

Brookside Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Brookside Elementary School
Street	38755 Brookside Ave
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-3473
Principal	Christina Boursaw
E-mail Address	cboursaw@beaumontusd.k12.ca.us
Web Site	www.beaumontusd.k12.ca.us/brookside
CDS Code	33-66993-0102749

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

Principal's Message

Welcome to Brookside Elementary, a "California Distinguished School". At Brookside, we take great pride in our district, school, students, staff, community, and instructional approach. Our school team works collaboratively with our students, parents and community to provide a caring, safe, all-inclusive environment that fosters an environment of mutual respect, exemplary effort, responsibility, teamwork, open communication, and recognition of excellence. This SARC is designed to help you understand our school's educational programs, services, student achievement, and curriculum, as well as communicate the progress that our students and school team are making toward accomplishing the mission and goals of the district and school, as well as towards achieving federal, state, district and school academic targets.

Our dedicated team of professionals—classified and certificated, is committed to providing all students with equal access to quality instruction, programs and services so that all learners can achieve their highest potential. We strive to implement and monitor rigorous, standards based curriculum, provide well-planned lessons that integrate research based instructional practices, and involve our students and their parents in the educational process.

I would like to thank our Brookside parents and community for their amazing involvement and support of our school, and welcome your continuous participation in our advisory councils, Parent Teacher Association, family events, trainings, and school volunteer program. Thank you for your generous donations of time and resources. As indicated in this SARC, our students are benefiting from the collaborative efforts of our dedicated school team, parents, and community participation. Together, we are making a difference in the lives of our students.

Sincerely,
Christina Boursaw
Principal

Description and Mission Statement

Brookside Elementary School, a diverse, "California Distinguished School," home of the "Bullfrogs", serves 660 students in grades transitional kindergarten through fifth. Our students come from housing developments, communities in Oak Valley and older, more established neighborhoods in Beaumont and Cherry Valley. As one of eleven schools located in the Beaumont Unified School District, Riverside County, California, it is nestled in the beautiful San Geronio Mountain Pass. Brookside has an excellent reputation for its caring, professional school team, high quality educational programs and experiences provided for all students. Our school team, in collaboration with our parents and community focus on implementing a comprehensive differentiated curriculum that balances national, state, and district academic goals and standards with authentic learning opportunities for students. We value the ways in which children learn and believe all children can learn.

On a daily basis, our team works to provide an academic curriculum that is guided by data, enriched by research based strategies and techniques in order to promote academic and social responsibility. The Brookside team takes pride in their high level of parent involvement and community support. Our dynamic, collaborative, team approach supports our vision and mission, as well as demonstrates our beliefs, passion, and desire to support and enrich life-long learners.

School Vision

The vision of Brookside Elementary School is to provide a quality educational program designed to ensure that all students become productive, responsible, independent thinkers so that they can contribute to the global, diverse, changing, technological society, as life-long learners.

School Mission

The mission of Brookside Elementary, a diverse, "California Distinguished School" is to guarantee all students the opportunity to achieve academic success through collaboration and focus on quality teaching for learning.

Belief Statements

We believe that:

1. All children can learn and all teachers can teach.
2. A safe, welcoming and secure environment is essential for teaching and learning.
3. Quality education requires quality staff, programs, facilities, equipment, and technology.
4. All students deserve the opportunity to learn, achieve success, and become productive citizens.
5. All children should have equal access to quality curriculum, staff, programs, and education.
6. All people have unique gifts that should be valued and shared with the world.
7. Collaboration increases children's ability to learn.
8. The school, home and community are accountable for improving student achievement.
9. There is strength in diversity and collaboration.
10. High expectations result in higher achievement.
11. All students must be prepared to function effectively in an ever changing, technological, culturally diverse society.
12. Students should participate in their education and be held accountable for their learning.

School Goals

The school's goals are completely aligned with the district's goals. They are:

Goal #1

Brookside Elementary School will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; maintaining the district facilities; providing an instructional program to support 21st century learning skills.

Goal #2

Brookside Elementary School will implement the CCSS by designing the Units of Study with district stakeholders for Mathematics, English Language Arts/English Language Development, and Science, Social Studies, and Technical Subjects in three phases: Design, Implementation, and Review/Revision.

Goal #3

Brookside Elementary School will ensure a viable 21st century learning curriculum for all students that includes full access and success in college and career preparatory courses.

