

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Browning Road Elementary School	District Name	McFarland Unified School District
Street	410 East Perkins	Phone Number	(661) 792-3081
City, State, Zip	McFarland, CA 93250	Web Site	www.mcfarlandusd.com
Phone Number	(661) 792-2113	Superintendent	Gabriel McCurtis
Principal	Dr. Mario J. Torres	E-mail Address	webmaster@mcfarlandusd.com
E-mail Address	mtorres@ mcfarland.k12.ca.us	CDS Code	15-73908-6009757

School Description and Mission Statement

This section provides information about the school's goals and programs.

Browning Road School will provide an environment that fosters academic success, self-esteem and good citizenship. We will aid every child in developing and maintaining a positive self-image by recognizing his/her worth as an individual and every child will experience some measure of success every day. All children will have many opportunities for emotional, social, and physical growth.

We will provide a program which emphasizes the importance of basic skills and processes, and the ability to apply these learning's through a flexible program of instruction. We will create situations which make learning enjoyable, interesting, and meaningful for students, by tailoring learning tasks to the learning styles and interests to the student.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Dr. Mario J. Torres, Principal 661-792-2113

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	107
Grade 1	112
Grade 2	96
Grade 3	102
Grade 4	84
Grade 5	97
Total Enrollment	598

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	%	White (not Hispanic)	0.47 %
American Indian or Alaska Native	%	Multiple or No Response	%
Asian	0.16 %	Socioeconomically Disadvantaged	96 %
Filipino	0 %	English Learners	49 %
Hispanic or Latino	99 %	Students with Disabilities	8 %
Pacific Islander	%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	6			19.2	6			20	6		
1	17.7	6			19	6			18.4	6		
2	18.8	6			17.8	6			17.7	6		
3	19.5	6			18	5			18.6	6		
4	30.3		4		28.8		4		26.3		3	
5	30		4		24.7		4		27.8		4	
6												
K-3												
3-4												
4-8	30		1									
Other												

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Reviewed and updated 2007-2008 school year

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	5.6	3.6	3.4	15.2	12.6	15.7
Expulsions	0	0	0	0.3	0.4	0.5

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

We are a K - 5 elementary school with a 30 station multi-media computer lab and 6 student computers in every classroom. We have a school library with a full time Library Media Specialist.

School facilities are in good condition.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[]	[]	[]	
Overall Cleanliness	[]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

There are eighteen scheduled, ninety minute, professional development sessions in addition to three scheduled professional development days.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	31	33	35	144
Without Full Credential	4	4	1	21
Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	93 %	7 %
High-Poverty Schools in District	93 %	7 %
Low-Poverty Schools in District	100 %	0 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	598
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	on call	N/A
Social Worker		N/A
Nurse	on call	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	2	N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Each student has a book for Reading, Math, Social Science, Science and for English Language Development. Textbooks are adopted in accordance with the state's timeframe and standards. Other instructional materials are either teacher developed or purchased alone with the textbook adoption.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Everyone has a book.	0%
Mathematics	Everyone has a book.	0%
Science	Everyone has a book.	0%
History-Social Science	Everyone has a book.	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$56,287
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$56,613
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,622	\$36,572
Mid-Range Teacher Salary	\$58,309	\$55,815
Highest Teacher Salary	\$74,234	\$70,985
Average Principal Salary (Elementary)	\$96,551	\$86,995
Average Principal Salary (Middle)	\$94,251	\$90,820
Average Principal Salary (High)	\$103,975	\$96,447
Superintendent Salary	\$117,916	\$128,495
Percent of Budget for Teacher Salaries	36 %	39 %
Percent of Budget for Administrative Salaries	5 %	6 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	18	22	23	17	22	22	40	42	43
Mathematics	20	37	42	14	24	25	38	40	40
Science	2	4	7	16	13	15	27	35	38
History-Social Science				10	14	17	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino	*	*	*	
Hispanic or Latino	23	42	6	
Pacific Islander				
White (not Hispanic)	*	*		
Male	23	39	7	
Female	24	45	8	
Economically Disadvantaged	22	41	6	
English Learners	12	31	0	
Students with Disabilities	15	27	8	
Students Receiving Migrant Education Services	18	37	4	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	21	22	16	19	22	23	41	42	42
Mathematics	41	38	39	30	30	32	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	16	39
Pacific Islander		
White (not Hispanic)		
Male	16	42
Female	15	37
Economically Disadvantaged	15	39
English Learners	5	30
Students with Disabilities	*	*
Students Receiving Migrant Education Services	14	37

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	7

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	1	1	2
Similar Schools	2	4	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	17	69	9	687
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	17	70	6	684
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	18	69	6	680
English Learners	N/A	72	-2	648
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7