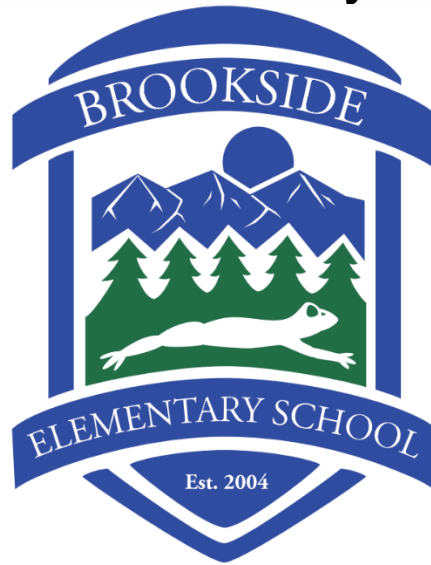


Brookside Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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
Email Address	mgriffin@beaumontusd.k12.ca.us
School Website	https://bes.beaumontusd.us/
County-District-School (CDS) Code	33-66993-0102749

2021-22 District Contact Information

District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mays Kakish
Email Address	mkakish@beaumontusd.k12.ca.us
District Website Address	https://www.beaumontusd.us/

2021-22 School Overview

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 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

2021-22 School Overview

Description and Mission Statement

Brookside Elementary School serves approximately 650 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 seven elementary schools located in the Beaumont Unified School District, it is nestled in the beautiful San Geronio Mountain Pass. Brookside is home to 30 plus teachers, 30 plus support personnel, a seven-hour librarian, two speech and language pathologist, and two full-time specialized academic instructors. In addition, we support three Moderate/Severe Special Education classes and a Mild/Moderate Learning Center. Our school team, in collaboration with our parents and community, is committed to the 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. Brookside utilizes multiple metrics to track and evaluate student growth and performance. These metrics include Universal Screening in grades K-2, iReady diagnostics, Interim Assessment Blocks (IAB's), California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments of California (ELPAC), and the Healthy Kids Survey. These metrics are reviewed based on their frequency. In addition, to our AVID focus, we strive to teach students how to be good all-around citizens through the implementation of Positive Behavioral Interventions and Supports (PBIS) and our Character Strong curriculum which explicitly teaches students the steps and skills needed to become positive and productive citizens. Brookside also provides 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	114
Grade 2	108
Grade 3	111
Grade 4	91
Grade 5	127
Total Enrollment	643

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.3
Asian	3
Black or African American	2.5
Filipino	1.1
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.4
White	37.8
English Learners	4.4
Foster Youth	1.1
Homeless	1.1
Socioeconomically Disadvantaged	54.4
Students with Disabilities	16.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Beaumont Unified held a public hearing on September 14, 2021, 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 CDE, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Year and month in which the data were collected

August 2021

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%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

11/19/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	NT	NT	NT	NT
Female	154	NT	NT	NT	NT
Male	184	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	174	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	NT	NT	NT	NT
White	124	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	NT	NT	NT	NT
Female	154	NT	NT	NT	NT
Male	184	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	174	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	NT	NT	NT	NT
White	124	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	657	597	91%	9%	54.60%
Female	312	283	91%	9%	56.50%
Male	345	314	91%	9%	52.90%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	21	13	62%	38%	84.60%
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	343	38	90%	10%	51.60%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	24	22	92%	8%	54.50%
White	235	226	96%	4%	56.60%
English Learners	49	41	84%	16%	46.30%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	27	25	93%	7%	48.0%
Socioeconomically Disadvantaged	448	402	90%	10%	51.24%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	112	77	69%	31%	31.20%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	657	593	90%	10%	46.40%
Female	312	280	90%	10%	44.30%
Male	345	313	91%	9%	48.20%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	21	13	63%	38%	61.50%
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	343	305	89%	11%	40.30%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	24	22	92%	8%	45.50%
White	235	225	96%	4%	52.90%
English Learners	49	44	90%	10%	38.60%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	27	25	93%	7%	40.00%
Socioeconomically Disadvantaged	448	401	90%	10%	43.48%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	112	77	69%	31%	27%
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	NT	NT	NT	NT
Female	52	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	70	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	44	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, when permitted by health guidelines 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 (IEP) and Educational Monitoring Team (EMT) 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

2021-22 Opportunities for Parental Involvement

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 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 (CHP), 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. Dalila Janos
Secretary
(951) 845-3473

