SARC
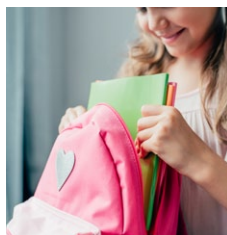## School Accountability Report Card 2018-19
Published in 2019-20

Browns Elementary School

Grades K-8
CDS Code 51-71365-6053243

Mike Scully
Superintendent/Principal
mikes@sutter.k12.ca.us

1248 Pacific Avenue
Rio Oso, CA 95674
(530) 633-2523

www.brownsschool.org

Para español, visita www.brownsschool.org

Browns Elementary School District

1248 Pacific Avenue ▪ Rio Oso, CA 95674 ▪ (530) 633-2523 ▪ www.brownsschool.org

Principal's Message

Browns Elementary School is proud of the fact that we have been in existence since 1863. During that time, the school has been the recipient of awards for excellence in education. Our philosophy is that a child must be ready to meet the world, equipped with all the social, educational and emotional skills to facilitate success. We strive to teach our students in a happy, safe but academically challenging atmosphere. Their success in the future can, to some degree, be Browns Elementary School's success as well.

We are fortunate to have the support of our community, our parents, our board of trustees and our students. Our Parents' Club is outstanding. It has been responsible for many events, assemblies, field trips and a playground for all students. Our students receive instruction in the core curriculum, in addition to honor roll trips, carnivals, annual track meet and holiday events.

The pride that we all have in our small school is enormous. We feel that there is no better place for an elementary-level student to be.
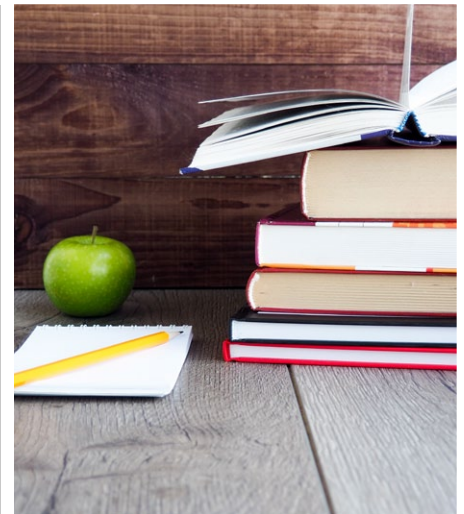
School Mission Statement

Browns Elementary School staff, community and students work together to encourage enthusiasm for learning, integrity and responsibility. The school's mission is to create a safe environment that is instrumental both to learning and to fostering a child's ability to recognize and accept responsibility. This is accomplished by expecting and promoting good citizenship, physical fitness, regular attendance and high academic standards. Students will grow into adults who will productively participate in a democratic society.

Education is a process that involves all aspects of a student's life. Parents share responsibility with the school. Parents play important roles at Browns Elementary by participating in the School Site Council, Parent's Club and a variety of annual events and by regularly volunteering their services in the classrooms. In order to be successful in teaching children, it is important that parents and teachers work together to give the best education possible.
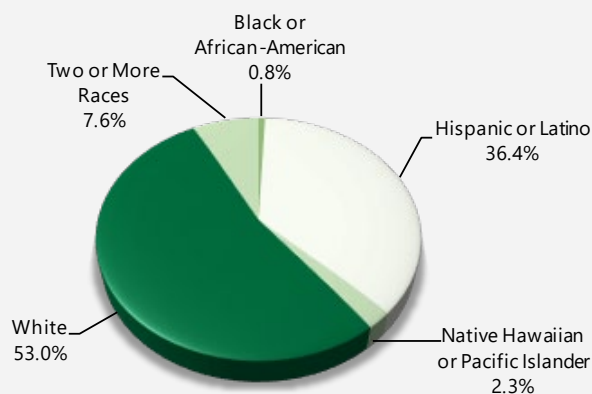
School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Student Group

The total enrollment at the school was 132 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

- Black or African-American 0.8%
- Two or More Races 7.6%
- Hispanic or Latino 36.4%
- White 53.0%
- Native Hawaiian or Pacific Islander 2.3%

	2018-19 School Year
Socioeconomically disadvantaged	47.70%
English learners	8.30%
Students with disabilities	11.40%
Foster youth	0.00%
Homeless	0.00%

