

Brookside Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Brookside Elementary School
Street	38755 Brookside Ave
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-3473
Principal	Michael Griffin
E-mail Address	mgriffin@beaumontusd.k12.ca.us
Web Site	https://brookside-beaumont-ca.schoolloop.com/
CDS Code	33-66993-0102749

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

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,
Michael Griffin
Principal

Description and Mission Statement

Brookside Elementary School serves approximately 720 students from Special Education Preschool through general education fifth grade. 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, high-quality educational programs, and experiences provided for all students. Our school team, in collaboration with our parents and community, focuses on implementing a comprehensive differentiated curriculum that balances national, state, and district academic goals and standards 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 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 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 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 ensure a viable 21st-century learning environment for all students that includes full access and success in California State Standards & college and career preparatory courses.

Goal #3

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	126
Grade 1	93
Grade 2	109
Grade 3	117
Grade 4	104
Grade 5	112
Total Enrollment	661

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.5
Asian	2
Filipino	0.9
Hispanic or Latino	44.3
Native Hawaiian or Pacific Islander	0.2
White	45.1
Two or More Races	3.2
Socioeconomically Disadvantaged	48.1
English Learners	8.2
Students with Disabilities	9.1
Foster Youth	1.1

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	26	28	388
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

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 2016-17)

Year and month in which data were collected: 09/27/2016

Beaumont Unified held a public hearing on September 27, 2016, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units of Study Adoption Year 2016	Yes	0.0%
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 with 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 of the most recent FIT report: 09/27/16				
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)

Year and month of the most recent FIT report: 09/27/16				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	41	54	42	49	44	48
Mathematics	36	46	29	33	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	119	118	99.2	56.8
	4	107	106	99.1	47.2
	5	110	109	99.1	58.7
Male	3	58	58	100.0	55.2
	4	44	43	97.7	44.2
	5	54	54	100.0	51.9
Female	3	61	60	98.4	58.3
	4	63	63	100.0	49.2
	5	56	55	98.2	65.5
Hispanic or Latino	3	58	58	100.0	53.5
	4	40	40	100.0	37.5
	5	57	56	98.3	51.8
White	3	51	50	98.0	60.0
	4	51	50	98.0	52.0
	5	36	36	100.0	75.0
Socioeconomically Disadvantaged	3	59	58	98.3	43.1
	4	49	48	98.0	33.3
	5	55	54	98.2	51.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	11	11	100.0	72.7
Students with Disabilities	3	17	17	100.0	29.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	119	118	99.2	61.0
	4	107	106	99.1	33.0
	5	111	110	99.1	42.7
Male	3	58	58	100.0	60.3
	4	44	43	97.7	34.9
	5	54	54	100.0	40.7
Female	3	61	60	98.4	61.7
	4	63	63	100.0	31.8
	5	57	56	98.3	44.6
Hispanic or Latino	3	58	58	100.0	60.3
	4	40	40	100.0	17.5
	5	57	56	98.3	33.9
White	3	51	50	98.0	66.0
	4	51	50	98.0	42.0
	5	37	37	100.0	59.5
Socioeconomically Disadvantaged	3	59	58	98.3	48.3
	4	49	48	98.0	18.8
	5	55	54	98.2	33.3
English Learners	3	11	11	100.0	72.7
Students with Disabilities	3	17	17	100.0	35.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55	52	47	59	49	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	111	110	99.1	47.3
Male	54	54	100.0	44.4
Female	57	56	98.3	50.0
Hispanic or Latino	57	56	98.3	33.9
White	37	37	100.0	70.3
Socioeconomically Disadvantaged	55	54	98.2	31.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.6	28.7	7.4

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 (School Year 2016-17)

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 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. Delila Janos
Administrative Assistant
(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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	3.0	2.1	5.2	4.3	3.9	4.4	3.8	3.7
Expulsions	3.1	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Brookside Comprehensive Safety Plan, in compliance with Senate Bill 187 of 1997, was last reviewed and updated in October 2016, by the School Safety Committee. All revisions were communicated, reviewed, updated, and discussed with school staff in October 2016. 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.

Federal Intervention Program (School Year 2016-17)

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	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	28		12		16	16	4		19	5	2	
1	25		12		21	3	12		23	1	3	
2	24		12		23	3	12		22	1	4	
3	30		12		31		9		23	1	4	
4	33			9	28	3	9		26	1	1	2
5	31		9		32	1	3	6	28	1	3	

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,853	\$601	\$4,252	\$66,423
District	N/A	N/A	\$5,377	\$69,861
Percent Difference: School Site and District	N/A	N/A	-20.9	-4.9
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-25.1	-7.1

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	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 instructional coach provides 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 AVID strategies, training on developing and implementing school-wide 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, Crisis Prevention Institute 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.