

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Irving L. 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. Irving L. Branch is one of three schools located on Edwards Air Force Base. Branch Elementary School serves approximately 400 students in grades 3-6. 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. Due to this, the student population of Irving L. 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	104
Grade 4	95
Grade 5	85
Grade 6	104
Total Enrollment	388

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	1
Black or African American	2.6
Filipino	3.9
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	15.2
White	29.6
English Learners	1.3
Homeless	2.6
Socioeconomically Disadvantaged	17.3
Students with Disabilities	18.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.5	80.95	73.3	79.81	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	3.26	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	19.05	15.5	16.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0.01	15831.9	5.67
Total Teaching Positions	10.5	100	91.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	96.77	71.3	78.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.23	19	20.91	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.95	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	15.5	100	91.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	73.33	74.3	75.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	26.67	24.1	24.49	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.2	0.25	13705.8	4.91
Total Teaching Positions	15	100	98.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	2
Misassignments	1.00	0.5	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0.5	4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Branch Elementary provides students with the necessary textbooks and instructional materials. The school makes textbook materials readily available to all students. Textbook adoption is done through a committee process and the committee evaluates all approved material and makes a recommendation on the selection to the Board of Education.

Year and month in which the data were collected

September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Journeys-Adopted 2017	0
Mathematics	Go Math Houghton Mifflin Harcourt c. 2015 - Adopted 2015	0
Science	Discover Works c.2000, Harcourt Science c.2000, Science Voyages, c.2001 – Adopted 2004	0
History-Social Science	California Vistas c.2007 – Adopted 2007	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

The Muroc Joint Unified 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 of needed repairs. Any repair that is a safety concern for adults or students are addressed immediately. The Maintenance Department maintains the school grounds in good, safe conditions 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 Conditions and Planned Improvements

Year and month of the most recent FIT report				September 2025
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	40	30	36	47	48
Mathematics (grades 3-8 and 11)	29	30	20	22	35	37

2024-25 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.
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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	384	374	97.40	2.60	39.57
Female	189	183	96.83	3.17	42.62
Male	195	191	97.95	2.05	36.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	20.00
Filipino	14	13	92.86	7.14	53.85
Hispanic or Latino	137	133	97.08	2.92	30.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	100	97	97.00	3.00	46.39
White	114	112	98.25	1.75	45.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	187	183	97.86	2.14	46.99
Socioeconomically Disadvantaged	53	46	86.79	13.21	19.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	69	94.52	5.48	11.59

2024-25 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.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	384	374	97.40	2.60	30.21
Female	189	183	96.83	3.17	28.42
Male	195	191	97.95	2.05	31.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	20.00
Filipino	14	13	92.86	7.14	46.15
Hispanic or Latino	137	133	97.08	2.92	22.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	100	97	97.00	3.00	29.90
White	114	112	98.25	1.75	38.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	187	183	97.86	2.14	34.97
Socioeconomically Disadvantaged	53	46	86.79	13.21	10.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	69	94.52	5.48	7.25

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.

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

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.07	20.24	19.01	20	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	84	96.55	3.45	20.24
Female	45	43	95.56	4.44	20.93
Male	42	41	97.62	2.38	19.51
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06	2.94	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	44.44
White	29	29	100.00	0.00	17.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	43	43	100.00	0.00	23.26
Socioeconomically Disadvantaged	14	12	85.71	14.29	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	4.76

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2025-26 Opportunities for Parental Involvement

Irving L. 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:

- Meet the Mustangs
- Back to School Night
- On-going Parent Conferences
- On-going Parent Visitation/Observation
- Mustang Meeting for Parents and Teachers
- Parent Volunteers
- Classroom Programs
- Branch School Website
- Vocal/Music Instrument Presentations
- Student Musicals (Grades 4-6)
- Personal Correspondences to Community
- Parent Square
- Progress Reports to Parents
- Open House
- Class Field Trips
- Student Support Team
- Parent Library Materials
- Weekly reports to students/parents
- Quarterly Reports to Students/Parents
- Parent Guest Speakers/Performers
- Parent/Teacher Surveys
- Award Ceremonies (Honor roll, Student of the Month/Quarter, Citizen of the Quarter)
- Activity Day
- Color Run
- Literacy Night
- Pen Pals
- Grade Level/Cross Grade Level Buddy Program
- Read Aloud Program
- Multi-Cultural Activities & Program
- District Parent Leader Meeting
- Fall Festival
- Read Across America
- Grade Level Handbooks
- Oral Language Festival
- Toys for Tots Drive
- Rocket-building and Launch Program (Grades 4-6)
- STARBASE (Grade 5)
- School Dances (one per semester for Grades 5 and 6)
- Camp KEEP (Grade 6)

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	425	415	89	21.4
Female	203	198	35	17.7
Male	222	217	54	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	17	14	1	7.1
Filipino	17	16	1	6.3
Hispanic or Latino	152	149	45	30.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	62	14	22.6
White	126	124	19	15.3
English Learners	14	14	1	7.1
Foster Youth	--	--	--	--
Homeless	13	13	2	15.4
Socioeconomically Disadvantaged	82	82	29	35.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	81	21	25.9

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

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.65	7.27	7.76	5.81	5.39	2.93	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05	0.25	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.76	0.00
Female	2.46	0.00
Male	12.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.84	0.00
White	5.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

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

2025-26 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 Bi-Monthly Staff meetings. All school staff have participated in Active Shooter training drills and we continue to train 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 safety 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 an 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	28	0	3	0
4	28	0	3	0
5	31	0	3	0
6	28	0	3	0
Other	10	3	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	32	0	2	0
4	30	0	3	0
5	29	0	3	0
6	30	0	3	0
Other	12	2	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	0	0	0	
1	0	0	0	
2	0	0	0	
3	26	0	4	
4	23	0	4	
5	27	0	3	
6	25	0	4	
Other	11	2		

2024-25 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	0

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	\$71,995
District	N/A	N/A	13303.75	\$76,165
Percent Difference - School Site and District	N/A	N/A	-17.1	-3.8
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	4.0	-8.9

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$51,510	\$57,978
Mid-Range Teacher Salary	\$80,906	\$89,612
Highest Teacher Salary	\$106,936	\$117,194
Average Principal Salary (Elementary)	\$117,846	\$143,632
Average Principal Salary (Middle)		\$149,447
Average Principal Salary (High)	\$124,480	\$162,334
Superintendent Salary	\$175,667	\$234,076
Percent of Budget for Teacher Salaries	31.15%	27.81%
Percent of Budget for Administrative Salaries	5.19%	5.47%

Professional Development

Teachers have received professional development in Common Core Instruction and Explicit Direct Instruction and AVID (Advancement Via Individual Determination). Our district embraced the Common Core State Standards and AVID principles/strategies, and they are being 100% implemented. Branch Elementary uses implemented teacher grade level collaboration days in an effort to provide professional development to teachers on the standards and AVID strategies. Teacher grade level representatives attended Common Core and Direct Explicit Instruction professional development sessions. All teachers have attended summer AVID in-person trainings. Teachers review student assessments as an indicator of student growth and progress, and make instructional decisions to meet student needs. Teachers are supported through coaching support by the Learning Director and grade level collaboration meetings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3