

Browning Road Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Browning Road Elementary School
Street	410 East Perkins
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-2113
Principal	Maria E. Gonzalez-Salgado
E-mail Address	masalga@ mcfarland.k12.ca.us
Web Site	
CDS Code	15-73908-6009757

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Victor Hopper
E-mail Address	Vhopper@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

School Description and Mission Statement (Most Recent Year)

School Description

Browning Road School is a kindergarten through fifth grade school located in a predominately agricultural community of McFarland, in Kern County. It has a high poverty rate, documented by the fact that 96% of our student are eligible for free or reduced lunch. However, Browning Road School receives Provision 1 which provides free breakfast and lunch to all our students. Additionally, through a Fruit and Vegetable Grant, all students also receive free snacks every Tuesday through Thursday, exposing them to a wide variety of fruits and vegetables. We are also fortunate enough to provide supper for our after school students who participate in the ASES program. Currently, we have a population of 645 students, with 347 are designated as EL students and 31 are migrant.

There are currently 32 self-contained classrooms serving students in grades K-5. We have one pre-K special education class, and one moderate to severe classroom serving K-3rd grade students. We have a Reading Coach, a counselor, a Literacy Teacher, and Special Education teacher, a part-time speech pathologist and a part-time school psychologist on campus, as well as two administrators.

School Vision

We will maintain continual improvement in academic achievement and be one of the leading learning communities in Kern County.

School Mission

We will help our students become confident, responsible, and productive citizens by providing a nurturing environment and a high quality, well rounded education.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	122
Grade 1	101
Grade 2	101
Grade 3	117
Grade 4	96
Grade 5	95
Total Enrollment	639

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	99.5
Native Hawaiian or Pacific Islander	0.0
White	0.3
Two or More Races	0.0
Socioeconomically Disadvantaged	93.4
English Learners	64.3
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	33	32	32	31
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.94	6.06
All Schools in District	99.55	0.45
High-Poverty Schools in District	99.55	0.45
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: December 2014

Every student in Browning Road School has a textbook for Reading, Math, Social Science, Science and all identified EL students has a textbook for English Language Development. Textbooks are adopted in accordance with the state's timeframe and standards. Other additional supplemental materials are either teacher developed, purchased along with the textbook adoption or through teacher lottery money. Instructional material is usually purchased through categorical funds, depending on the availability of funds.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasres, 2010, Grades K - 6th, Program I National Geographic/Hampton Brown, Inside Language, Literacy, and Content, 2009, Grades 4th - 5th	Yes	0%
Mathematics	Houghton Mifflin, Houghton Mifflin California Math, 2007, Grades K - 6th Glencoe-McGraw-Hill, California Math Triumphs, 2007	Yes	0%
Science	Macmillan/McGraw Hill, Macmillan/McGraw Hill California Science, 2008, Grades k - 6th	Yes	0%
History-Social Science	Harcourt School Publishers, Reflections: California Series, 2007, Grades K - 6th	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We are proud to announce that Browning Road School has met and exceeded it's site inspection of the school's facility's good repair status. The school's grounds, bathrooms and buildings have passed and be recognized as exemplary in status.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/30/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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 Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	26	20	28	34	28	35	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	35
All Student at the School	28
Male	30
Female	26
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	28
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	28
English Learners	9
Students with Disabilities	18
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36	41	40	34	37	37	54	56	55
Mathematics	65	64	63	41	44	44	49	50	50
History-Social Science				32	39	38	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	2	3
Similar Schools	6	5	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	34	-8	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	35	-4	8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	32	-6	7
English Learners	34	4	-5
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4	18.5	18.5

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Browning Road School has several opportunities for parent involvement. Throughout the year, there are several activities in which parents may participate. Below are a few activities, events and opportunities that we provide for parental involvement:

Yearly Parental Involvement Activities:

- Back to School Night -- This is an opportunity for teachers to share with parents their expectations, rules, procedures, curriculum and grade level standards for their child's grade level.
- Parent Conferences -- At the end of the first quarter, staff set up appointments with every students' parents in their class to review their child's report card, share their child's work, address academic/behavior concerns with parents and answer/respond to any questions/concerns that parents may have for the teacher, concerning their child. During the 3rd quarter, teachers meet with the parents of students who are risk of failing or are below grade level.
- English Language Acquisition Committee meetings -- On a monthly basis, parents of English Language students meet with the EL coordinator to discuss concerns, get state updates, be trained on how to read and interpret their child's STAR scores and CELDT scores, receive information about reclassification and any other programs offered at the site levels.
- District Language Acquisition Committee meetings -- On a monthly basis, parents of English Language students meet with the district EL coordinator to discuss concerns, get state updates, update the district English Language Learners Plan and receive information from the parents on what is happening at their sites.
- School Site Council meetings -- The school site council is represented by parents, certificated and classified staff. On a yearly basis, parents and staff are elected by their peers to represent the school in providing recommendations to the school site council members when it comes to programs offered to students and approval of the categorical school site budget.
- Quarterly Awards Assembly -- At the end of each quarter, Kindergarten and 1st - 5th grade students are recognized for academic achievement and improvement, as well as for perfect attendance.
- Student of the Month Recognition/Social -- Each month, students are selected by their teachers as student of the month and the Principal celebrates this recognition with a small social of cookies and punch with their peers.
- Christmas Program -- Each Christmas, students perform Christmas songs for their peers and parents just before the Winter break.
- Canned Food Drive -- During Thanksgiving and Christmas, parents are asked to participate in a canned food drive to provide baskets for underprivileged families in the communities.
- Signatures Fund Raiser -- Twice each year, in the Fall and Spring, the student body has a fund raiser to raise money for school activities, field trips, and/or end of year activities.
- Open House/Spring Festival -- Staff work together in providing a small carnival to invite families and community members for some fun and games, while raising money for student body.
- End of the Year Awards Assembly -- At the end of the year, staff recognize their students for outstanding academic accomplishments and perfect attendance.
- * Field Trips -- Parents help chaperone their children and their peers at all field trips offered through the school. Such field trips may include Perfect Attendance, Honor Roll, grade level specific educational field trips, Student Body field trips, and any others committees may deemed necessary.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.2	3.3	3.8	8.6	8.3	7.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Browning Road School offers a strong, academic curriculum where all of its students learn, succeed, and become active participants in society. The diversity of our student population is recognized, valued, and respected. In order to have a "Safe School" Browning Road School is increasing its commitment to creating an extended learning environment. We believe that this starts in the school by incorporating parents, outside community agencies and other district resources to form our educational community. Browning Road School is a school with a high minority population, as well as a large English language learners population. Browning Road students and their parents will have the opportunity to participate in activities and programs offered through the school.

