



# Branch Elementary School

970 School Rd. • Arroyo Grande, CA 93420 • (805) 473-3720 • Grades K-6

Hillery Dixon, Principal  
hillery.dixon@lmsd.org  
www.luciamarschools.org

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Lucia Mar Unified School District

602 Orchard St.  
Arroyo Grande, CA 93420  
(805) 474-3000  
www.luciamarschools.org

#### District Governing Board

Chad Robertson, President  
Vicki Meagher, Vice President  
Dee Santos, Clerk  
Vern Dahl, Member  
Colleen Martin, Member  
Mark Millis, Member  
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#### District Administration

Raynee J. Daley, Ed.D  
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Andy Stenson  
**Assistant Superintendent, Business**  
Charles Fiorentino  
**Assistant Superintendent, Human Resources**  
Ron Walton  
**Assistant Superintendent, Curriculum, Instruction & Assessment**  
Linda Pierce  
**Director, Student Services**  
Paul Fawcett  
**Director, Special Education**

### Principal's Message

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in November 1988. The SARC, to be issued annually by local school boards for each elementary and secondary school in the state, provides parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Branch Elementary School serves students from the rural countryside near Arroyo Grande, located along the picturesque coastline of San Luis Obispo County. Originally founded in 1889 by F.Z. Branch, the school maintains a sense of its rich history and close-knit family feeling, while providing a rigorous academic program. The caring, dedicated, and experienced staff works in tandem with parents and community members to ensure all students at Branch Elementary School receive the highest quality education possible.

Branch is focused on the 21st-Century Skills of critical thinking, problem solving, teamwork, and collaboration. These skills are developed extensively through writing, interdisciplinary projects, and a "facilitative" and student-centered approach to teaching and learning. Branch has a lab dedicated to hands-on science. All third through 6th grade students participate in three major labs a year, facilitated by our science advisory committee. In October 2017, all students participated in an electricity lab, focused on circuitry and electrical flow. All labs are aligned to the NGSS standards. Two more labs are scheduled for winter and spring. Branch is also proud to be the first elementary school in our district to provide 1:1 technology for all our students in grades 3-6 via Chromebook carts in the classroom. Professional development is centered this year on the district's new mathematics adoption and embedding technology tools in the already excellent teaching and learning that occurs at Branch.

### School Mission and Vision Statements

The mission of Branch Elementary School is to inspire learners through inquiry, investigation, and imagination in student-centered classrooms where collaboration, critical thinking, creativity, and communication are emphasized to promote student understanding and transfer of learning.

Our Vision for Branch Elementary is to provide a safe, supportive, engaging environment where school, family, and community collaborate to:

- Provide a rigorous, relevant, student-centered, standards-based curriculum with a climate of high expectations for success.
- Develop an overarching science focus to enhance student understanding and application of scientific principles in all core content areas.
- Allow students to "own their learning" and to "construct" meaning for themselves.
- Encourage teachers to be coaches of "understanding" and facilitators of projects, authentic assessments, and learning experiences in real-world contexts.
- Inspire students to begin thinking about and preparing for college and the world of work.
- Embed 21st Century Skills including: critical thinking, collaboration, creativity, and problem solving into the core curriculum.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2016-17 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 32                 |
| Grade 1                                   | 43                 |
| Grade 2                                   | 47                 |
| Grade 3                                   | 57                 |
| Grade 4                                   | 51                 |
| Grade 5                                   | 40                 |
| Grade 6                                   | 42                 |
| <b>Total Enrollment</b>                   | <b>312</b>         |

| 2016-17 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1                           |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 1.6                         |
| Filipino                            | 1                           |
| Hispanic or Latino                  | 18.6                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 75                          |
| Two or More Races                   | 2.6                         |
| Socioeconomically Disadvantaged     | 19.2                        |
| English Learners                    | 7.4                         |
| Students with Disabilities          | 13.5                        |
| Foster Youth                        | 0                           |

## 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                                |       |       |       |
|--|-------|-------|-------|
| Branch Elementary School                           | 15-16 | 16-17 | 17-18 |
| <b>With Full Credential</b>                        | 16    | 16    | 16    |
| <b>Without Full Credential</b>                     | 0     | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     | 0     |
| Lucia Mar Unified School District                  | 15-16 | 16-17 | 17-18 |
| <b>With Full Credential</b>                        | ♦     | ♦     | 523   |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 18    |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Branch Elementary School   | 15-16 | 16-17 | 17-18 |
| <b>Teachers of English Learners</b>                                | 0     | 0     | 0     |
| <b>Total Teacher Misassignments</b>                                | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>                                    | 0     | 0     | 0     |

