



Brookside Elementary School

20 Spruce Street • Willits, CA 95490 • (707) 459-5385 • Grades K-2

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Willits Unified School District

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Brookside Elementary School's Mission:

The staff and administration at Brookside School are committed to the mission of providing a quality educational program that enhances all our students' sense of worth with appropriate social and academic curricula.

School Vision Statement

The Brookside community works towards creating a school in which:

- Teachers and parents work together to promote healthy practices that enhance children's learning through the creation of a respectful, responsible, collaborative community.
- Classroom environments promote trust, respect, and tolerance. Children learn efficiently and feel safe and secure as learners.
- There is a commitment to high academic standards and increasing independence by respecting all students' needs, abilities, competencies, and interests. Use of assessments such as DIBELS for Reading and Math guide teaching, enhance learning and inform students and parents of individual achievement. The assessments inform teachers, administrators, and the community of school-wide progress.
- Faculty members regularly communicate and share ideas. As a team, we respect differences, voice concerns, and communicate openly in a safe, collaborative environment.
- There is a comprehensive plan for staff development that recognizes our interests and needs. Staff development is a process that takes time and includes regular collaboration, practice, and is assessment based.

The Brookside Elementary School Mission and Vision statements were developed collaboratively by the Brookside staff.

"Our Focus is Student Learning."

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	144
Grade 2	107
Total Enrollment	377

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	4.2
Asian	0.5
Hispanic or Latino	30
White	40.8
Two or More Races	3.7
Socioeconomically Disadvantaged	80.9
English Learners	13
Students with Disabilities	5.3
Foster Youth	1.1
Homeless	4.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Brookside Elementary	17-18	18-19	19-20
With Full Credential	23	21	26
Without Full Credential	2	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Willits Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Brookside Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Advance 2017</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>McGraw Hill Everyday Math, 2016 edition</p> <p>Adopted 2017</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman 2007 edition</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Harcourt Brace 2007 edition</p> <p>Houghton Mifflin 2005 edition</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Brookside School is in good repair for a school sixty plus years old. There are signs of wear and tear, but overall the school is maintained. The custodians and maintenance crew inspect all playground equipment, fire extinguishers and all other safety related equipment. The site includes 26 classrooms of which 19 are used for rostered classrooms. There are two sets of student bathrooms and two other bathrooms available that can accommodate special needs. Additionally, 2 kindergarten classrooms and the full day special education classroom include bathrooms. A section of older portables are used for storage, the library, book room and staff room. The site also houses the State Pre-School. Head Start buildings are located on the Brookside campus. Fencing and gates were added to the west part of the site to improve safety. New windows were installed in the cafeteria to replace the original wooden single pane set. We are working diligently to keep our aging building in the best possible condition, including repairing newly identified leaks in roof.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Trim edge over window needs fixed; Ceiling stains; Carpet showing wear in desk isles; Leak in ceiling tile; Two trip gaps in ramp covered with a mat; Rusty threshold; Small rise in floor; Door is evidence of of slipping building foundation; Broken lower cabinet door in "kitchen area" of classroom; Broken curtain; Sagging ceiling tiles; Gaps in ceiling tiles; Rust on ceiling beams; Sheet floor: seam opening; Rusting ramp; Two lights/tubes out; Evidence of prior roof leaks; Open clock box; Open slot in breaker panel at floor level; Crack in ceiling tile; Rusted out downspout; Exposed current and past wiring; Broken spot on floor; Toilet runs; Rust on ceiling bracing. In Library: Tiles with lots of cracked edges. In Kitchen: Walk-in freezer has glacier forming. Condensate water flooding room and freezing; Three missing ceiling tiles; New tables; Wall mount abandoned on open clock box; Holes worn in floor and concrete slabs by old tables; Open and patched holes in floor in kitchen- Appears to be original flooring. In non-student/storage areas only: Holes in flooring, should be kept encapsulated. Partially abated carpet. Note: Work orders submitted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 18- Storage Room in an area of school where students are not allowed.
Electrical: Electrical	Poor	Exposed wiring due to holes that need to be fixed (up high). Work orders submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Wet stained ceiling tile in middle of restroom. Toilet runs. Work orders submitted.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Exterior paint cracking; Trees over hanging covered walls. Work orders submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Redwood tree roots lifting pavement
Overall Rating		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Fair	The west wing classrooms are significantly past their useful life and beyond cost-effective repairs. The campus needs new roofing, including the covered walkways between wings. All of the original wing flooring is well encapsulated and the classrooms were freshly painted. Much of the flooring has been damaged and should be replaced. Until then, maintenance is doing a good job of keeping it encapsulated.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The Willits community is very supportive of our schools. Parents have multiple opportunities to be involved at Brookside. There is an ambitious Parent Teacher Organization (PTO) whose primary purpose is to provide support and enrichment to the students and staff of Brookside Elementary. The PTO sponsors a Book Give Away to every student at the school four times per year. Additionally, the PTO provides materials for students and classrooms, a reading incentive program, funding for assemblies, and addresses other needs that arise. PTO parents join with teachers to create and lead events such as Spooky Story Night, Parent Coffees on the Playground with Principal, and Family Game Night. The school also participates in the Foster Grandparent program and welcomes a variety of other volunteers such as high school students who volunteer as part of their school program.

