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Browning Road STEAM Academy
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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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 webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 237 students are designated EL. These indicators of high need for intervention have targeted BRSA a Program Improvement school for many years. Approximately 557 students are enrolled at Browning Road School. There are 22 self-contained classrooms serving TK-6 students. In addition, we have two special education classrooms: 1 is an SDC environment and the other serves our students with IEP's. We also house one pre-school classroom and one state pre-school.

Academy Vision

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

Academy Mission

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	112
Grade 1	87
Grade 2	72
Grade 3	62
Grade 4	101
Grade 5	71
Grade 6	90
Total Enrollment	595

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	99.5
White	0.5
Socioeconomically Disadvantaged	95
English Learners	46.7
Students with Disabilities	7.6
Homeless	6.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	22		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

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

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

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 has met it's site inspection of the school's facility's good repair status. The school's grounds, bathrooms and buildings have passed and be recognized as exemplary in status.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Condemned Building: E1: Faucet and fountain not working properly
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	21	N/A	32	N/A	50	N/A
Mathematics (grades 3-8 and 11)	16	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	10	N/A	9	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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:

20-21 Parental Involvement Activities:
• Virtual 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 level via zoom meetings.
• Virtual Parent Conferences -- At the end of the first quarter, staff set up appointments with every students' parents via zoom or google meets 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 or distance learning. During the 3rd quarter, teachers and counselor google meet with the parents of students who are risk of failing or are below grade level.
• Virtual Lunch with Your Child Day (VLWYCD) - Parents are invited to join a zoom 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.
- Virtual Parent Workshops: Literacy Night/ Mathematics Night/ STEAM Night
- Christmas Program -- We will experience a drive In Christmas Gala with lighting of the trees, resources give-aways and students performing Christmas songs for their peers and parents
- 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.
- Pending State and District Guidelines: 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.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.2	2.8	2.9	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Browning Road STEAM Academy's first priority is safety. In order to promote safety, BRSA has created a revised set of school rules and has implemented a set of shared values and manners, which all BR members have adopted. BRSA has also implemented a zero tolerance policy for horseplay, which has decreased the amount of aggressive behavior on the playground and in the classroom. BR has also retrained yard duty staff to exercise active yard duty and be able to intervene when they see the early signs of unsafe behavior. Yard duty aides have also been retrained on how to execute crosswalk duty as recommended by local law enforcement. BRS has implemented updated security measures as it pertains to access of unauthorized persons onto the school campus. For the safety of the students and staff, signs are posted throughout the school requiring all visitors to report to the office. Visitors are required to sign-in at the front office and parents/visitors are only allowed on campus with authorization and a visible name tag. There are signs posted on campus stating that all alcohol, tobacco, and drugs are prohibited on school campus.

This year, the Safety Plan was shared with the BRSA staff on Wednesday, November 6th, 2019. The Safety Plan was also shared with BRSA parents and community members on Tuesday, November 12th, 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26	1	6		21	4	4	3	17		7	
1	25		4		23	1	4		27	1	3	
2	24		8		22		5		24	4		
3	27		4		25		7		22	1	3	
4	39		1	3	23		3		32		3	
5	37		3	1	36		4	1	23		3	
6									30		4	
Other**	26		1						20	2	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	595

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

Student Support Services Staff (School Year 2019-2020)

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)	1
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,152.27	$2,127.26	$4,306	87,146
District	N/A	N/A	9936.34	$74,781
Percent Difference - School Site and District	N/A	N/A	-79.1	15.3
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-57.1	14.0

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

Types of Services Funded (Fiscal Year 2019-2020)

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

* Supplemental Educational Services have been offered to students who are socially economically and academically disadvantaged, according to CFA and district and site test scores and/or by teacher recommendation at BRSA through Title I funds.

* The After School Education and Safety (ASES) Program, now called CHAMPS (Collaborating Healthy Alternatives Merging Physical-activity and Support-strategies) is now being offered to all students.

* The Family Resource Center FRC also offers various services to the community to help families with food, school uniforms, clothing, referral to outside agencies and resources, and help them to pay their bills, when eligible and funding permits.

* Migrant also offers an after school program to eligible migrant students twice a week.

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,726	$47,145
Mid-Range Teacher Salary	$71,706	$74,952
Highest Teacher Salary	$91,290	$96,092
Average Principal Salary (Elementary)	$111,264	$116,716
Average Principal Salary (Middle)	$115,905	$120,813
Average Principal Salary (High)	$131,061	$131,905
Superintendent Salary	$175,100	$192,565
Percent of Budget for Teacher Salaries	26.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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