

# Brookside Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	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
Email Address	mgriffin@beaumontusd.k12.ca.us
Website	<a href="https://bes.beaumontusd.us/">https://bes.beaumontusd.us/</a>
County-District-School (CDS) Code	33-66993-0102749

Entity	Contact Information
<b>District Name</b>	Beaumont Unified School District
<b>Phone Number</b>	(951) 845-1631
<b>Superintendent</b>	Mr. Terrence Davis
<b>Email Address</b>	tdavis@beaumontusd.k12.ca.us
<b>Website</b>	<a href="https://www.beaumontusd.us/">https://www.beaumontusd.us/</a>

## 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 - are 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 continued 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 700 students from Transitional Kindergarten through fifth grade. Our students come from newer communities in the Oak Valley housing development, as well as more established neighborhoods in Beaumont and Cherry Valley. As one of 7 elementary schools located in the Beaumont Unified School District, it is nestled in the beautiful San Geronio Mountain Pass. Brookside is home to 35 teachers, 30 plus support personnel, a six-hour librarian, two speech and language pathologist, and two full-time specialized academic instructors. Our school team, in collaboration with our parents and community, are committed to continual improvement of all of our school programs. AVID, Advancement Via Individual Determination, is a school-wide program with the goal of preparing all students for college readiness and success in a global society. In addition, to our AVID focus, we strive to teach students to be good all around citizens through the implementation of PBIS, Positive Behavioral Interventions and Supports, which explicitly teaches students the steps and skills needed to maintain appropriate behavior where ever they may be. Brookside also provided other youth services including Tutoring Academies, Art Club, Robotics Club, a partnership with the Anti Bullying Institute, and Friday Night Live. Our goal is to provide students with a well-rounded experience and for students to achieve both academically and socially.

## 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 provide high-quality educational opportunities for all students in a safe and secure environment through a shared commitment among home, school, and community.

### School Goals

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

#### Goal #1

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.

#### 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 provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the school facilities.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	128
Grade 1	125
Grade 2	108
Grade 3	150
Grade 4	102
Grade 5	127
Total Enrollment	740

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.5
Asian	1.6
Filipino	1.5
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	0.4
White	44.6
Two or More Races	1.9
Socioeconomically Disadvantaged	53.9
English Learners	6.9
Students with Disabilities	15.4
Foster Youth	1.2
Homeless	1.1

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	35	33	33
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: 9/24/2019

Beaumont Unified held a public hearing on September 24, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Adoption Year 2018	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2014	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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, a 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's Board of Trustees has adopted cleaning standards for all schools in the District. A summary of these standards are available at the Educational Support Facility 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 promptly. A work order process is used to ensure efficient service and the 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/28/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	61	60	48	49	50	50
Mathematics (grades 3-8 and 11)	58	56	34	36	38	39

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	352	99.44	0.56	59.66
Male	186	184	98.92	1.08	54.35
Female	168	168	100.00	0.00	65.48
Black or African American	12	11	91.67	8.33	45.45
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	166	100.00	0.00	56.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	155	154	99.35	0.65	64.29
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	193	191	98.96	1.04	48.69
English Learners	34	34	100.00	0.00	38.24
Students with Disabilities	48	48	100.00	0.00	27.08
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	352	99.44	0.56	56.13
Male	186	184	98.92	1.08	57.61
Female	168	168	100.00	0.00	54.49
Black or African American	12	11	91.67	8.33	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	166	100.00	0.00	51.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	155	154	99.35	0.65	62.99

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	193	191	98.96	1.04	50.79
English Learners	34	34	100.00	0.00	41.18
Students with Disabilities	48	48	100.00	0.00	25.53
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.7	17.2	51.6

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.



## 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)

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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 ParentSquare 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, 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. Also, 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, AVID Career Day, 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, and Reading Club.

Parents and community members are also welcome to join and/or participate in 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.1	2.2	1.7	4.1	2.6	2.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Brookside Comprehensive Safety Plan, in compliance with Senate Bill 187 of 1997, was last reviewed and updated in November 2017, by the School Safety Committee. All revisions were communicated, reviewed, updated, and discussed with school staff in November 2017. 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 every month 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 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 (using the Raptor system) 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.

### 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	16	5	2		16	6	3		18	4	3	
1	22	1	5		25		4		21	1	5	
2	19	1	4		23	1	5		20	1	4	
3	23	1	4		25		4		17	3	6	
4	29	1	1	2	30		4		32		3	
5	28	1	1	2	24	1	4		27	1	4	
Other**					12	1			9	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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	3.3
Resource Specialist (non-teaching)	2.0
Other	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,935	\$666	\$5,269	\$67,862
District	N/A	N/A	\$7,443	\$78,487.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-34.2	-13.0
<b>State</b>	N/A	N/A	\$7,506.64	\$78,059.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.9	-12.0

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 (Fiscal Year 2018-19)

In addition to general state funding, Brookside Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Supplemental/Concentration, and Educator Effectiveness Grant. These funds are used to pay for instructional assistants, student performances, supplemental materials, equipment, library books, maintenance contracts, and extra duty for teachers and aides to provide services to students outside of the normal workday.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,745	\$49,084
<b>Mid-Range Teacher Salary</b>	\$76,913	\$76,091
<b>Highest Teacher Salary</b>	\$104,946	\$95,728
<b>Average Principal Salary (Elementary)</b>	\$127,615	\$118,990
<b>Average Principal Salary (Middle)</b>	\$138,212	\$125,674
<b>Average Principal Salary (High)</b>	\$154,084	\$137,589
<b>Superintendent Salary</b>	\$229,224	\$230,096
<b>Percent of Budget for Teacher Salaries</b>	32%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Brookside Elementary School team believes that great 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 to determine needs and to develop a plan for professional development.

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 assigned 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 Early Literacy and Phonemic Awareness, BELIEF, all District inservice days, 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, Illuminate, i-Ready), 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.