Goal #4

Brookside Elementary School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships with staff members and to access resources from the greater Beaumont community.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	113
Grade 1	117
Grade 2	95
Grade 3	104
Grade 4	99
Grade 5	94
Ungraded Elementary	
Total Enrollment	622

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	2.7
Filipino	0.5
Hispanic or Latino	43.6
Native Hawaiian or Pacific Islander	0.2
White	44.7
Two or More Races	5.3
Socioeconomically Disadvantaged	50.8
English Learners	8.5
Students with Disabilities	10.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	24	24	361
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	MacMillan/ McGraw Hill Adoption Year 2008	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Brookside Elementary was originally constructed in 2004. The school is comprised of 32 classrooms, a multipurpose room, a separate cafeteria an outdoor, covered eating area, a library in the main building, a staff workroom, staff lounge, a computer lab, two playgrounds, and an indoor and outdoor stage.

Cleaning Process: The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/03/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	63	57	56	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	56
Male	58
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	
White	62
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	
Students with Disabilities	14
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68	71	67	58	62	59	54	56	55
Mathematics	74	77	70	48	52	49	49	50	50
History-Social Science				45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	9	9	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	16	7	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	15	-30
Native Hawaiian/Pacific Islander			
White	18	11	-16
Two or More Races			
Socioeconomically Disadvantaged	28	-8	-19
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1	35.5	27.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Brookside Elementary School takes pride in its high, quality parent and community support and involvement. The school has an effective process for meaningful involvement and the parent involvement policy, developed in collaboration with parents ensures high-level participation. Parents participate in the learning community by collaborating and signing the Home-School Compact. They agree to send their children to school each day, volunteer (as needed) in classrooms, attend school events, and share in the decision-making process.

Surveys are used to elicit input, determine interests/needs, and provide suggestions. The Black Board Connect Internet-based telephone messaging system forwards personalized messages from school staff to each student's home, encouraging participation and sharing information. In addition, the school extends an open invitation to volunteers throughout the year and encourages participation. The school uses newsletters, calendars, meetings, announcements in flyers, email, text messaging, the student-parent handbook, the school's marquee and website to communicate activities and elicit involvement. Parents and community work collaboratively with the school to support the mission and goals, as well as participate in leadership and decision-making process.

The school has a very involved and active Parent-Teacher Association (PTA) and School Site Council (SSC), as well as an English Language Advisory Council (ELAC). These councils provide parents with a forum to learn about the school’s progress towards achieving goals, programs, curriculum, as well as allow parents to provide input in plan development and financial planning. In addition, the school also conducts parent-teacher conferences, classroom visitations, and home-school progress monitoring. Identified parents participate in Individualized Education Plan and Educational Monitoring Team Meetings as needed. Learning at home is a major part of parental involvement at school, and parents help their children with homework. Teachers send home Progress Notes and conduct Parent-Teacher Conferences to inform parents of their child’s progress towards mastering the standards.

The school, with support from volunteers participates in community events such as Relay for Life, Friday Night Live – Kids, and the City of Beaumont SPIRIT Run. Other activities that generates ongoing involvement and partnerships include, Back to School Night, Open House, Harvest Carnival, Read- Across America, Pizza - Bingo Night, Family Literacy Project, Math Night, Celebrate the Arts Nights, Family Fun Nights, Book Fairs, and Winter Workshops. In addition, the computer classes for parents and their children, Reflection Academies, Common Core Math Festival, and Cozy Up with a Book Night allow opportunities for parents to interact with school staff while supporting their child’s academic programs.

Beaumont Unified School District supports the school’s efforts by providing support for fingerprint screening for individuals who volunteer at the school. This support allows parents to act as chaperones on field/study trips, volunteer in classrooms, and assist with school wide projects and family events. The district also has a Family Involvement Network and Parent Academy that provides staff to train parents as needed on various leadership and advisory councils, as well as other topics as needed.

Businesses provide incentives to support academic achievement and improved attendance, as well as donate supplies and incentives for students and teachers. The California Highway Patrol, with the support of the Beaumont Police and Fire Departments conduct resiliency activities for the school. In addition, parents, foundations and local businesses support activities such as the Running Club, Robotics Club, Art Club, Reading Club, and Tuesdays Take or Trade. The fact that the school has over 150 fingerprinted volunteers, and was awarded a 2011 California School Boards Association Golden Bell Award for its Parent/Community operated Tuesdays Take or Trade Clothing Closet evidence the level of involvement at the school. The clothes closet operates on donations from parents, community, and the school's business partners.

Parents and community members are also welcome to join and/or participate on district level Leadership and Decision Making Boards. For more information, please contact the school.

