

# Brookside Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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/>.
- 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/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 <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., 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**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Brookside Elementary School
<b>Street</b>	38755 Brookside Ave
<b>City, State, Zip</b>	Beaumont, CA 92223
<b>Phone Number</b>	(951) 845-3473
<b>Principal</b>	Christina Boursaw
<b>E-mail Address</b>	cboursaw@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="https://brookside-beaumont-ca.schoolloop.com/">https://brookside-beaumont-ca.schoolloop.com/</a>
<b>Grades Served</b>	TK-5
<b>CDS Code</b>	33-66993-0102749

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

### School Description and Mission Statement (Most Recent Year)

#### Principal's Message

Welcome to Brookside Elementary! At Brookside, we take great pride in our district, school, students, staff, community, and instructional approach. Our school team works collaboratively with our students, families, and community to provide a caring and safe environment that fosters 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. It will also communicate the progress our students and school team are making toward accomplishing the mission and goals of the district and school, along with progress toward 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.

I would like to thank our Brookside families 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, families, 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 serves approximately 670 students in grades transitional kindergarten through fifth. Our students come from newer housing developments and communities in Oak Valley as well as more established neighborhoods in Beaumont and Cherry Valley. As one of twelve schools located in the Beaumont Unified School District, it is nestled in the beautiful San Geronio Mountain Pass. Brookside has an excellent reputation for its caring, professional school team and its high quality educational programs and experiences provided for all students. Our school team, in collaboration with our families and community, focuses on implementing a comprehensive differentiated curriculum that balances national, state, and district academic goals with authentic learning opportunities for students.

On a daily basis, our team works to provide an academic curriculum that is guided by data and enriched by best practices and strategies in order to promote academic and social growth. The Brookside team takes pride in their high level of family 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 who contribute to a global, diverse, changing, technological society as life-long learners.

#### School Mission

The mission of Brookside Elementary is to guarantee all students the opportunity to achieve academic success and to prepare them for college and career through collaboration and a focus on quality teaching for 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, classified, and substitute employees and maintaining the school facilities.

**Goal #2**

Brookside Elementary School will implement the new State Standards through Units of Study 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 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	105
Grade 1	105
Grade 2	117
Grade 3	92
Grade 4	112
Grade 5	107
<b>Total Enrollment</b>	<b>638</b>

**Student Enrollment by Group (School Year 2014-15)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.7
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	0.6
Hispanic or Latino	42.6
Native Hawaiian or Pacific Islander	0.2
White	46.6
Two or More Races	4.9
Socioeconomically Disadvantaged	45.5
English Learners	8
Students with Disabilities	10.2
Foster Youth	1.6

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	24	26	382
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.4	2.6
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	78.4	21.6

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 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics Units of Study Adoption Year 2015	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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/03/2014				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	42	44
Mathematics	36	29	33

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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	93	92	98.9	29	34	22	15
	4	115	112	97.4	34	24	20	21
	5	112	110	98.2	29	27	24	20
Male	3		37	39.8	30	35	22	14
	4		54	47.0	37	22	20	19
	5		68	60.7	29	22	26	22
Female	3		55	59.1	29	33	22	16
	4		58	50.4	31	26	19	24
	5		42	37.5	29	36	19	17
Black or African American	3		2	2.2	--	--	--	--
	4		3	2.6	--	--	--	--
	5		1	0.9	--	--	--	--
American Indian or Alaska Native	4		1	0.9	--	--	--	--
Asian	3		5	5.4	--	--	--	--
	4		4	3.5	--	--	--	--
	5		2	1.8	--	--	--	--
Filipino	4		2	1.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	0.9	--	--	--	--
Hispanic or Latino	3		32	34.4	50	28	13	9
	4		54	47.0	43	26	19	13
	5		58	51.8	36	34	19	10
White	3		48	51.6	17	42	27	15
	4		41	35.7	22	22	24	32
	5		41	36.6	20	20	29	32
Two or More Races	3		5	5.4	--	--	--	--
	4		5	4.3	--	--	--	--
	5		6	5.4	--	--	--	--
Socioeconomically Disadvantaged	3		36	38.7	42	36	14	8
	4		49	42.6	43	24	14	16
	5		57	50.9	37	32	23	9
English Learners	3		8	8.6	--	--	--	--
	4		9	7.8	--	--	--	--
	5		11	9.8	64	27	9	0
Students with Disabilities	3		9	9.7	--	--	--	--
	4		10	8.7	--	--	--	--
	5		12	10.7	67	17	17	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	93	92	98.9	33	26	33	9
	4	115	112	97.4	22	40	25	12
Male	3		37	39.8	27	32	32	8
	4		54	47.0	15	48	20	15
Female	3		55	59.1	36	22	33	9
	4		58	50.4	29	33	29	9
Black or African American	3		2	2.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		3	2.6	--	--	--	--
American Indian or Alaska Native	4		1	0.9	--	--	--	--
Asian	3		5	5.4	--	--	--	--
	4		4	3.5	--	--	--	--
Filipino	4		2	1.7	--	--	--	--
Hispanic or Latino	3		32	34.4	47	31	19	3
	4		54	47.0	28	43	24	6
White	3		48	51.6	23	27	40	10
	4		41	35.7	17	37	29	17
Two or More Races	3		5	5.4	--	--	--	--
	4		5	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		36	38.7	47	31	17	6
	4		49	42.6	27	47	14	10
English Learners	3		8	8.6	--	--	--	--
	4		9	7.8	--	--	--	--
Students with Disabilities	3		9	9.7	--	--	--	--
	4		10	8.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	56	55	52	57	59	49	59	60	56

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.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	52
Male	60
Female	40
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	43
White	65
Two or More Races	--
Socioeconomically Disadvantaged	27
English Learners	27
Students with Disabilities	41
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.70	28.60	23.80

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. The Brookside Parent Involvement Policy, developed in collaboration with parents, staff, and community members, ensures high-level participation.