\* "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 2017-18)**

Lucia Mar Unified School District held a public hearing Sept. 19, 2017, and determined each school within the District has sufficient and good-quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standard aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Lucia Mar Unified School District follows the State’s seven-year adoption cycle. Auxiliary materials, such as math manipulatives, trade books, and science kits, are also purchased to support the textbook adoption.

| <b>Textbooks and Instructional Materials</b>                  |   |
|---|---|
| <b>Year and month in which data were collected: 2016-2017</b> |   |
| <b>Core Curriculum Area</b>                                   | <b>Textbooks and Instructional Materials/Year of Adoption</b>   |
| <b>Reading/Language Arts</b>                                  | <p>McGraw-Hill - Reading Wonders (Grades K-6)<br/>Adopted in 2014</p> <p>Houghton Mifflin Harcourt - California Collections (Grades 7-12)<br/>Adopted in 2016</p> <p>BFW - Advanced Language and Composition (Grades PreAP 9-10)<br/>Adopted in 2016</p> <p>BFW - Advanced Literature and Composition (Grade 11)<br/>Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0%</p>   |
| <b>Mathematics</b>  | <p>Pearson - Investigations (Grades K-5)<br/>Adopted in 2017</p> <p>Houghton Mifflin Harcourt - Big Ideas Math (Grades 6-11)<br/>Adopted in 2014/15</p> <p>Glencoe - Advanced Mathematical Concepts - Precalculus with Applications (Grades 11-12)<br/>Adopted in 2008</p> <p>Wiley - Calculus Early Transcendentals Part AB (Grades AP 11-12)<br/>Adopted in 2014</p> <p>Pearson Prentice Hall - Calculus Graphical, Numerical, Algebraic Part CD (Grades AP 11-12)<br/>Adopted in 2008</p> <p>BFW - The Practice of Statistics (Grades AP 11-12)<br/>Adopted in 2016</p> <p>BFW - Statistical Reasoning in Sports (Grades 11-12)<br/>Adopted in 2016</p> <p>Kenyon - Understanding Basic Statistics (Grades 11-12)<br/>Adopted in 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0%</p> |
| <b>Science</b>  | <p>Macmillan/McGraw-Hill - California Science (Grades K-6)<br/>Adopted in 2008</p> <p>Holt - California Life Science (Grade 7)<br/>Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - California Physical Science (Grade 8)<br/>Adopted in 2007</p> <p>Glencoe - Life Science (Grade 9)<br/>Adopted in 2004</p> <p>Prentice Hall - Earth Science (Grade 9)<br/>Adopted in 2008</p>   |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2016-2017**

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption  |
|-------------------------------|---|
|                               | <p>Prentice Hall - Biology (Grade 9)<br/>Adopted in 2001</p> <p>Holt - Chemistry (Grade 10)<br/>Adopted in 2004</p> <p>Prentice Hall - Conceptual Physics (Grades 10-11)<br/>Adopted in 2002</p> <p>Houghton Mifflin - AP Chemistry (Grades 11-12)<br/>Adopted in 2002</p> <p>Pearson - AP Environmental Science (Grades 11-12)<br/>Adopted in 2008</p> <p>John Wiley &amp; Sons - AP Physics (Grades 10-12)<br/>Adopted in 2006</p> <p>Pearson - AP Physics (Grades 10-12)<br/>Adopted in 2005</p> <p>Pearson - AP Biology (Grades 11-12)<br/>Adopted in 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>  |
| <b>History-Social Science</b> | <p>Harcourt - Reflections (Grades K-6)<br/>Adopted in 2007</p> <p>Holt/Houghton Mifflin Harcourt - World History, Medieval to Early Modern Times (Grade 7)<br/>Adopted in 2006</p> <p>Holt-Houghton Mifflin Harcourt - United States History Independence to 1914 (Grade 8)<br/>Adopted in 2006</p> <p>McDougal Littell - Modern World History (Grade 10)<br/>Adopted in 2005</p> <p>McGraw-Hill - Traditions and Encounters (Grades AP 10-11)<br/>Adopted in 1999</p> <p>Houghton Mifflin - The American Pageant (Grade AP 11)<br/>Adopted in 2006</p> <p>Houghton Mifflin - History of Western Society (Grade AP 11)<br/>Adopted in 2005</p> <p>McDougal Littell - The Americans (Grade 11)<br/>Adopted in 2005</p> <p>Pearson - Government in America-People, Politics, and Policy (Grade AP 12)<br/>Adopted in 2007</p> <p>Pearson - Practical Research Planning and Designing (Grade AP 12)<br/>Adopted in 2014</p> <p>Prentice Hall - Economics Principles in Action (Grade 12)<br/>Adopted in 2005</p> <p>TCi - Econ Alive! The Power to Choose (Grade 12)<br/>Adopted in 2010</p> |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2016-2017**