Classroom teachers, office personnel, and other staff members, as well as PTO officers, can help any parent become more involved with Brookside School. Families are encouraged to attend Back to School Night, Open House, Spooky Story Night, the costume parade, our Color Run, International Walk to School Day, and Family Game Nights/Book Exchanges. In addition to the annual Kindergarten Graduation, First Grade Sing, Second Grade Winter Program, and school-wide Talent Show, many classrooms invite families throughout the year to student presentations. Parents and family members are encouraged by teachers to volunteer in classrooms. Our PTO reimburses families for the costs of required fingerprinting so family members can volunteer. We have fingerprinting services available at Back to School Night.

Family and community members are an integral part of the School Site Council which takes an active role in helping to provide direction and support for Brookside School. The School Site Council also reviews the district LCAP and provides input into this plan. Reviewing and monitoring the site's Safety Plan and School Plan for Student Achievement are also important roles of this Council.

Teachers, PTO officers, and school administrators communicate with families regularly through newsletters, notices, automated messages home, the school and district websites and Facebook pages, and articles in our local newspapers.

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan is reviewed and revised yearly by staff, the School Safety Committee, our Parent Teacher Organization and the Site Council. The Safety Plan was revised in November 2019, and there is a complete Safety plan on file at the District Office and at the Site. The well-being and safety of our students is our priority. Adult supervision is provided at all times while school is in session. Visitors to the campus are required to sign in at the office and obtain a visitor's pass. A system is in place for classroom and playground emergency assistance. Safety drills, including monthly fire drills, three lock-down drills, and an earthquake drill are conducted each year. Teams have been developed as part of the emergency plan to ensure that there would be staff assigned to stay with students and others assigned to help with the various tasks required during an emergency.

A site health aide is on-hand during school hours to provide first aid, administer prescribed medications, oversee required vaccinations, and organize health screenings. A licensed R.N. is available for consultation to coordinate special health needs of our students and others in the District. Playground equipment is checked to ensure safety. Behavioral expectations are taught and reviewed with students on a regular basis as part of our Building Effective Schools Together practices (BEST). Behavior standards for all areas of our school are explained and students are taught the expected behaviors. During 2013-2014, the district began implementation of the Elementary School Counseling grant which provided some intervention and counseling for students who need additional assistance. This grant continued in 2014-2015, 2015-2016, and 2016-2017, and included social skills groups, individual counseling, and family support services. Our school and district have continued to offer most of these services after the expiration of the grant.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.0	1.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.8	4.9	5.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.5

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	5		22	1	6		18	5	2	
1	21	1	4		22	1	4		24		6	
2	18	5			20	3	2		21	1	4	
Other**					5	1						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see how we used the time this site set aside for the past three-plus years for their continuing education and professional development. In 19/20 we had four days set aside by the district for professional growth. Those full days do not include the opportunities used after school on early release days.

