

Browning Road Elementary 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



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

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

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 2008-09)

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

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:

Fall activities:

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- 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 report card with parents, 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.
- 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.
- 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.
- End of Quarter Awards Assembly -- At the end of each quarter, 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 short assembly and social with their parents.
- 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 -- Each year, the student body has a fund raiser to raise money for school activities, field trips, and/or end of year activities.

Winter Activities:

- 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.
- 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.
- End of Quarter Awards Assembly -- At the end of each quarter, 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 short assembly and social with their parents.

Spring Activities:

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- 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.
- 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.
- End of Quarter Awards Assembly -- At the end of each quarter, 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 short assembly and social with their parents.
- Parent Conferences -- At the end of the first quarter, staff set up appointments with every students' parents in their class to review their report card with parents, 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.
- Signatures Fund Raiser -- Each year, the student body has a fund raiser to raise money for school activities, field trips, and/or end of year activities.
- Open House -- At the end of the year, staff open their doors to parents to share with them the major projects, activities and work their child has accomplished throughout the school year.
- 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.

Student Enrollment by Grade Level (School Year 2008-09)

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 110 |
| Grade 1 | 115 |
| Grade 2 | 103 |
| Grade 3 | 95 |
| Grade 4 | 97 |
| Grade 5 | 85 |
| Total Enrollment | 605 |

Student Enrollment by Group (School Year 2008-09)

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

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 0.00 % | White (not Hispanic) | 0.83 % |
| American Indian or Alaska Native | 0.00 % | Multiple or No Response | 0.17 % |
| Asian | 0.00 % | Socioeconomically Disadvantaged | 100.00 % |
| Filipino | 0.33 % | English Learners | 57.00 % |
| Hispanic or Latino | 98.68 % | Students with Disabilities | 8.00 % |
| Pacific Islander | 0.00 % | N/A | N/A |

Average Class Size and Class Size Distribution (Elementary)

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

| Grade Level | 2006-07 | | | 2007-08 | | | 2008-09 | | | | | |
|-------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.8 | 6 | | | 19.3 | 6 | | | 18.5 | 6 | | |
| 1 | 18.4 | 5 | | | 19.0 | 6 | | | 19.0 | 4 | | |
| 2 | 17.7 | 6 | | | 16.0 | 6 | | | 17.2 | 6 | | |
| 3 | 18.6 | 5 | | | 17.2 | 6 | | | 19.3 | 4 | | |
| 4 | 26.3 | | 4 | | 29.7 | | 3 | | 16.2 | 6 | | |
| 5 | 27.8 | | 4 | | 23.3 | 1 | 3 | | 28.3 | | 3 | |
| K-3 | | | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

III. School Climate

School Safety Plan (School Year 2008-09)

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

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 learners 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 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 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.

We are in the process of improving a more secure system to control the access of unauthorized persons to the 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 principal of the school will take an active leadership role in setting the direction of the school and establishing a positive climate. A school-wide set of rules 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 pride in our school and feel that everyone is an important members of the team.

Suspensions and Expulsions

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

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspensions | 3.4 | 18.3 | 7.6 | 15.7 | 18.3 | 21.3 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.5 | 0.7 | 0.9 |

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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. (School Year 2009-10)

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

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | — | ✓ | — | — | No repairs needed. |
| Interior: Interior Surfaces | — | ✓ | — | — | No repairs needed. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | — | ✓ | — | — | No repairs needed. |
| Electrical: Electrical | — | ✓ | — | — | No repairs needed. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | — | ✓ | — | — | No repairs needed. |
| Safety: Fire Safety, Hazardous Materials | — | ✓ | — | — | No repairs needed. |
| Structural: Structural Damage, Roofs | — | ✓ | — | — | No repairs needed. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | — | ✓ | — | — | No repairs needed. |
| Overall Rating | ✓ | — | — | — | |

V. Teachers

Teacher Credentials

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

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2006-07 | 2007-08 | 2008-09 | 2008-09 |
| With Full Credential | 35 | 35 | 31 | 158 |
| Without Full Credential | 1 | 1 | 1 | 15 |
| Teaching Outside Subject Area of Competence | 1 | 0 | 0 | N/A |

Teacher Misassignments and Vacant Teacher Positions

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

| Indicator | 2007-08 | 2008-09 | 2009-10 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers
 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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 NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 92.2 | 7.8 |
| High-Poverty Schools in District | 91.9 | 8.1 |
| Low-Poverty Schools in District | | |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non - teaching) | | N/A |
| Other | | N/A |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
 (School Year 2009-10)