Contact Information

Mrs. Kathy Vilimas
 Administrative Assistant/School Site Council Member
 (951) 845-3473

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.3	3.5	3.1	7.2	5.5	5.2	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Brookside Comprehensive Safety Plan, in compliance with Senate Bill 187 of 1997, was last reviewed and updated in September, 2014, by the School Safety Committee. All revisions were communicated, reviewed, updated, and discussed with school staff in October, 2014. An updated copy is available to the public at the school office. Components of the plan include procedures for disaster response, child abuse reporting, school arrival and departure, fire drills, and steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by the principal, assistant principal, certificated and classified staff. The principal, classified staff and volunteers supervise students during lunch and break periods. There are designated areas for student drop off and pick up.

Signs are posted at every entrance to the school and school grounds to alert visitors to sign in at the office. All visitors must enter the school at the main entrance, report to the office and present the principal or an office staff member with a proper photo identification and/or proof of identity. All visitors must report to the main office before and after each visitation, and wear a visitor's badge while on campus. The school has rules and procedures in place that are in strict compliance with district policies and administrative regulations and will not tolerate disruptions to students, employees or the school. Campus Supervisors assist the staff with student and visitor safety.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 1	Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29	0	3	0	31		9		26	1	12	
1	20.5	4	0	0	23		12		22	4	12	
2	19.6	5	0	0	24		12		19	6	9	
3	24.3	1	3	0	27	3	9		24	4	9	
4	32.8	0	2	2	22	6	6		33			9
5	34.5	0	0	2	29	3	3	6	31		9	

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.1	---
Library Media Teacher (Librarian)	.1	---
Library Media Services Staff (Paraprofessional)	1.0	---
Psychologist	.33	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	1.5	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,366	\$539	\$3,837	\$62,240
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	-16.7	-6.3
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-18.2	-8.1

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, Brookside Elementary receives state and federal funding for the following categorical funds and other support programs:

TITLE I

EIA

To provide support, services, and purchase instructional materials for students, Brookside uses its state and federal funding. Monies support programs in Title I & Economic Impact Aid (EIA). Some services include, but are not limited to, a library technician, two instructional aides, one bilingual aide, and after school tutoring. In addition, federal and state funds are used to offer programs for parents, purchase supplies, books, and licenses for intervention materials, and school climate materials, as well as to support professional development and provide substitute teachers to allow staff members to attend training. A school psychologist is available when needed.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

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

Professional Development

The Brookside Elementary School Team believes that good teachers form the foundation of effective schools, and that professional development is vital to improving the skills and knowledge of staff. The school and district aligns its professional development offerings with rigorous state student academic achievement standards, as well as the district and site improvement goals. Brookside Elementary School, in collaboration with the district, has worked to implement a professional learning program that is a comprehensive, sustained, and intensive approach to improving teachers' and administrators' effectiveness in raising student achievement. The school used data gathered and analyzed from Staff Needs Assessment Surveys, and student summative and formative assessments to determine needs and to develop a plan for professional development. Further data was gathered throughout the year via the Instructional Rounds process. To meet the diverse needs of students and staff, opportunities for professional development were offered at the school and district to provide training support for administrators, teachers, and classified staff. The school team participated in more than 25 days of Professional Development that took place during the day, after school, and/or on Early Released Days. Session formats varied according to needs and topics.

Some designs included: Professional Learning Communities, co plan/co teach, small group vertical sessions, small group grade-level sessions, district level whole group training, individual coaching, and conference style formats. Administrators conducted trainings, learning walks, instructional rounds, and classroom observations, and provided feedback, as well as coaching and support as needed. Teachers participated in learning walks, instructional rounds, training on developing and implementing schoolwide Positive Behavior Interventions and Supports (PBIS), training on developing and delivering the new math units of study, training on developing the new CCSS ELA/ELA curriculum, training in technology (i.e., Google, Haiku, Gooru), training in the new data system (Illuminate), Educational Monitoring Team (EMT) training, 504 Plan development and implementation, CPI training, CPR training, and Boys' Town Training. Brookside Elementary was also provided with two instructional coaches; one in math and one in ELA, who provided teachers with support and co-plan/co-teach opportunities, as well as leading several professional development sessions on specific instructional strategies. The administrators and teachers held frequent data analysis and progress/data reporting sessions to monitor students' progress. Programs, instructional practices and professional development were monitored and adjusted as needed. Site content experts and instructional coaches worked with individual grade levels based on needs. The training was ongoing with follow-up and coaching support provided throughout the year. Staff met in professional learning communities to share strategies and hone skills. District leaders and site administrators monitored and adjusted the implementation process. Instructional aides, bilingual assistants, campus supervisors, English Language Coordinator, the library technician, and other classified staff met with district coordinators and site administrators. Topics included skill improvement and strategies for supporting the mission and goals of the school and district.