Our professional development for 2019-20 revolves around year 2 of our 3-year SUMS/MTSS Grant, which we received last year from the State of California. The grant supports our work in implementing academic Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and social emotional learning and support because our school-wide data indicated these are areas of needed growth. Based on the results of assessment, including DIBELS/Acadience Reading, our TK-5 teachers and para-educators utilize instructional strategies for phonemic awareness and phonics (Tiers 1-2), delivered by Trish Martin of Rewiring the Brain/Unlocking the Code. The training is continuing in webinar fashion throughout the school year. Up to four sessions of training are in the service of honing teacher and para-educator skills in presenting phonemic awareness and phonics, to build a strong foundation for learning to read. This year, Grammar instruction has been added to the professional development. Our counselor continues to train staff in social/emotional learning and positive discipline, during staff meetings and during after school pop-up type meetings. She also trains teachers and students as she delivers lessons in the classroom. Additional professional growth for teachers and para-educators is provided as requested. For example, some staff members asked for training on de-escalation techniques so our district special education director provided two after school trainings for all interested staff members and staff were paid to stay late and join the training. Para-educators are an important part of our instructional team and are always paid to stay late and attend all PD.

Our professional growth up to this year is varied and focused on E/LA, Math and behavior support. Our 2017/2018 school year plan, included refining our use of the program components of Benchmark Reading, and learning to use our newly adopted math curriculum, Everyday Math. We received a full day publisher training in person from Everyday Math, and a half day publisher training by Benchmark E/LA via webinar before school began. During staff meetings we have used teacher experts to train teachers and para-educators on techniques to support our instruction in reading and math. A curriculum expert from our County Office of Education trained teachers on differentiation of instruction to meet the needs of all learners. From 2011 to 2020, PLC teams met two to five times per month for forty minutes to review student performance data and analyze student achievement, discuss instructional practices and strategies - based on student data, and develop pacing guides and assessments. During some early release days, staff share training they have received or areas of expertise, e.g., Handwriting Without Tears, phonemic awareness, etc. Additionally, presentations by Mendocino County Office of Education have taken place on early release days. Topics included strategies for English Language Learners, collaborative work, differentiated instruction, and rigor in the Common Core Standards: Math and Reading. During the last nine years, Brookside has continued to have a resident musician work with teachers and students for 3-5 days. During the Spring of 2019, a group of teachers and administrators, K-5, went to visit a district implementing Unlocking the Reading Code. We saw the benefits of the program and came back and shared the information with staff. During the Summer of 2019, a group of staff and administrators, K-5, went to Acadience (formerly DIBELS) training to learn to better align our instruction with the results of assessment. These staff members came back and shared the information with other staff.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,834	\$43,574
Mid-Range Teacher Salary	\$58,336	\$63,243
Highest Teacher Salary	\$83,753	\$86,896
Average Principal Salary (ES)	\$98,911	\$103,506
Average Principal Salary (MS)	\$112,119	\$108,961
Average Principal Salary (HS)	\$87,050	\$108,954
Superintendent Salary	\$159,650	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	30%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,439.24	\$3,581.04	\$8,858.20	\$59,720.81
District	N/A	N/A	\$9,736.83	\$56,792.00
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.5	5.0
School Site/ State	16.5	-8.1

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

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

Types of Services Funded

A variety of programs and services exist to support and assist students:

- Intervention in Language Arts and Math provided by general education teachers and para-educators
- Intervention for general education students is provided by the RSP (resource) teacher
- Speech Club is provided for students not identified by IEP
- Intervention for students in special education is provided by the RSP (resource) teacher
- Speech is provided for students identified by IEP
- Occupational Therapy is provided for appropriately identified students

Time is set aside for teachers to collaborate by grade-level and discuss student data and plan in-class interventions during PLC time on average of two Tuesdays per month (40 minutes)

Mendocino County Office of Education is providing support in the following areas:

- Special Education
- Attendance
- Universal Design for Learning
- Response to Intervention
- Positive Discipline

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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