| Core Curriculum Area    | Textbooks and Instructional Materials/Year of Adoption  |
|-------------------------|---|
|                         | <p>Glencoe - Government Democracy in Action (Grade 12)<br/>Adopted in 2003</p> <p>Prentice Hall - The Cultural Landscape-Intro to Human Geography (Grades 10-12)<br/>Adopted in 2010</p> <p>Worth Publishers - Psychology in Modules (Grades AP 11-12)<br/>Adopted in 2004</p> <p>Holt - Psychology Principles in Practice (Grades 9-12)<br/>Adopted in 2015</p> <p>Glencoe - Sociology and You (Grades 9-12)<br/>Adopted in 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p> |
| <b>Foreign Language</b> | <p>HMH - Avancemos (Grades 7-12)<br/>Adopted in 2017</p> <p>HMH - Bien Dit (Grades 7-12)<br/>Adopted in 2017</p> <p>Dawn Sign Press - Signing Naturally (Grades 9-12)<br/>Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p>  |
| <b>Health</b>           | <p>Holt - Teen Health (Grade 7-8)<br/>Adopted in 2017</p> <p>Pearson - Health (Grades 9-12)<br/>Adopted in 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/> <b>Percent of students lacking their own assigned textbook:</b> 0%</p>   |

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

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

Branch Elementary School provides a safe, clean environment for learning. Built in 1961, and modernized in the summer of 2002, Branch Elementary School is situated on 7.09 acres. The school buildings span 25,158 square feet, consisting of 12 classrooms, a library, an office, a computer lab, a multipurpose room and a science lab. The facility strongly supports teaching and learning through its ample classroom and playground space.

In 2017, the District recently completed a power upgrade and a rip/replace of the parking lot asphalt. In the planning stages are a classroom addition to allow for the replacement of the MPR, and a domestic water system upgrade.

Personnel from the facilities department meet with the principal on a monthly basis to ensure the buildings and grounds are kept in proper condition. The School has one full-time janitor and one part-time janitor that works evening shifts three times a week. Students are supervised by school personnel before, during, and after school hours to ensure their safety.

Branch Elementary School is a closed campus. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check-in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, adults supervise students and school grounds, such as the cafeteria and recreation area, to ensure a safe and orderly environment.

Safety concerns are the No. 1 priority of maintenance and operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100 percent of all toilets on school grounds are in working order.

A team of custodians ensures classrooms, campus grounds, and restrooms are kept clean and safe. A scheduled maintenance program is administered by Lucia Mar Unified School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment. A summary of these standards is available at the school office or at the District office.

| School Facility Good Repair Status (Most Recent Year)                      |                  |             |             |   |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 6/19/2017                     |                  |             |             |   |
| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned   |
|  | Good             | Fair        | Poor        |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X                |             |             |   |
| <b>Interior:</b><br>Interior Surfaces                                      |                  | X           |             | Library/Room 7: 4) Broken ceiling tile<br>MPR: 4) Damaged ceiling tiles 13) Roof leak at back wall<br>Office: 4) patch small holes in nurse's room<br>Room 8: 4) Stained ceiling tile<br>Room 9: 4) Broken ceiling tile |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | X                |             |             | Room 14: 5) Cluttered<br>Room 16: 5) Cluttered  |
| <b>Electrical:</b><br>Electrical   | X                |             |             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             | MPR: 4) Damaged ceiling tiles 13) Roof leak at back wall  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>   |
|  |                  | X           |             |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2016-17 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 15-16  | 16-17 | 15-16    | 16-17 | 15-16 | 16-17 |
| ELA                                     | 64   | 63    | 50       | 52    | 48    | 48    |
| Math                                    | 59   | 50    | 37       | 37    | 36    | 37    |

\* 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.

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students   | 48                 | 43                | 89.6                | 53.5                   |
| Male   | 25                 | 20                | 80.0                | 70.0                   |
| Female   | 23                 | 23                | 100.0               | 39.1                   |
| White  | 37                 | 33                | 89.2                | 60.6                   |
| Socioeconomically Disadvantaged  | 11                 | 9                 | 81.8                | 22.2                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| Science   | 64   | 53    | 53       | 55    | 60    | 56    |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 15  | 32.5   | 45     |

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 189              | 185           | 97.88          | 63.24                   |
| Male  | 98               | 95            | 96.94          | 60                      |
| Female  | 91               | 90            | 98.9           | 66.67                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 32               | 32            | 100            | 37.5                    |
| White   | 143              | 139           | 97.2           | 68.35                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 39               | 38            | 97.44          | 39.47                   |
| English Learners                              | 18               | 18            | 100            | 22.22                   |
| Students with Disabilities                    | 31               | 30            | 96.77          | 26.67                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 189              | 185           | 97.88          | 50.27                   |
| Male  | 98               | 95            | 96.94          | 53.68                   |
| Female  | 91               | 90            | 98.9           | 46.67                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 32               | 32            | 100            | 31.25                   |
| White   | 143              | 139           | 97.2           | 54.68                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 39               | 38            | 97.44          | 34.21                   |
| English Learners                              | 18               | 18            | 100            | 33.33                   |
| Students with Disabilities                    | 31               | 30            | 96.77          | 16.67                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Involvement of parents and the community in Branch Elementary School's educational program reflects a long and positive tradition. Several families in the area have four generations of ancestors who have attended the school. Parents are involved in the education of Branch Elementary School's students by volunteering in the classroom, participating in the Parent-Teacher Organization (PTO), and by being members of the School Site Council (SSC), the GATE Advisory Committee, the No Place for Hate Committee and the Science Advisory Committee.

The PTO has been extremely generous in supporting the school's educational programs. This year, the PTO organized a barbecue, an auction, a pumpkin patch and other activities which raised more than \$100,000 dollars for school use. The PTO fundraisers support full-time literacy tutors, partial salary of a computer lab technician, student field trips, school activities and materials for classroom use. Branch Elementary School is grateful for the PTO's commitment and support.

In addition to volunteering in the classroom, parents have an opportunity to participate in numerous school-wide events held each year. These include two school-wide Family Picnic Days, Story Nights, Mexican Independence Cultural Day, Talent Show, Spirit Days, Red Ribbon Week, Back-to-School Night, and Open House. The school keeps parents aware of events through the monthly principal's newsletter (Hoofprints), regular classroom newsletters, the school's Web site, Facebook and Twitter accounts, an auto-dialer system, and the marquee.

Parents who wish to volunteer or participate in Branch Elementary School's committees and school activities may contact Principal Hillery Dixon at (805) 474-3720 or hillery.dixon@lmsud.org.

### 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.

### School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The Plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their Safe School Plans: current status of school crime; child abuse reporting procedures; disaster procedures, both routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The Injury, Illness & Prevention Plan was last updated and reviewed with school staff in October 2017.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 1.74    | 1.98    | 0.93    |
| Expulsions Rate            | 0       | 0       | 0       |
| District                   | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 3.33    | 3.27    | 3.25    |
| Expulsions Rate            | 0.24    | 0.23    | 0.18    |
| State                      | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate           | 3.79    | 3.65    | 3.65    |
| Expulsions Rate            | 0.09    | 0.09    | 0.09    |

## 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.

| 2017-18 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2010-2011 |
| Year in Program Improvement                         |        | Year 3    |
| Number of Schools Currently in Program Improvement  |        | 12        |
| Percent of Schools Currently in Program Improvement |        | 85.7      |

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 0.0 |
| Counselor (Social/Behavioral or Career Development)        | 0.0 |
| Library Media Teacher (Librarian)                          | 0.0 |
| Library Media Services Staff (Paraprofessional)            | 0.8 |
| Psychologist   | 0.4 |
| Social Worker  | 0.0 |
| Nurse  | 0.2 |
| Speech/Language/Hearing Specialist                         | 0.5 |
| Resource Specialist  | 0.0 |
| Other  | 3.0 |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | N/A |

\* 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.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2014-15            | 2015-16 | 2016-17 | 2014-15               | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K   | 22                 | 22      | 16      |                       |         | 2       | 2       | 2       |         |         |         |         |
| 1   | 26                 | 26      | 22      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 2   | 24                 | 24      | 24      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 3   | 22                 | 22      | 29      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 4   | 30                 | 30      | 30      |                       |         |         | 1       | 1       | 1       |         |         |         |
| 5   | 27                 | 27      | 30      |                       |         |         | 2       | 2       | 2       |         |         |         |
| 6   | 29                 | 29      | 21      |                       |         |         | 2       | 2       | 2       |         |         |         |

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

### Professional Development provided for Teachers

Lucia Mar invests time and resources to ongoing, district-wide staff development in key initiative areas aligned to district goals to increase student achievement and support school improvement.