Enrollment by Grade

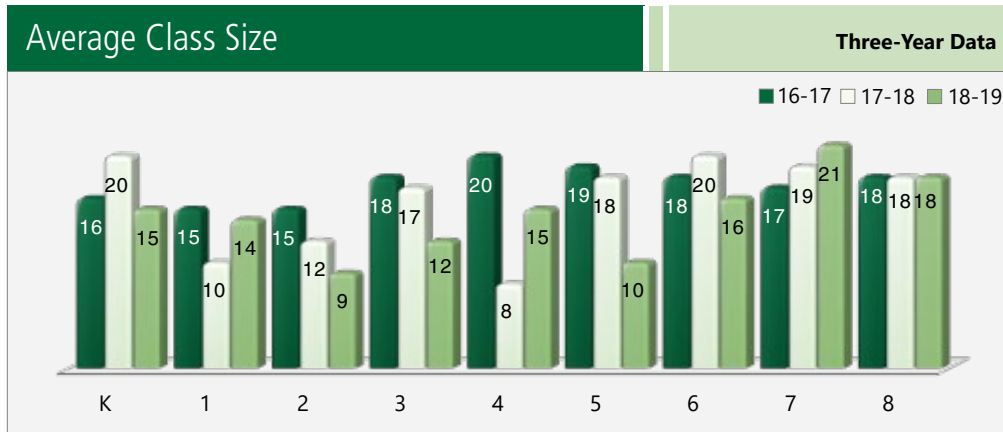The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Students
K	17
1	10
2	11
3	17
4	8
5	15
6	19
7	18
8	17
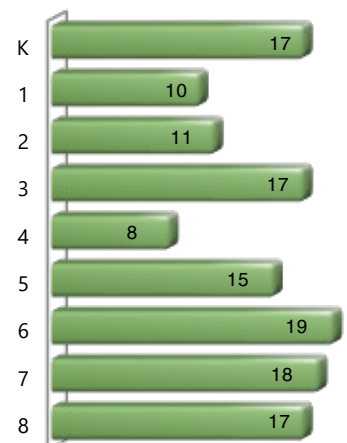
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Legend: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
K	16	20	15
1	15	10	14
2	15	12	9
3	18	17	12
4	20	8	15
5	19	18	10
6	18	20	16
7	17	19	21
8	18	18	18

Number of Classrooms by Size — Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			1		
1	1			1			1		
2	1			1			1		
3	1			1			1		
4	1			1			1		
5		1		1			1		
6	1			1			1		
7	1			1				1	
8	1			1			1		

School Safety

The school safety plan addresses the response to earthquake, fire and intruders. Drills for fire are conducted each month, and drills for earthquake and intruders are conducted three times annually. Also, visitors must sign in, the staff has been trained in first aid, and the school enforces a zero-tolerance policy. The school board and the School Site Council (SSC) have approved a school safety plan that outlines safety procedures as well as who is responsible for daily activities and emergency actions. The school safety plan will be reviewed and updated during the current year. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.

Parental Involvement

Our school is fortunate to have an active Parents' Club and an extended-day program. Our School Site Council (SSC) meets four times a year. Parents are welcome to attend our assemblies, plays and drama performances, trimester awards assemblies, student-council events, and sports events and tournaments. We encourage and welcome parental involvement in classes as well as extracurricular activities.

For more information on how to become involved, please contact the school at (530) 633-2523.

"We strive to teach our students in a happy, safe but academically challenging atmosphere."

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Browns ES	16-17	17-18	18-19
Suspension rates	0.0%	0.7%	0.7%
Expulsion rates	0.0%	0.0%	0.0%

Browns ESD	16-17	17-18	18-19
Suspension rates	0.0%	0.7%	0.7%
Expulsion rates	0.0%	0.0%	0.0%

California	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Browns ES		Browns ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Browns ES		Browns ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	32%	54%	32%	54%	50%	51%
Mathematics	36%	32%	36%	32%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test	2018-19 School Year	
Percentage of Students Meeting Fitness Standards	Browns ES	
	Grade 5	Grade 7
Four of six standards	47.1%	26.3%
Five of six standards	23.5%	21.1%
Six of six standards	17.6%	42.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www. cde.ca.gov/ta/tg/ca.
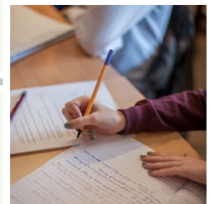
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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.
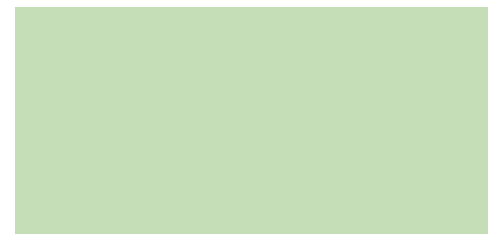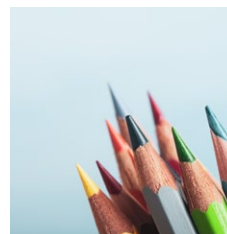
✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	99	97	97.98%	2.02%	53.61%
Male	43	42	97.67%	2.33%	50.00%
Female	56	55	98.21%	1.79%	56.36%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	38	38	100.00%	0.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	52	50	96.15%	3.85%	58.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	60	98.36%	1.64%	45.00%
English learners	20	20	100.00%	0.00%	40.00%
Students with disabilities	16	16	100.00%	0.00%	43.75%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
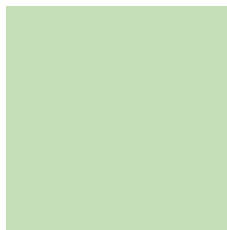
CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	99	95	95.96%	4.04%	31.58%
Male	43	41	95.35%	4.65%	36.59%
Female	56	54	96.43%	3.57%	27.78%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	38	37	97.37%	2.63%	24.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	52	49	94.23%	5.77%	42.86%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	57	93.44%	6.56%	28.07%
English learners	20	19	95.00%	5.00%	26.32%
Students with disabilities	16	16	100.00%	0.00%	18.75%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

All textbooks are selected from the most recent state-approved lists. They are consistent with state standards and curriculum frameworks as adopted by the State Board of Education.