Surveys are used to elicit input, determine interests/needs, and provide suggestions. The ParentLink messaging system forwards personalized messages from school staff to each student's contact via phone, email, text message, and social media. In addition, the school extends an open invitation to volunteers throughout the year and encourages participation. The school uses social media, newsletters, calendars, meetings, announcements in flyers, email, text messaging, the student-parent handbook, and the school's marquee and website to communicate activities and elicit involvement and participation. Parents and the community work collaboratively with the school to support Brookside's mission and goals, as well as participate in leadership and decision-making processes. Parents agree to participate in the learning community by signing the Home-School Compact. They agree to send their children to school each day, volunteer (as needed) in classrooms and throughout campus, attend school events, and share in the 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 Committee (ELAC). These groups provide parents with opportunities to learn about the school's progress toward achieving goals, as well as its programs and use of curriculum. These groups also provide a forum for parents to provide input in school plan development and financial planning. In addition, the school conducts parent-teacher conferences, classroom visitations, and home-school progress monitoring. Identified students' families participate in Individualized Education Plan and Educational Monitoring Team Meetings as needed. Teachers are in ongoing communication with parents regarding student progress via technology. Teachers also send home regularly scheduled Progress Notes and conduct Parent-Teacher Conferences to inform parents of their child's progress towards mastering the standards. Parents are also able to monitor student progress via Illuminate HomeConnect.

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 generate ongoing involvement and partnerships include: Back to School Night, Open House, Harvest Carnival, Read- Across America, Bingo Night, Family Literacy Project, Math Night, Celebrate the Arts Nights, Poetry Night, Cozy Up with a Book Night, Family Fun Nights, Book Fairs, College Awareness Day, and Winter Workshops. These activities 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 training and events for 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, Lego Story Club, Art Club, Reading Club, and Tuesdays Take or Trade, a community clothes closet which 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	3.55	3.14	3.04	5.45	5.19	4.29	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.21	0.20	0.13	0.13	0.10	0.09

## 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 2015, by the School Safety Committee. All revisions were communicated, reviewed, updated, and discussed with school staff in October 2015. 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 procedures, 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. An active shooter training was held for all site staff by law enforcement in December 2015.

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, assistant principal, or an office staff member with a proper photo identification and/or proof of identity. All visitors must report to the main office and sign in and out before and after each visitation and wear a visitors 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. Students are supervised before and after school by the principal, assistant principal, certificated staff, and classified staff. The principal, assistant principal, and classified staff members supervise students during lunch and break periods. There are designated areas for student drop off and pick up.

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	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	31		9		28		12		16	16	4	
1	23		12		25		12		21	3	12	
2	24		12		24		12		23	3	12	
3	31		9		30		12		31		9	
4	30		9		33			9	28	3	9	
5	33		3	9	31		9		32	1	3	6

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1.5	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,375	\$929	\$4,446	\$69,825
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-14.8	0.3
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-16.9	0.8

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

**Types of Services Funded (Fiscal Year 2014-15)**

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

TITLE I

To provide support, services, and purchase instructional materials for students, Brookside uses its state and federal funding. Monies support programs in Title I. 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 and collaboration. A school psychologist is available when needed.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
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 (Most Recent Three Years)**

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 align their professional development offerings with rigorous state student academic 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 uses 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 is gathered during the instructional year via the Instructional Rounds process.

To meet the diverse needs of students and staff, opportunities for professional development are offered at the school and district to provide training support for administrators, teachers, and classified staff. The school team participates in professional learning which takes place during the school day, after school, and/or on Early Release Days. Session formats vary according to needs and topics. Some designs include: Professional Learning Communities, small group vertical collaboration sessions, small group grade level collaboration sessions, district level whole group training, individual coaching, and conference style formats. Brookside Elementary's two instructional coaches (one in math and one in ELA) also provide teachers with ongoing support and co-plan/co-teach opportunities, as well as lead professional learning sessions on specific instructional strategies. Administrators and instructional coaches conduct trainings, learning walks, instructional rounds, and classroom observations, and provide feedback, as well as coaching and support as needed. Teachers participate in learning walks, instructional rounds, training on developing and implementing schoolwide Positive Behavior Interventions and Supports (PBIS), training on developing and implementing the new ELA/ELD and Math Units of Study, training in technology (i.e., Google, TenMarks, Istation, Illuminate), Educational Monitoring Team (EMT) development and implementation training, 504 Plan development and implementation training, CPI training, CPR training, and Boys' Town Training. The administrators and teachers hold frequent data analysis and progress/data reporting sessions to monitor students’ progress. Programs, instructional practices and professional development are monitored and adjusted as needed. Site content experts and instructional coaches work with individual grade levels based on needs. Professional learning at Brookside is ongoing with follow-up and coaching support provided throughout the year. Instructional aides, bilingual assistants, campus supervisors, library technicians, and other classified staff meets with district coordinators and site administrators. Topics include skill improvement and strategies for supporting the mission and goals of the school and district.

District leaders and site administrators monitor and adjust the implementation process.