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	724	700	72	10.3
Female	336	327	26	8.0
Male	388	373	46	12.3
American Indian or Alaska Native	2	2	0	0.0
Asian	21	21	0	0.0
Black or African American	21	21	5	23.8
Filipino	8	8	0	0.0
Hispanic or Latino	367	354	33	9.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	26	25	2	8.0
White	273	263	32	12.2
English Learners	43	41	5	12.2
Foster Youth	15	13	9	69.2
Homeless	10	10	3	30.0
Socioeconomically Disadvantaged	401	394	64	16.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	144	140	18	12.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.72	0.00	2.64	0.03	3.47	0.20
Expulsions	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.53	1.24	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Brookside Comprehensive School Safety Plan (CSSP), in compliance with Senate Bill 187 of 1997, was last reviewed and updated on April 21, 2020, by the School Safety Committee. All revisions were communicated, reviewed, updated approved, and discussed with school staff in April 2020. An updated copy for the 2020-2021 school year will be available following the School Site Councils' approval on February 1, 2021. The District's Board of Trustees approved the Comprehensive School Safety plan on April 13, 2021, during the regularly scheduled board meeting.

The CSSP 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 November 2021.

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 visitor's badge while on campus. The school has rules and procedures in place that are in strict compliance with district policies and administrative regulations and will not tolerate disruptions to students, employees, or the school. Campus supervisors assist the staff with student and visitor safety. 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

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	3	
1	21	1	5	
2	20	1	4	
3	17	3	6	
4	32		3	
5	27	1	4	
6				
Other	9	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	4	
1	21	2	3	
2	23		5	
3	24		4	
4	22	2	1	1
5	29		3	
6				
Other	11	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	22	1	4	
2	21	1	4	
3	22		5	
4	28		3	
5	31		4	
6				
Other	10	3		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,815.47	\$1,030.70	\$6,784.77	\$65,015.37
District	N/A	N/A	\$7,112.82	\$82,416
Percent Difference - School Site and District	N/A	N/A	-4.7	-23.6
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-21.8	-28.2

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,021	\$52,562
Mid-Range Teacher Salary	\$78,847	\$83,575
Highest Teacher Salary	\$107,585	\$104,166
Average Principal Salary (Elementary)	\$131,563	\$131,875
Average Principal Salary (Middle)	\$141,688	\$137,852
Average Principal Salary (High)	\$157,706	\$150,626
Superintendent Salary	\$260,535	\$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 training, 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 strategies training for English Learners, all District in-service days, training on AVID strategies, training on developing and implementing school-wide (PBIS), training in technology (i.e., Google Meets, AERIES, i-Ready, ZOOM Meets), (EMTs) development and implementation training, 504 Plan development and implementation training, Crisis Prevention Institute training, CPR training, and Character Strong 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Beaumont Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mays Kakish
Email Address	mkakish@beaumontusd.k12.ca.us
District Website Address	https://www.beaumontusd.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5671	447	7.88	92.12	59.56
Female	2706	229	8.46	91.54	62.98
Male	2965	218	7.35	92.65	56.10
American Indian or Alaska Native	32	1	--	96.87	--
Asian	159	22	13.84	86.16	63.64
Black or African American	364	26	7.14	92.86	43.48
Filipino	156	14	8.97	91.03	76.92
Hispanic or Latino	3275	257	7.85	92.15	57.02
Native Hawaiian or Pacific Islander	13	0	0.00	100.00	--
Two or More Races	267	24	8.99	91.01	69.57
White	1405	103	7.33	92.67	63.54
English Learners	505	23	4.55	95.45	27.78
Foster Youth	96	2	2.08	97.92	--
Homeless	36	2	5.56	94.44	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3222	231	7.17	92.83	55.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	804	30	3.73	96.27	11.11

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5672	403	7.11	92.89	32.23
Female	2706	204	7.54	92.46	30.94
Male	2966	199	6.71	93.29	33.52
American Indian or Alaska Native	32	0	--	100.00	--
Asian	159	18	11.32	88.68	44.44
Black or African American	364	21	5.77	94.23	22.22
Filipino	156	13	8.33	91.67	41.67
Hispanic or Latino	3276	235	7.17	92.83	24.64
Native Hawaiian or Pacific Islander	13	0	0.00	100.00	--
Two or More Races	267	20	7.49	92.51	47.37
White	1405	96	6.83		44.94
English Learners	505	22	4.36	95.64	0.00
Foster Youth	97	1	1.03	98.97	--
Homeless	36	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3222	203	6.30	93.70	29.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	804	25	3.11	96.89	13.64

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.