

Browning Road Elementary School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Browning Road Elementary



Contact Information (School Year 2013-14)

410 East Perkins

McFarland, CA 93250-1230

(661) 792-2113

Principal: Maria Gonzalez-Salgado, Principal

Contact E-mail Address: masalga@mcfarland.k12.ca.us

County-District-School (CDS) Code: 15739086009757

McFarland Unified

Contact Information (School Year 2013-14)

(661) 792-3081

www.mcfarlandusd.com

Superintendent: Raul Maldonado

Contact E-mail Address: rmaldonado@mcfarland.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	McFarland Unified
Phone Number	(661) 792-3081
Web Site	www.mcfarlandusd.com
Superintendent	Raul Maldonado
E-mail Address	rmaldonado@mcfarland.k12.ca.us
CDS Code	15739086009757

School Contact Information (School Year 2013-14)

Name	Browning Road Elementary
Street	410 East Perkins
City, State, Zip	McFarland, CA 93250-1230
Phone Number	(661) 792-2113
Principal	Maria Gonzalez-Salgado, Principal
E-mail Address	masalga@mcfarland.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

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.

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 (School Year 2012-13)

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

Yearly Parental Involvement Activities:

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

III. Student Performance

Standardized Testing and Reporting Program

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The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36%	41%	40%	34%	37%	37%	54%	56%	55%
Mathematics	65%	64%	63%	41%	44%	44%	49%	50%	50%
Science	17%	26%	20%	27%	34%	28%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	32%	39%	38%	48%	49%	49%

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37%	44%	28%	38%
All Students at the School	40%	63%	20%	N/A
Male	40%	64%	31%	N/A
Female	40%	62%	11%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	40%	63%	19%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	37%	59%	15%	N/A
English Learners	27%	55%	3%	N/A
Students with Disabilities	29%	38%	N/A	N/A
Students Receiving Migrant Education Services	28%	56%	N/A	N/A

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20.5%	20.5%	11.5%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

IV. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	2	3	2
Similar Schools	5	6	5

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

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

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

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	379	754	2,346	723	4,655,989	790
Black or African American	1		7		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	0		2		406,527	906
Filipino	1		8		121,054	867
Hispanic or Latino	373	756	2,297	723	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	4		26	679	1,200,127	853
Two or More Races	0		5		125,025	824
Socioeconomically Disadvantaged	379	754	2,315	724	2,774,640	743
English Learners	271	736	1,479	681	1,482,316	721
Students with Disabilities	41	585	212	515	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Transitional Kindergarten	12
Kindergarten	122
Grade 1	103
Grade 2	129
Grade 3	97
Grade 4	98
Grade 5	91
Total Enrollment	652

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	0
Filipino	0.2
Hispanic or Latino	98.9
Native Hawaiian/Pacific Islander	0
White	0.8
Two or More Races	0.00
Socioeconomically Disadvantaged	98.5
English Learners	72.8
Students with Disabilities	8

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.7	6	0	0	20.4	5	0	0	20	2		0
1	16.8	6	0	0	20.7	6	0	0	17	5		0
2	18.6	5	0	0	20	5	0	0	18	1		0
3	19.2	5	0	0	19.8	5	0	0	16	6		0
4	20.8	3	2	0	25.3	1	3	0	20	2		0
5	19.4	3	2	0	18.6	5	0	0	15	3		0
Other												0

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

School Safety Plan (School Year 2012-13)

Browning Road Elementary 2012-13 School Accountability Report Card

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

Each year, the school staff is provided with a variety of staff development training targeted at increasing student achievement throughout the curriculum and across grade levels. In addition to staff development, the school continues to address any health concerns pertaining to any of our students, in speech, hearing and vision testing when necessary, in accordance to student's need. Browning Road School is constantly looking for ways to improve and provide safer playground, classroom and other campus areas, to accommodate a more positive learning environment for all students and staff, in the following school year, we are in the process of incorporating a positive school culture entitled "Capturing Kids Hearts", where staff and students are encouraged to build relational capacity with their fellow peers, and colleagues.

We improved access of unauthorized persons to the campus, by utilizing a locked gate at the front office, where parents, community members, and vendors, need to come into the office before coming on/off campus. For the safety of the students and staff, signs are posted throughout the school requiring all visitors to report to the office. Visitors are required to sign-in at the front office, and no parents or visitors are allowed on campus without authorization and a visible name tag. There are signs posted all over campus stating that all alcohol, tobacco, and drugs are prohibited on school campus.

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

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

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	5.66	20.5		19.74	9.2	
Expulsions	0	0		0.39	0	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 have been recognized as good in status.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	
Electrical: Electrical		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	
Safety: Fire Safety, Hazardous Materials		—	—	
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	33	31	33	
Teachers without Full Credential	0	2	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94	6
All Schools in District	87	13
High-Poverty Schools in District	87	13
Low-Poverty Schools in District	100	100

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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	0.7	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Macmillan/McGraw-Hill, California Treasures, 2010, Grades K - 6th, Program I National Geographic/Hampton Brown, Inside Language, Literacy, and Content, 2009, Grades 4th - 5th	0%
Mathematics	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Houghton Mifflin, Houghton Mifflin California Math, 2007, Grades K - 6th Glencoe-McGraw-Hill, California Math Triumphs, 2007	0%
Science	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Macmillan/McGraw Hill, Macmillan/McGraw Hill California Science, 2008, Grades k - 6th	0%
History-Social Science	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Harcourt School Publishers, Reflections: California Series, 2007, Grades K - 6th	0%
Foreign Language			N/A
Health			N/A
Science Laboratory Equipment (grades 9-12)			N/A
Visual and Performing Arts			N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,837	\$2,531	\$4,306	\$65,814
District	N/A	N/A	N/A	\$59,389
Percent Difference - School Site and District	N/A	N/A	N/A	10.82
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	-22.23	4.19

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

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 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,578
Mid-Range Teacher Salary	\$60,058	\$59,798
Highest Teacher Salary	\$76,461	\$78,044
Average Principal Salary (Elementary)	\$103,272	\$95,442
Average Principal Salary (Middle)	\$79,865	\$98,080
Average Principal Salary (High)	\$107,095	\$106,786
Superintendent Salary	\$140,690	\$150,594
Percent of Budget for Teacher Salaries	0.36%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

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

XII. Instructional Planning and Scheduling

Professional Development

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

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

In addition, the site is also able to provide quarterly grade level staff development with an outside consultant, to review benchmark data, and discuss/share grade level standards, as well as plan for the STAR test by scheduling standards each grade level will need to reinforce by the testing date. Additionally, staff also have the opportunity for release time for data chats with the principal and to observe their colleagues for additional classrooms strategies and procedures.

In the 2009/10 -- 2010/11 school years, the district has also provided a 7-hour training on Thinking Maps for new and veteran staff who have not been trained. During the Summer of 2010, the district has also offered and paid for a 40-hour SB472 training in the new Language Arts curriculum and well as, offered and paid for staff to attend Math training for all new staff and veteran staff who had not been previously trained. The Browning Road staff has had multiple opportunities for staff development in the past 3 years, including training in FabVocab, Student Engagement Strategies, Checking for Understanding, Higher Order Thinking Skills, Direct Instruction, and Writing.

The district also provides two or three days of staff development each year. Since the 2012-13 school year, we have dedicated to building relational capacity with students and building school culture.