

# Margaret Pauline Brown Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

#### **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).

#### **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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Margaret Pauline Brown Elementary
Street	305 Eastmoor Ave.
City, State, Zip	Daly City, CA 94015-2038
Phone Number	(650) 991-1243
Principal	Beth Gough
Email Address	bgough@jeffersonesd.org
County-District-School (CDS) Code	41689166043855

Entity	Contact Information
<b>District Name</b>	Jefferson Elementary
<b>Phone Number</b>	(650) 991-1000
<b>Superintendent</b>	Bernardo Vidales
<b>Email Address</b>	bvidales@jeffersonesd.org
<b>Website</b>	<a href="https://www.jsd.k12.ca.us/">https://www.jsd.k12.ca.us/</a>

### School Description and Mission Statement (School Year 2019-20)

M.P. Brown School is located at 305 Eastmoor Avenue in Daly City, California. We are a kindergarten through grade five school located in the shadow of Seton Hospital. We have a diverse population of students, fully credentialed teachers; and through an alliance with Hands on Bay Area, we have a dedicated Makerspace program in our school library. We offer a variety of before and after school programs: extended day care program, After School Enrichment Program, ASES, and Music for Minors.

M.P. Brown School envisions a joyful diverse community, a safe, supportive and respectful environment that academically challenges, encourages, and empowers through promoting excellence in all areas.

At M. P. Brown School, there are high standards of excellence for all students with a curriculum that is challenging, engaging, and differentiated according to student need. The educational program emphasizes critical thinking, creativity, and academic skill development. Our school community encourages students to reach their full potential as globally responsible members of the community.

MP Brown Elementary School has been recognized as an Honor Roll school since 2014 by the Educational Results Partnership and Campaign for Business and Education Excellence.

The SARC is available on the district website at [www.jsd.k12.ca.us](http://www.jsd.k12.ca.us) and can be made available in hard copy upon request. Please contact the school at 650-991-1243 for information about the SARC.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	42
<b>Grade 1</b>	53
<b>Grade 2</b>	41
<b>Grade 3</b>	54
<b>Grade 4</b>	59
<b>Grade 5</b>	65
<b>Total Enrollment</b>	314

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
Asian	12.7
Filipino	31.2
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	1.6
White	8.6
Two or More Races	5.7
Socioeconomically Disadvantaged	58.6
English Learners	53.2
Students with Disabilities	10.8
Foster Youth	0.3
Homeless	0.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	14	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pearson Scott Foresman Reading Street (K-5) and Language Central (K-5 ELD) ©2010, Pearson-Prentice Hall California Literature and Language (6th grade) and Reality Central (6th grade ELD)– State Approved, Board Adopted in 2010	Yes	0
<b>Mathematics</b>	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	0
<b>Science</b>	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0
<b>History-Social Science</b>	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th grade)- State Approved, Board Adopted in 2006	Yes	0
<b>Health</b>	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

M.P. Brown School has updated heating, lighting, bathrooms, ADA accessibility, fire alarm system, and security doors. We have also had gates installed in the front yard to reduce stranger traffic on the yard and to stop vehicles before entering the yard. We regularly have gardeners cut down weeds or clear wooded areas to lessen fire danger.

We take quick action to take care of such things as bee hives, fallen branches, and any broken gates or windows. All classrooms and offices had floor tiles replaced during the summer of 2006. Regular repairs and safety upgrades are addressed. Solar panels were installed in the 2013-2014 school year.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

### School Facility Good Repair Status (Most Recent Year)

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 overall rating

#### Year and month of the most recent FIT report:

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

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	45	49	48	50	50
Mathematics (grades 3-8 and 11)	35	42	36	37	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	165	100.00	0.00	45.45
Male	91	91	100.00	0.00	37.36
Female	74	74	100.00	0.00	55.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	22	22	100.00	0.00	68.18
Filipino	56	56	100.00	0.00	46.43
Hispanic or Latino	57	57	100.00	0.00	40.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	45.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	96	96	100.00	0.00	46.88
English Learners	103	103	100.00	0.00	39.81
Students with Disabilities	12	12	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	165	100.00	0.00	41.82
Male	91	91	100.00	0.00	47.25
Female	74	74	100.00	0.00	35.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	22	22	100.00	0.00	72.73
Filipino	56	56	100.00	0.00	42.86
Hispanic or Latino	57	57	100.00	0.00	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	36.36
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	96	96	100.00	0.00	35.42
English Learners	103	103	100.00	0.00	33.98
Students with Disabilities	12	12	100.00	0.00	8.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

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	20.6	14.3	39.7

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



## 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 2019-20)

At M.P. Brown School parent and community support is a vital part of our school program. Parents participate in the School Site Council, PTA and our Parent Education Sessions. Parents attend morning and evening meetings where vital information about the school is shared and guest speakers present on various topics. As an integral part of our academic program, parents serve as volunteers supporting classroom and school needs, activities, and school events.

For more information about how to become involved, please contact the school at 650-991-1243.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.6	2.1	1.9	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

M.P. Brown's School Safety Plan is part of the school's Standards-Based Comprehensive School Plan. The Plan is reviewed and revised annually. It includes traffic safety procedures for student arrival and departure and a Safety Patrol, which monitors student flow of traffic, parent drop-off and pick-up areas and student behavior in hallways. Our school's emergency procedures give teachers assigned job responsibilities and procedures to be followed in the event of a disaster or emergency. There are monthly fire and earthquake drills, and school facility inspections are conducted. Each year M.P. Brown celebrates Safety Patrol Recognition, perfect attendance without tardiness, and End of the Year Classroom Awards.

## 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	23		2		17	1	2		19	2		
1	19	3			23		2		23		2	
2	19	2	1		19	3			21	1	1	
3	24		3		20	3			17	3		
4	32		1		31		2		28		2	
5	18	1	2		19	1	1		32		2	
Other**									9	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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	392.5

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12751	\$4032	\$8720	\$77883

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	0.5	0.5
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	15.0	-6.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

M.P. Brown School receives Title I funding, School Library Improvement funds, Economic Impact Aide Funding (EIA), and MediCal (MAA) Administrative Activities funds. Title I funding is utilized to service students who score below standard on state testing for grades 3-5 and classroom assessments/testing for grades K-2. Title I funding will allow our site to hire a certificated staff member to service those students in need of extra assistance and any separate state board adopted curriculum needs. The School Library Improvement funds and Title I funding are used to provide professional development, and after school programs. EIA funds will be used to provide quality district professional development training, coaching, English Learner training development for teacher leaders, and after school tutorial for English Learners. School Site Council will oversee the school budget and technology needs for the school site to guide our MAA fund spending.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			5

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

Margaret Pauline Brown School realizes the importance of professional development to assist our life long learners in improving learning. Margaret Pauline Brown School has implemented the district-wide early release Wednesday's for teacher collaboration in disaggregation of data strategically and following the researched based Multi-Tiered Systems of Support with the goal of increased student learning as measured through state-wide testing and district-wide assessments. The school district provides professional development for certificated and classified staff members on Institute Day. All teachers will participate in AB430 training for reading language arts and mathematics. Substitutes are provided for all day professional development training.