

# Browning Road STEAM Academy

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

#### **DataQuest**

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

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Browning Road STEAM Academy
<b>Street</b>	410 East Perkins Ave.
<b>City, State, Zip</b>	McFarland, CA 93250
<b>Phone Number</b>	(661) 792-2113
<b>Principal</b>	Dario Diaz
<b>Email Address</b>	dardiaz@mcfarland.k12.ca.us
<b>Website</b>	<a href="http://www.mcfarlandusd.com/BRS">http://www.mcfarlandusd.com/BRS</a>
<b>County-District-School (CDS) Code</b>	15-73908-6009757

Entity	Contact Information
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Samuel A. Resendez
Email Address	SResendez@mcfarland.k12.ca.us
Website	www.mcfarlandusd.com

### School Description and Mission Statement (School Year 2019-20)

Browning Road STEAM Academy is a transitional kindergarten through sixth grade school located in a predominately agricultural community of McFarland. In addition to regular district financial support, Browning Road STEAM Academy 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. Currently 358 students are designated EL. These indicators of high need for intervention have targeted BRSA a Program Improvement school for many years. Approximately 595 students are enrolled at Browning Road School. There are 23 self-contained classrooms serving TK-6 students. In addition, we have two special education classrooms: 1 is an SDC environment and the other serves our students with IEP's. We also house one pre-school classroom and one state pre-school.

#### Academy Vision

Browning Road STEAM Academy is committed to engage, inspire, and empower a community of student learners to think critically in a STEAM learning environment that ensures each student achieves intellectual and personal excellence.

#### Academy Mission

We believe in our responsibility to partner with parents, businesses and integral stakeholders to provide students the opportunity to explore a diverse curriculum, bring service to a growing community, participate in character education and integrate 21st century skills in all content areas.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	71
Grade 2	65
Grade 3	104
Grade 4	70
Grade 5	92
Total Enrollment	509

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	99.6
White	0.4
Socioeconomically Disadvantaged	94.5
English Learners	59.5
Students with Disabilities	7.7
Foster Youth	0.2
Homeless	1.8

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	22		145
Without Full Credential	0	0		27
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** January 2020

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys CA Benchmark Advance California Collections	Yes	0%
Mathematics	MYMATH CALIFORNIA MATH	Yes	0%
Science	CA inspire Science	Yes	0%
History-Social Science	myWORLD Interactive	Yes	0%

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

We are proud to announce that Browning Road STEAM has met 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 6/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm 11: A/C not cooling room
<b>Interior:</b> Interior Surfaces	Good	Rm 5: Exterior window screen torn; walls have student graffiti Room 4: Excessive paper on walls
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Multi-Purpose: Men's restroom - no water pressure at #1 sink Rm 19: Cobwebs at corners of room; no water at fountain
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Condemned Building: Rm 10: Water fountain not working Rm 13: Clorox wipes located under sink - removed by Custodian; drinking fountain low water pressure Rm 20: Faucet and fountain not working properly
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	17	21	31	32	50	50
<b>Mathematics (grades 3-8 and 11)</b>	10	16	19	24	38	39

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	259	97.37	2.63	20.85
Male	129	125	96.90	3.10	17.60
Female	137	134	97.81	2.19	23.88
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	264	257	97.35	2.65	21.01
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	259	252	97.30	2.70	20.63
English Learners	189	184	97.35	2.65	20.11
Students with Disabilities	31	29	93.55	6.45	6.90
Students Receiving Migrant Education Services	16	15	93.75	6.25	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	260	97.38	2.62	16.15
Male	129	125	96.90	3.10	22.40
Female	138	135	97.83	2.17	10.37
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	265	258	97.36	2.64	16.28
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	260	253	97.31	2.69	15.81
English Learners	190	185	97.37	2.63	15.14
Students with Disabilities	31	29	93.55	6.45	6.90
Students Receiving Migrant Education Services	16	15	93.75	6.25	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.2	6.7	1.1

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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Browning Road STEAM Academy 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 and counselor meet with the parents of students who are risk of failing or are below grade level.
- Lunch with Your Child Day (LWYCD) - Parents are invited to have lunch with their child 2 times a year during their child's lunch time.
- School Site Council meetings -- The school site council is represented by parents, certificated and classified staff. On a bi-monthly 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 Partners - 9 week academic course to empower parents.
- Parent Workshops: Literacy Night/ Mathematics Night/ STEAM Night
- SEMESTER Awards Assembly -- At the end of each semester, Kindergarten and 1st - 6th grade students are recognized for academic achievement and improvement, as well as for perfect attendance.
- Christmas Program -- Each Christmas, students perform Christmas songs for their peers and parents just before the Winter break.
- Christmas Parade -- Parents, teachers and administration join together to participate in the annual McFarland Christmas parade.
- 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.
- Toys For Tots- Browning Road parents and students are galvanized to collect money and toys for the less fortunate.
- 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, 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.7	0.0	0.2	5.9	2.8	2.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Browning Road STEAM Academy's first priority is safety. In order to promote safety, BRSA has created a revised set of school rules and has implemented a set of shared values and manners, which all BR members have adopted. BRSA has also implemented a zero tolerance policy for horseplay, which has decreased the amount of aggressive behavior on the playground and in the classroom. BR 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. BRS 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 was shared with the BRSA staff on Wednesday, November 6th, 2019. The Safety Plan was also shared with BRSA parents and community members on Tuesday, November 12th, 2019.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	23	2	6		26	1	6		21	4	4	
<b>1</b>	24		7		25		4		23	1	4	
<b>2</b>	25		6		24		8		22		5	
<b>3</b>	26		5		27		4		25		7	
<b>4</b>	31		4		39		1	3	23		3	
<b>5</b>	29		6		37		3	1	36		4	1
<b>Other**</b>	28		1		26		1					

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	509.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,152.27	\$2,127.26	\$4,306	87,146
District	N/A	N/A	9936.34	\$73,030.00
Percent Difference - School Site and District	N/A	N/A	-56.7	7.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-8.2	4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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

- Supplemental Educational Services have been offered to students who are socially economically and academically disadvantaged, according to CFA and district and site test scores and/or by teacher recommendation at BRSA through Title I funds.
- The After School Education and Safety (ASES) Program, now called CHAMPS (Collaborating Healthy Alternatives Merging Physical-activity and Support-strategies) is now being offered to all students.
- 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 after school program to eligible migrant students twice a week.

- Tutoring will commence January, 2019 twice a week. Students will be selected to focus on computer-based, technological approaches to achieve intrinsic motivation in our struggling students. We will be using Next GEN Math, SPHERO, Vocabulary Tool Kit, SPRK, Lego Robotics, Multi Media Courses: Final Cut Studio Pro X, Adobe Work Shop, Lighting Editing Pro

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,307	\$46,208
Mid-Range Teacher Salary	\$69,617	\$72,218
Highest Teacher Salary	\$88,631	\$92,742
Average Principal Salary (Elementary)	\$115,277	\$134,864
Average Principal Salary (Middle)	\$118,159	\$118,220
Average Principal Salary (High)	\$127,244	\$127,356
Superintendent Salary	\$185,500	\$186,823
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

Current and ongoing staff development includes:

- LETRS- LETRS is flexible literacy professional development for teachers that shows teachers how language, reading, and writing are related to one another and other critical elements that are most effective in improving overall reading outcomes.
- ELD Resource Coach provides ongoing support for our English Language Learners through classroom modeling, scheduling professional development workshops, and providing academic support with additional professional development opportunities.
- Teacher created resources linking teachers to free online professional development;
- Site Coach providing STEAM enrichment professional development.