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

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|--|--|--|
| Reading/Language Arts | * SRA/McGraw-Hill, SRA Open Court Reading, 2000 & 2002, G. K-6 (Core Reading Program) * Sopris West, Language! 3rd Edition, 2004, Gr. 4-8 (Intervention Reading Program) * Hampton Brown, Avenues, 2004, K-5 (ELD Curriculum) Every student has their one textbook. | 0 |
| Mathematics | * Houghton Mifflin, Houghton Mifflin California Math, 2009, Gr. K-6 (Core Math Program) * Glencoe-McGraw-Hill, California Math Triumphs, 2007 (Intervention Math Program) Every student has their own consumable or textbook. | 0 |
| Science | Macmillan/McGraw Hill, Macmillan/McGraw Hill California Science, 2008, Gr. K-6 Every student has their own textbook. | 0 |
| History-Social Science | Harcourt School Publishers, Reflections: California Series*, 2007, Gr. K-6 Every student has their own textbook. | 0 |
| Foreign Language | | |
| Health | | |
| Science Laboratory Equipment (grades 9-12) | | |
| Visual and Performing Arts | | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|--|------------------------|
| School Site | \$1,000.66 | \$60.40 | \$769.07 | \$56,262.00 |
| District | N/A | N/A | \$171.19 | \$59,359 |
| Percent Difference – School Site and District | N/A | N/A | 349.25 % | -5.22 % |
| State | N/A | N/A | \$5,512 | \$60,994 |
| Percent Difference – School Site and State | N/A | N/A | -86.05 % | -7.76 % |

Types of Services Funded (Fiscal Year 2008-09)

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

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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 | \$40,811 | \$38,941 |
| Mid-Range Teacher Salary | \$60,058 | \$59,686 |
| Highest Teacher Salary | \$77,961 | \$77,828 |
| Average Principal Salary (Elementary) | \$94,252 | \$94,258 |
| Average Principal Salary (Middle) | \$98,965 | \$98,271 |
| Average Principal Salary (High) | \$103,975 | \$104,869 |
| Superintendent Salary | \$125,000 | \$142,247 |
| Percent of Budget for Teacher Salaries | 35.00 % | 38.20 % |
| Percent of Budget for Administrative Salaries | 4.50 % | 5.90 % |

IX. Student Performance

Standardized Testing and Reporting Program

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The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 23 | 24 | 26 | 22 | 26 | 25 | 43 | 46 | 50 |
| Mathematics | 42 | 42 | 49 | 25 | 27 | 29 | 40 | 43 | 46 |
| Science | 7 | 19 | 19 | 15 | 23 | 25 | 38 | 46 | 50 |
| History-Social Science | 0 | 0 | 0 | 17 | 19 | 22 | 33 | 36 | 41 |

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

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|---------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | * | * | | |
| Hispanic or Latino | 26 | 49 | 19 | |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Male | 30 | 53 | 25 | |
| Female | 23 | 46 | 12 | |
| Economically Disadvantaged | 26 | 49 | 19 | |
| English Learners | 17 | 41 | 3 | |
| Students with Disabilities | 26 | 39 | * | |
| Students Receiving Migrant Education Services | 24 | 55 | 33 | |

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------------------------|-------------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 20.3 | 27.8 | 11.4 |
| 7 | 0.0 | 0.0 | 0.0 |
| 9 | 0.0 | 0.0 | 0.0 |

X. Accountability

Academic Performance Index

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The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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 | 2006 | 2007 | 2008 |
|-----------------|------|------|------|
| Statewide | 2 | 2 | 2 |
| Similar Schools | 8 | 8 | 7 |

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

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

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2006-07 | 2007-08 | 2008-09 | 2009 |
| All Students at the School | 9 | 1 | -5 | 689 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 6 | 2 | -5 | 687 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | 6 | 8 | -5 | 689 |
| English Learners | -2 | 16 | 5 | 677 |
| Students with Disabilities | | | | |

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2003-2004 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 66.7 |

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.

Throughout the 2005/06-2007/08 school years, the district had scheduled ten 2-hour delays each year for professional development. In addition to the district 2-hour delays, through the Comprehensive School Reform Grant, which later became the High Priority Grant, the school site was able to provide, by grade level, an additional 2 hours of professional development, 7 months out of year school year. The district has also provided, at least 3 opportunities yearly, for staff who wish to participate in additional full day staff development days.

In the 2008/09-2009/10 school year, the district provides 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.

This year, the district has also provided a 7-hour training on Thinking Maps for staff who have not been trained, and offered to who were unable to attend during the Winter of 2008. During the Summer of 2009, the district has also offered and paid for a 40-hour SB466 training in Mathematics. The Browning Road staff has had multiple opportunities for staff development in the past 5 years, including training in FabVocab, Student Engagement Strategies, Checking for Understanding, and Higher Order Thinking Skills.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

| Subject and Grade Level | Average Scale Score | | State Percent at Achievement Level | | |
|---------------------------|---------------------|----------|------------------------------------|------------|----------|
| | State | National | Basic | Proficient | Advanced |
| Reading 2007, Grade 4 | 209 | 220 | 30 % | 18 % | 5 % |
| Reading 2007, Grade 8 | 251 | 261 | 41 % | 20 % | 2 % |
| Mathematics 2009, Grade 4 | 232 | 239 | 41 % | 25 % | 5 % |
| Mathematics 2009, Grade 8 | 270 | 282 | 36 % | 18 % | 5 % |

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level | State Participation Rate | | National Participation Rate | |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
| | Students With Disabilities | English Language Learners | Students With Disabilities | English Language Learners |
| Reading 2007, Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007, Grade 8 | 78 | 92 | 66 | 77 |
| Mathematics 2009, Grade 4 | 79 | 96 | 84 | 94 |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |