Browning Road STEAM Academy
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Browning Road STEAM Academy
Street	410 Perkins Ave.
City, State, Zip	McFarland
Phone Number	6617922113
Principal	Ryan Absey
Email Address	ryabsey@mcfarland.k12.ca.us
School Website	https://mcfarlandusd.com/BRSTEAMACADEMY/
Grade Span	K-6
County-District-School (CDS) Code	15-73908-6009757

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

School Description

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 182 students are designated EL. . Approximately 452 students are enrolled at Browning Road School. There are 18 self-contained classrooms serving TK-6

2024-25 School Description and Mission Statement

students. In addition, we have three special education classrooms serving students. 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	58
Grade 2	64
Grade 3	69
Grade 4	70
Grade 5	75
Grade 6	78
Total Enrollment	490

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
Asian	0.2
Hispanic or Latino	98.8
White	0.2
English Learners	42.7
Foster Youth	0.8
Homeless	29.2
Migrant	4.3
Socioeconomically Disadvantaged	93.5
Students with Disabilities	11

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	86.36	77.30	54.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.27	9.70	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	3.29	12115.80	4.41
Unknown/Incomplete/NA	2.50	11.36	48.80	34.67	18854.30	6.86
Total Teaching Positions	22.00	100.00	141.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	82.61	112.80	74.62	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	6.52	1.50	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.17	8.70	5.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.30	2.19	11953.10	4.28
Unknown/Incomplete/NA	2.00	8.70	24.70	16.38	15831.90	5.67
Total Teaching Positions	23.00	100.00	151.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	68.18	105.80	73.41	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.55	3.10	2.21	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	27.27	19.50	13.59	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.30	2.98	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	11.20	7.79	14303.80	5.15
Total Teaching Positions	22.00	100.00	144.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	5
Misassignments	0.50	0.50	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	0.50	6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.50	2.8	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student in Browning Road STEAM Academy has a textbook for Reading, Math, Social Science, Science and all identified EL students have 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.

Year and month in which the data were collected	November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-2 utilize the 2017 Journeys by Houghton Mifflin Harcourt; Grades 3-5 utilize the 2017 Benchmark Advanced by Benchmark Education; Grade 6 utilizes the 2017 California Collections by Houghton Mifflin Harcourt	Yes	0%
Mathematics	Grades K-5 utilize the 2013 McGraw Hill My Math and Grade 6 utilizes California Math	Yes	0%
Science	Grades K-6 utilize the 2020 McGraw Hill California Inspire	Yes	0%
History-Social Science	Grades K-6 utilize the 2019 Pearson My World Interactive	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

We are proud to announce that Browning Road STEAM Academy 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.

Year and month of the most recent FIT report	7/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C wing Bugs, G3 pest control,
Electrical	X			H3 Outlet out, H5 Electrical outlet out,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C2 Sink slow to drain, D4 Loose faucet, E4 loose faucet,
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			J2 Ceiling tiles to be replaced, H3 Ceiling tile to be replaced, E1 Ceiling tile to be replaced, E2 Loose ceiling tile, G2 ceiling tile to be replaced,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	17	25	30	32	46	47
Mathematics (grades 3-8 and 11)	9	14	19	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	297	99.33	0.67	24.92
Female	133	132	99.25	0.75	26.52
Male	166	165	99.40	0.60	23.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	296	295	99.66	0.34	24.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	129	129	100.00	0.00	6.20
Foster Youth	0	0	0	0	0
Homeless	100	99	99.00	1.00	20.20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	281	280	99.64	0.36	22.86
Students Receiving Migrant Education Services	27	27	100.00	0.00	11.11
Students with Disabilities	36	35	97.22	2.78	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	297	99.33	0.67	13.80
Female	133	132	99.25	0.75	14.39
Male	166	165	99.40	0.60	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	296	295	99.66	0.34	13.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	129	129	100.00	0.00	4.65
Foster Youth	0	0	0	0	0
Homeless	100	99	99.00	1.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	281	280	99.64	0.36	12.50
Students Receiving Migrant Education Services	27	27	100.00	0.00	3.70
Students with Disabilities	36	35	97.22	2.78	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.70	25.33	12.11	16.35	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	75	97.40	2.60	25.33
Female	36	35	97.22	2.78	28.57
Male	41	40	97.56	2.44	22.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	75	74	98.67	1.33	25.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	25	24	96.00	4.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	69	98.57	1.43	24.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	98.7	100

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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:

24-25 Parental Involvement Activities:
- Back to School Night -- This is an opportunity for teachers and Admin to share with parents their expectations, rules, procedures, curriculum and grade level standards for their child's grade through in-person meetings.
- Fall Festival - This is an evening event in which families are invited to campus to take in a carnival during the Fall season.
- Parent Conferences -- At the end of the first quarter, staff set up appointments with every students' parents 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.
- Parent Movie Night- Parents will have the opportunity to participate and share in the incentives for good attendance and for supporting a positive culture. Parents will be invited to campus with the children and enjoy an evening with the family and community.