Each year, the school staff is provided with a variety of staff development training targeted at increasing student achievement throughout the curriculum and grade levels. In addition to staff development, the school continues to address any health concerns pertaining to any of our students, in speech, hearing and vision testing when necessary, in accordance to student need. Browning Road School is constantly looking for ways to improve and provide safer playground, classroom and other campus areas, to accommodate a more positive learning environment for all students and staff.

We are in the process of improving a more secure system to control the access of unauthorized persons to the campus. For the safety of the students and staff, signs are posted throughout the school requiring all visitors to report to the office. Visitors are required to sign-in at the front office, and no parents or visitors are allowed on campus without authorization and a visible name tag. There are signs posted all over campus stating that all alcohol, tobacco, and drugs are prohibited on school campus.

The principal of the school will take an active leadership role in setting the direction of the school and establishing a positive climate. A school-wide set of rules for acceptable student behavior, agreed upon by staff consensus, will be clearly communicated and reinforced by school staff to parents and students. Classroom conditions will provide an orderly learning environment, that will enhance the learning experience and promote positive interactions among students and staff. Positive academic and social expectations will be clearly stated and communicated to students and parents.

Students, parents, and staff will work together to ensure that strategies are in place to build a sense of community within the school, so that we can all feel a sense pride in our school and feel that everyone is an important members of the team.

Each year, the Safety Plan is reviewed with the staff and school site council members, and updated between the months of December and February.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.4	5	0	0	20	2	4		24	1	4	
1	20.7	6	0	0	17	5	1		17	6		
2	20	5	0	0	18	1	6		17	6		
3	19.8	5	0	0	16	6			17	7		
4	25.3	1	3	0	20	2	3		14	5	2	
5	18.6	5	0	0	15	3	3		14	7		
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.7	---
Resource Specialist	1	---
Other		---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,837	\$2,531	\$4,306	\$65,814
District	---	---	9936.34	\$59,644
Percent Difference: School Site and District	---	---	-56.7	10.3
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	-8.2	4.4

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

We have several programs and supplemental services available at Browning Road School:

- * Supplemental Educational Services have been offered to students who are socially economically and academically disadvantaged, according to CST scores and/or by teacher recommendation at BRS through Title I funds.
- * The After School Education and Safety (ASES) Program is now being offered to all students who want to apply through a grant.
- * The Family Resource Center FRC also offers various services to the community to help families with food, school uniforms, clothing, referral to outside agencies and resources, and help them to pay their bills, when eligible and funding permits.
- * Migrant also offers an afterschool program to eligible migrant students twice a week.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,920
Mid-Range Teacher Salary	\$60,058	\$59,803
Highest Teacher Salary	\$76,461	\$78,096
Average Principal Salary (Elementary)	\$107,095	\$95,836
Average Principal Salary (Middle)	\$83,859	\$99,849
Average Principal Salary (High)	\$107,095	\$107,599
Superintendent Salary	\$144,911	\$151,912
Percent of Budget for Teacher Salaries	35	37
Percent of Budget for Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Since the 2008/09 school year, the district has provided early release days every Wednesday for staff development, Professional Learning Communities/grade level collaboration, and/or teacher planning/teacher prep.

The district also provides two or three days of staff development each year. This 2012-13 school year was dedicated to building relational capacity with students and building school culture. This continued on through the 2013-14 school year and partially being implemented during the 2014-15 school year with the hand signals, social contracts and some classrooms still doing the student greeters and handshaking.

In the 2013-14 school year, some staff were trained with Rigorous Curriculum Design to help develop a new curriculum for the new CCSS. the new standards will be fully implemented in 2014-15 with the new curriculum being developed by the RCD team from both elementary schools.

The district ELD coach also does an ELD training once a quarter on relevant ELD information or trainings for assessments for ELD students.

The Reading Coach also trains our new teachers on all necessary strategies to help them build on their repertoire of instructional strategies they already bring with them. She also opens it up to any veteran teacher who would like to freshen up on their ELD strategies they are using in the classroom.