School Goals are derived in a variety of ways. Teachers generally review data from the previous school year including state test results, district benchmarks, and local assessments. This data is the springboard for determining site goals. Our goals are also a product of the priorities and goals outlined by the Lucia Mar Unified Board of Education; subsequently, Branch Elementary School's goals are aligned to district goals, and our professional development focus supports and reinforces our school goals. After consulting with our site colleagues, Branch School's goals are selected by the Branch Instructional Leadership Team. In addition to the principal and the professional development coordinator, the Instructional Leadership team is comprised of one K-1 teacher, one 2-3 teacher, and one 4-6 teacher.

During the 2014-15 school year, our professional development focused on implementing the Thinking Maps program and developing common core curriculum by using the principles espoused in Understanding By Design (e.g. Backwards Design, Big Ideas, Essential Questions, Transfer of Learning). During the 2015-16 school year, we continued to emphasize effective implementation of the Common Core Standards using inquiry and investigative approaches. We implemented the Thinking Maps Writing program to help develop students as critical thinkers and effective communicators. During the 16-17 school year, we continued to refine writing instruction with Thinking Maps, moving into the Expository genre, while also embedding integrated/designated ELD learning, and a focus on math. Professional Development occurs weekly on Mondays for 60 minutes. During each professional development session, teachers receive "new learning." After ideas, strategies, and techniques are shared and modeled, teacher have "development time" to work with grade level colleagues on practical approaches for implementing the new learning. The plan for 17-18 includes a deep and sustained focus on the new mathematics adoption, including understanding the constructivist approach that is required by the program. Additionally, our TOSA is focused on infusing Thinking Maps with technology tools to leverage the access to technology that we have on campus.

District-initiated professional development occurs during the school day, and teachers are provided substitutes. Most teachers will receive a minimum of three days of training during the school year. This past summer, (August 2017), five staff members attended the Summer Institute sponsored by our district's curriculum division.

New teachers receive support as part of the district's "Teacher Induction" program. Staff often seek feedback from our "intervention teacher/professional development coordinator, and the principal conducts "walk-through" visits and informal and formal observations. Teachers are also supported with goal-setting conferences at the outset and at the conclusion of each school year. Each teacher, in addition to embracing the school-wide goals, has the opportunity to set a personal goal and to focus on one of California Standards for the Teaching Profession.

| FY 2015-16 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$44,664        | \$48,522                                     |
| Mid-Range Teacher Salary                       | \$63,972        | \$75,065                                     |
| Highest Teacher Salary                         | \$86,745        | \$94,688                                     |
| Average Principal Salary (ES)                  | \$107,672       | \$119,876                                    |
| Average Principal Salary (MS)                  | \$106,271       | \$126,749                                    |
| Average Principal Salary (HS)                  | \$122,290       | \$135,830                                    |
| Superintendent Salary                          | \$190,000       | \$232,390                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 39%             | 37%  |
| Administrative Salaries                        | 5%              | 5%   |

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 4319.87                | 68.94      | 4250.93      | 71135                  |
| District   | ♦                      | ♦          | 75           | \$64,375               |
| State  | ♦                      | ♦          | \$6,574      | \$77,824               |
| Percent Difference: School Site/District                           |                        |            | 5567.9       | 10.5                   |
| Percent Difference: School Site/ State                             |                        |            | -35.3        | -8.6                   |

\* Cells with ♦ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Lucia Mar offers a comprehensive range of programs and services to support student learning. A strong core curriculum is taught by highly qualified teachers. Student learning is monitored closely. Proficient and advanced students are challenged to master skills at the highest levels. Students not yet proficient are supported with additional time and instructional support. Academic support is provided during the school day and after school. Social and emotional support is provided to eliminate barriers to academic success.

#### Academic support services:

- Standards-based instructional materials
- New teacher support
- Staff development
- Intervention programs
- Intensive instructional services
- English language development
- Title I, Response to Intervention
- Students with disabilities
- After school programs

#### Social and emotional support services:

- Counseling support
- Intensive counseling services
- Mental Health early prevention
- Safe Schools
- Referrals to Community Agencies

Comprehensive academic and social support services enable Lucia Mar students to achieve at high levels in school and life.

### DataQuest

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

### Internet Access

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