

Browning Road School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Browning Road School
Street	410 East Perkins Ave.
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-2113
Principal	Dario Diaz
E-mail Address	dardiaz@mcfarland.k12.ca.us
Web Site	http://www.mcfarlandusd.com/BES
CDS Code	15-73908-6009757

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Victor Hopper
E-mail Address	Vhopper@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

School Description and Mission Statement (School Year 2016-17)

Browning Road School is a kindergarten through fifth grade school located in a predominately agricultural community of McFarland. In addition to regular district financial support, Browning Road School also receives Categorical Aid funding from the following state and federal programs: Federal -- Title I. A high poverty level is documented by the fact that 100% of the students are eligible free or reduced lunches. Currently 322 students are designated EL. These indicators of high need for intervention have targeted Browning Road School a Program Improvement school for many years. Approximately 510 students are enrolled at Browning Road School. There are 21 self-contained classrooms serving TK-5 students, in addition to one special education K-5 classroom, one pre-school classroom and one state pre-school.

School Vision

Browning Road School will provide the foundation by which intellectual and personal excellence can be achieved and the groundwork to flourish as a responsible citizen in the global community.

School Mission

Browning Road School is committed to providing a safe and effective learning environment, rich new challenges and a rigorous curriculum that will present critical opportunities needed to increase their depth of knowledge.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	152
Grade 1	97
Grade 2	98
Grade 3	102
Grade 4	93
Grade 5	122
Total Enrollment	664

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0
Filipino	0.2
Hispanic or Latino	99.1
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	93.2
English Learners	67.5
Students with Disabilities	7.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	31	22	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	90.1	9.9
High-Poverty Schools in District	90.1	9.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2015

Every student in Browning Road School has a textbook for Reading, Math, Social Science, Science and all identified EL students has a textbook for English Language Development. Textbooks are adopted in accordance with the state's timeframe and standards. Other additional supplemental materials are either teacher developed, purchased along with the textbook adoption or through teacher lottery money. Instructional material is usually purchased through categorical funds, depending on the availability of funds.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures, 2010, K - 5th,	Yes	0%
Mathematics	McGraw-Hill, My Math, 2015-16 K-5th	Yes	0%
Science	Macmillan/McGraw Hill, Macmillan/McGraw Hill California Science, 2008, Grades k - 5th	Yes	0%
History-Social Science	Harcourt School Publishers, Reflections: California Series, 2007, Grades K - 5th	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We are proud to announce that Browning Road School has met and exceeded it's site inspection of the school's facility's good repair status. The school's grounds, bathrooms and buildings have passed and be recognized as exemplary in status.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/30/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/30/15				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	19	22	24	27	44	48
Mathematics	16	14	16	18	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	103	100.0	9.7
	4	94	94	100.0	27.7
	5	118	117	99.2	29.1
Male	3	55	55	100.0	9.1
	4	48	48	100.0	25.0
	5	61	60	98.4	25.0
Female	3	48	48	100.0	10.4
	4	46	46	100.0	30.4
	5	57	57	100.0	33.3
Hispanic or Latino	3	102	102	100.0	9.8
	4	92	92	100.0	28.3
	5	116	115	99.1	28.7
Socioeconomically Disadvantaged	3	81	81	100.0	4.9
	4	70	70	100.0	21.4
	5	84	83	98.8	27.7
English Learners	3	79	79	100.0	5.1
	4	50	50	100.0	16.0
	5	62	62	100.0	6.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	4	12	12	100.0	
	5	14	14	100.0	
Students Receiving Migrant Education Services	5	11	10	90.9	40.0

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	103	100.0	5.8
	4	94	94	100.0	22.3
	5	118	117	99.2	13.7
Male	3	55	55	100.0	5.5
	4	48	48	100.0	25.0
	5	61	60	98.4	15.0
Female	3	48	48	100.0	6.3
	4	46	46	100.0	19.6
	5	57	57	100.0	12.3
Hispanic or Latino	3	102	102	100.0	5.9
	4	92	92	100.0	21.7
	5	116	115	99.1	13.0
Socioeconomically Disadvantaged	3	81	81	100.0	2.5
	4	70	70	100.0	17.1
	5	84	83	98.8	13.3
English Learners	3	79	79	100.0	2.5
	4	50	50	100.0	10.0
	5	62	62	100.0	3.2
Students with Disabilities	4	12	12	100.0	
	5	14	14	100.0	
Students Receiving Migrant Education Services	5	11	10	90.9	30.0