Teachers review the books in each adoption cycle. They determine the series that would work best with our students. Their selections are presented to the board of trustees for approval.

All students have textbooks and instructional materials to use both in class and to take home for homework. Our English learners also have textbooks and instructional materials for class and home use.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	McGraw-Hill	2016
Mathematics	*Go Math!* (K–8)	2014
Science	Reviewing new programs	TBD
Science	Piloting new programs	TBD
History/social science	Pearson	2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2019-20 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

"Browns Elementary School is proud of the fact that we have been in existence since 1863."

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2019-20 School Year
Data collection date	9/10/2019

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned text-books and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Public 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 at a workstation, and the ability to print documents.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	8/1/2019
Date of the most recent completion of the inspection form	8/5/2019

"Our philosophy is that a child must be ready to meet the world, equipped with all the social, educational and emotional skills to facilitate success."

School Facilities

Browns Elementary School consists of four buildings on one site, the oldest of which was built prior to 1960 and has two classrooms. The main building was built in 1979 and contains the school offices, four classrooms, a stage, auditorium and staff room.

The newest buildings on campus were built in the early 1990s. One building contains a computer lab and houses a division of the Sutter County Library. The other building is primarily four classrooms (grades 5-8), a Resource Specialist Program room and storage room.

Our maintenance person, John, always keeps our campus well maintained. He also takes care of the land-scaping. His work is accomplished before school as well as after school every day of the regular workweek.

The safety of our students is a primary concern. We have four aides who assist during recesses and lunchtime breaks. Students become familiar with our school handbook the first week of school and safety rules are reviewed at that time.

We hold monthly fire drills, and once each trimester we have intruder and earthquake drills. Our school resource officer from the Sutter County Sheriff's office frequently visits to check on any safety issues we may have.

We have an afterschool child-care program. All personnel are cleared by the Department of Justice before being hired. They then become responsible for the well-being of any student remaining after school.

We plan to apply to the Office of Public School Construction for Modernization, New Construction as well as Financial Hardship grants. Work under any one of these programs will be a few years away, due to economic circumstances of the state. We plan to build a gymnasium and add on a kitchen and at least one more classroom.

Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Teacher and Principal)
- Training and Recruiting
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Special Education
- Tobacco Use Prevention Education
- Assembly Bill 1113, School Safety and Violence Prevention
- National School Lunch Program

"The pride that we all have in our small school is enormous. We feel that there is no better place for an elementary-level student to be."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Browns ESD	Browns ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	6	10	8	6
Without a full credential	2	0	2	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Browns ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Teachers are encouraged to attend conferences, classes and in-services.

Three full days and four half-days are dedicated to professional development each year. The professional development action steps as listed in our Local Control and Accountability Plan (LCAP) are:

1. Professional development will include strategies for implementation of use of a variety of instructional strategies for English language arts with an emphasis on writing
2. Professional development will include use of common assessments and analysis of student work and data to inform academic achievement and instruction
3. Professional development for English language development will continue utilizing Title III Sutter County consortium support
4. Professional development for STEM (science, technology, engineering and mathematics) utilizing STEM Coordinator Sutter County Education Services

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3 full days and 4 half-days	3 full days and 4 half-days	3 full days and 4 half Days

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.25
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.25

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Browns ESD	**Similar Sized District**
Beginning teacher salary	✪	$45,252
Midrange teacher salary	✪	$65,210
Highest teacher salary	✪	$84,472
Average elementary school principal salary	✪	$107,614
Superintendent salary	✪	$124,686
Teacher salaries: percentage of budget	25%	31%
Administrative salaries: percentage of budget	7%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Browns ES	$6,445	$45,000
Browns ESD	$6,445	$45,000
California	$7,507	$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	-14.1%	-30.7%

✪ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$8,445
Expenditures per pupil from restricted sources	$2,000
Expenditures per pupil from unrestricted sources	$6,445
Annual average teacher salary	$45,000
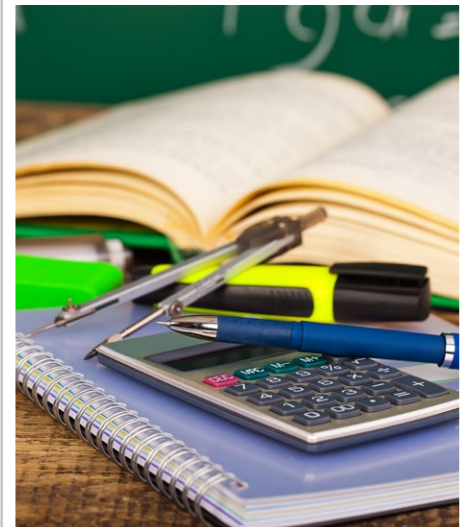
Expenditures Per Pupil

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