Lunch with Your Child Day (VLWYCD) - Parents are invited to join a lunch with their child 2 times a year during their child's lunch time. We have fun contests throughout.
- 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 Workshops: PIQE is an organization that will recruit 35 parents through a Parent Engagement Program. We will also have PIQE provide a STEAM Program for Families class.

Literacy Night/ Mathematics Night/ STEAM Night

2024-25 Opportunities for Parental Involvement

- Christmas Music Performance - Our students will participate in a presentation of Brass and Drum line from all three elementary schools and parents in an evening performance.

Christmas Song Performance- this year, all classes from all grade levels will be performing songs of their choice for parents in a Christmas Program

- Canned Food Drive -- During Thanksgiving and Christmas, parents are asked to participate in a canned food drive to provide blankets, jackets, socks and shoes for underprivileged families in the communities.
- Harvest/Fall 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	556	531	49	9.2
Female	241	231	21	9.1
Male	315	300	28	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	549	525	49	9.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	269	261	22	8.4
Foster Youth	--	--	--	--
Homeless	181	168	23	13.7
Socioeconomically Disadvantaged	522	498	48	9.6
Students Receiving Migrant Education Services	62	60	4	6.7
Students with Disabilities	71	71	14	19.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| | C. Engagement | State Priority: School Climate |

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.67	2.67	4.5	3.15	2.68	2.45	3.17	3.6	3.28
Expulsions	0	0	0	0.11	0.03	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.50	0.00
Female	2.07	0.00
Male	6.35	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.35	0.00
Foster Youth	0.00	0.00
Homeless	4.42	0.00
Socioeconomically Disadvantaged	4.41	0.00
Students Receiving Migrant Education Services	1.61	0.00
Students with Disabilities	8.45	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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 BRSA members have adopted. We are also in the third year of PBIS. We received Silver status for our work last year. 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. BRSA 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. Both of these new positions are working at serving our students' needs. The goal is that all teachers, yard duty aides, and other staff members use this system to decrease undesirable behavior and increase desired behaviors on campus while keeping detailed records and to be able to make data driven decisions. BRSA 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 have their ID ran through a system called Raptor Technologies, which runs their ID through the DOJ. 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 is the first year in which BRSA is utilizing both a Trauma Therapist and a Student Intervention Mediator.

This year, the Comprehensive School Safety Plan is being updated and will be presented to the Leadership team and BRSA Parents and staff members during the month of November, 2024.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	5	
1	23		5	
2	23	1	4	
3	26		4	
4	25		4	
5	30		2	
6	32		1	
Other	21	2	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22		3	
2	22	1	2	
3	23		3	
4	26		3	
5	23		3	
6	31		2	
Other	12	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	19	3		
2	21	1	2	
3	23		3	
4	23		3	
5	23		3	
6	24		3	
Other	14	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	490

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,043.82	$887.21	$6156.61	81,158.59
District	N/A	N/A	13,770.15	$80,232
Percent Difference - School Site and District	N/A	N/A	-76.4	1.1
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-54.5	-7.7

Fiscal Year 2023-24 Types of Services Funded

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, run now by The Boys and Girls Club 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.
* California Mini-Corp also provides supplemental services in the classroom to service our migratory population in class. They provide support in helping student achieve proficiency in language arts and math. We currently have one Mini-Corp tutor servicing over 40 students. Migrant also offers an after school program to eligible migrant students twice a week.
  * Kern Tutors is supportin gour 5th and 6th grade students who are in need of support.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,282	$54,930
Mid-Range Teacher Salary	$81,354	$85,386
Highest Teacher Salary	$103,574	$111,172
Average Principal Salary (Elementary)	$134,712	$136,564
Average Principal Salary (Middle)	$138,080	$141,339
Average Principal Salary (High)	$148,697	$153,241
Superintendent Salary	$199,981	$224,537
Percent of Budget for Teacher Salaries	22%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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

Current and ongoing staff development includes:
STEAM Lesson Plan Design and Implementation by using the 5E Model Descriptors to promote the instructional model that will support learning with inquiry-based questions, experience, research and so students can gain a deeper understanding of science concepts. It is critical that all teachers feel comfortable using this model in every subject.
- School Culture: In the spring semester, we will use two professional development days to revisit the Vision and Mission of Browning Road Steam Academy
- 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.
- MUSD has partnered with KCSOS Dept. of Multilingual Education to provide ELD Resources and professional coaching to provides ongoing support for our English Language Learners through classroom modeling, scheduling professional development workshops, and providing academic support with additional professional development opportunities.
- CLS team is assisting BRSA administration in enhancing our professional learning communites by focusing on grade span teams.
- Teacher created resources linking teachers to free virtual online professional development as well.
- Language Power consultant working with teachers to enhance student engagement across all subjects.
- Imakeit math consultants working with teachers on data driven practices regarding math lessons.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25