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	28	8	15	35	29	28	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	118	117	99.2	14.5
Male	61	60	98.4	20.0
Female	57	57	100.0	8.8
Hispanic or Latino	116	115	99.1	13.9
Socioeconomically Disadvantaged	84	83	98.8	12.1
English Learners	62	62	100.0	9.7
Students with Disabilities	14	14	100.0	35.7
Students Receiving Migrant Education Services	11	10	90.9	10.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	20.5	24.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 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.
- El Cafesito - All parents are invited to have coffee and sweet bread with the Principal to discuss items of concern or suggest ideas to better the school as a whole. This group meets quarterly at 7:00 AM.
- 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 Institute for Quality Education (PIQE) - 9 week academic course to empower parents.
- Parent Workshops: Literacy Night/ Mathematics Night
- 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.
- 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, Honor Roll, grade level specific educational field trips, Student Body field trips, and any others committees may deemed necessary.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.9	4.2	7.6	4.6	6.2	4.4	3.8	3.7
Expulsions	3.8	0.0	0.1	0.0	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Browning Road School's (BRS) first priority is safety. In order to promote safety, BRS has created a revised set of school rules and has implemented a set of shared values and manners, which all BRS members have adopted. BRS has also implemented a zero tolerance policy for horseplay, which has decreased the amount of aggressive behavior on the playground and in the classroom. BRS 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 BRS staff on November 16th, 2016. The Safety Plan was also shared with BRS parents and community members on December 7th, 2016.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	4		22	2	4		22	2	4	
1	20	5			20	2	3		20	2	3	
2	20	5			20	3	2		20	3	2	
3	19	6			20	6			20	6		
4	21	2	2		23		5		23		5	
5	17	6			18	5			18	5		
Other	10	1										

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,152.27	\$2,127.26	\$4,306	87,146
District	N/A	N/A	9936.34	\$64,427
Percent Difference: School Site and District	N/A	N/A	-56.7	7.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-8.2	4.4

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

Types of Services Funded (Fiscal Year 2015-16)

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 CFA and district and site test scores (DIBLES, SRI, SMI) and/or by teacher recommendation at BRS 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 afterschool program to eligible migrant students twice a week.
- SES will commence January, 2017 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 SPRK, Multi Media Courses: Final Cut Studio Pro X, Adobe Work Shop, Lighting Editing Pro, Imagine Learning and RALLY's

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,717	\$42,063
Mid-Range Teacher Salary	\$64,334	\$64,823
Highest Teacher Salary	\$81,905	\$84,821
Average Principal Salary (Elementary)	\$114,720	\$101,849
Average Principal Salary (Middle)	\$99,040	\$107,678
Average Principal Salary (High)	\$114,720	\$115,589
Superintendent Salary	\$135,000	\$169,152
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

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

Current and ongoing staff development includes:

- Quarterly Workshop Wednesdays to give professional development based on teacher need and desire;
- Weekly grade level meetings to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching English Language Arts, Math and ELD standards;
- In-service programs provided on-site through the District Office, the County Superintendent of Schools office, and through the Migrant Program;
- Local conferences through the County Office throughout the year for opportunities to further staff development;
- Demonstration lessons by administration and classroom teachers to lend additional support in developing exemplary teaching practices;
- A District ELD Coordinator, Technology coordinator and TOSA's provide ongoing support for our English Language Learners through classroom modeling, scheduling professional development workshops, and providing technological support with additional professional development opportunities.
- Teacher created resources linking teachers to free online professional development;
- C3 Snapshots conducted on a regular basis giving teachers immediate feedback regarding their teaching and suggestions on how to increase effectiveness.