

Browning Road Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

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	Mayra Helo-Trevino
E-mail Address	mahelo-trevino@mcfarland.k12.ca.us
Web Site	
Grades Served	K-5
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 addition to regular district financial support, Browning Road School also receives Categorical Aid funding from the following state and federal programs: Federal -- Title I. A high poverty level is documented by the fact that 100% of the students are eligible free or reduced lunches, although Browning Road has an universal lunch program. Currently 477 students are designated LEP. These indicators of high need for intervention have targeted Browning Road School a Program Improvement school for many years. Approximately 660 students are enrolled at Browning Road School. There are 25 self-contained classrooms serving TK-5 students, in addition to two moderate to severe special education K-5 classrooms, one pre-school classroom, one state pre-school, and one private pre-school.

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 2014-15)

Grade Level	Number of Students
Kindergarten	123
Grade 1	102
Grade 2	104
Grade 3	121
Grade 4	116
Grade 5	92
Total Enrollment	658

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Hispanic or Latino	99.1
White	0.8
Socioeconomically Disadvantaged	93.6
English Learners	65
Students with Disabilities	7.4
Foster Youth	0.3

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	32	31	171
Without Full Credential	0	0	1	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.3
All Schools in District	97.1	2.9
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: August 2015

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 Treasures, 2010, K - 5th,	Yes	0%
Mathematics	McGraw-Hill, My Math, 2015-16 K-5th	Yes	0%
Science	Macmillan/McGraw Hill, Macmillan/McGraw Hill California Science, 2008, Grades k - 5th	Yes	0%
History-Social Science	Harcourt School Publishers, Reflections: California Series, 2007, Grades K - 5th	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: 7/30/15				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/30/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 7/30/15				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	19	24	44
Mathematics	16	16	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	115	113	98.3	54	20	19	6
	4	113	110	97.3	54	27	15	5
	5	91	89	97.8	67	21	10	1
Male	3		61	53.0	56	18	20	7
	4		54	47.8	63	17	17	4
	5		46	50.5	74	17	9	0
Female	3		52	45.2	52	23	19	6
	4		56	49.6	45	38	13	5
	5		43	47.3	60	26	12	2
Black or African American	4		1	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		111	96.5	53	21	20	6
	4		109	96.5	53	28	15	5
	5		89	97.8	67	21	10	1
White	3		2	1.7	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		103	89.6	55	19	18	7
	4		100	88.5	54	30	13	3
	5		82	90.1	68	22	9	1
English Learners	3		59	51.3	76	12	12	0
	4		55	48.7	78	18	4	0
	5		46	50.5	91	9	0	0
Students with Disabilities	3		8	7.0	--	--	--	--
	4		7	6.2	--	--	--	--
	5		8	8.8	--	--	--	--
Students Receiving Migrant Education Services	3		9	7.8	--	--	--	--
	4		6	5.3	--	--	--	--
	5		7	7.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	115	113	98.3	58	18	17	7
	4	113	110	97.3	37	45	15	3
	5	91	89	97.8	70	27	1	2
Male	3		61	53.0	59	15	16	10
	4		54	47.8	41	43	13	4
	5		46	50.5	67	28	2	2
Female	3		52	45.2	58	21	17	4
	4		56	49.6	34	46	18	2
	5		43	47.3	72	26	0	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	0.9	--	--	--	--
Hispanic or Latino	3		111	96.5	59	17	17	7
	4		109	96.5	38	44	16	3
	5		89	97.8	70	27	1	2
White	3		2	1.7	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		103	89.6	60	17	17	6
	4		100	88.5	37	47	13	3
	5		82	90.1	71	27	1	1
English Learners	3		59	51.3	75	20	3	2
	4		55	48.7	58	38	4	0
	5		46	50.5	87	13	0	0
Students with Disabilities	3		8	7.0	--	--	--	--
	4		7	6.2	--	--	--	--
	5		8	8.8	--	--	--	--
Students Receiving Migrant Education Services	3		9	7.8	--	--	--	--
	4		6	5.3	--	--	--	--
	5		7	7.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	20	28	8	27	35	29	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29
All Students at the School	8
Male	9
Female	7
Hispanic or Latino	8
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	7
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.60	17.60	16.50

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.
- Lunch with Your Kid Day (LWYKD) - Parents are invited to have lunch with their child 4 times a year during their child's lunch time.
- 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 CAASP 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.
- Parent Club - This club fundraises money so that the school can purchase items to improve school spirit and school climate. This group meets once a month at 5:00 PM.

- El Cafesito - All parents are invited to have coffee and sweet bread with the Principal to discuss items of concern or suggest ideas to better the school as a whole. This group meets monthly at 7:00 AM.
- 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.
- Parent Institute for Quality Education (PIQE) - 9 week academic course to empower parents.
- Parent Workshops
- 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.35	3.78	1.94	8.34	7.57	4.64	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.03	0.00	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Browning Road Elementary School's (BRES) first priority is safety. In order to promote safety, BRES has created a revised set of school rules and has implemented a set of shared values and manners, which all BRES members have adopted. BRES has also implemented a zero tolerance policy for horseplay, which has decreased the amount of aggressive behavior on the playground and in the classroom. BRES has also retrained yard duty staff to exercise active yard duty and be able to intervene when they see the early signs of unsafe behavior. Yard duty aides have also been retrained on how to execute crosswalk duty as recommended by local law enforcement. BRES has implemented updated security measures as it pertains to access of unauthorized persons onto the school 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 parents/visitors are only allowed on campus with authorization and a visible name tag. There are signs posted on campus stating that all alcohol, tobacco, and drugs are prohibited on school campus.

This year, the Safety Plan will be shared with the BRES staff and the chief of local police on December 2, 2015. The Safety Plan will also be shared with BRES parents and community members on December 14, 2015.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	24	1	4		24	1	4		22	2	4	
1	20	4	1		20	5			20	2	3	
2	21		6		20	5			20	3	2	
3	19	5			19	6			20	6		
4	21	1	3		21	2	2		23		5	
5	22	1	3		17	6			18	5		
Other	12	2			10	1						

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 2014-15)

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

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,152.27	\$2,127.26	\$4,306	87,146
District	N/A	N/A	9936.34	\$61,782
Percent Difference: School Site and District	N/A	N/A	-56.7	7.4
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-8.2	4.4

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,035	\$40,379
Mid-Range Teacher Salary	\$61,860	\$62,323
Highest Teacher Salary	\$78,755	\$81,127
Average Principal Salary (Elementary)	\$110,308	\$99,192
Average Principal Salary (Middle)	\$90,693	\$91,287
Average Principal Salary (High)	\$105,052	\$112,088
Superintendent Salary	\$128,750	\$159,821
Percent of Budget for Teacher Salaries	36%	36%
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 (Most Recent Three Years)

Professional growth activities are planned annually based on current need and input received from staff.

Current and ongoing staff development includes:

- Quarterly Workshop Wednesdays to give professional development based on teacher need and desire;
- Weekly grade level meetings to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching English Language Arts, Math and ELD standards;
- In-service programs provided on-site through the District Office, the County Superintendent of Schools office, and through the Migrant Program;
- Local conferences through the County Office throughout the year for opportunities to further staff development;
- Demonstration lessons by administration and classroom teachers to lend additional support in developing exemplary teaching practices;
- A District ELD Coordinator and an EL Resource Teacher, at our site, provide ongoing support for our English Language Learners through classroom modeling, scheduling professional development workshops, and providing support with additional instructional materials.
- Pilot Direct Interactive Instruction model;
- Teacher created resources linking teachers to free online professional development;
- Snapshots conducted on a regular basis giving teachers immediate feedback regarding their teaching and suggestions on how to increase effectiveness.