



Brookside Elementary School

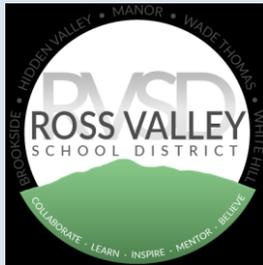
116 Butterfield Road • San Anselmo, CA 94960-1562 • (415) 453-2948 • Grades K-5

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



Ross Valley Elementary School District

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School Description

Brookside is one of four elementary schools in the Ross Valley School District serving transitional kindergarten through 5th grade students. Our campus is a hub for community activities, as neighboring children and adults use our field, basketball courts, and play structures after school and on weekends. We also work closely with the San Anselmo Recreation Department so that our facilities can be utilized for community recreational programs. Brookside is a Zero Waste Marin school with an active student Green Team overseeing campus recycling and composting. There is an active Student Government for 4-5 grade students and Brookside participates in Safe Routes to Schools. Our Garden Coordinator provides instruction to all TK-5 students in our flourishing school garden. Additionally, Children for Change meets weekly at Brookside and provides an opportunity for all students to participate in service learning and empowering children to make a difference in the world. Brookside added a new multipurpose room, outdoor play structure and playground space in the spring of 2018.

Brookside is located in Marin County of San Anselmo, California. The campus houses transitional kindergarten through 5th grade and a continuum for special education services including a resource program and three special day classes for early childhood, TK-2 and 3rd-5th grades. Brookside is committed to providing a program of academic excellence, cultural richness, social emotional, and physical development that educates, supports, challenges and inspires the whole child. We believe every child has the innate ability and desire to learn, and all children need challenge and support to grow to their full potential. We work together as a team to create an environment that enables students to develop a healthy self-worth, understand and respect diversity, think critically and creatively, take risks, work in collaboration with their peers, and show respect for the earth. Brookside teachers and staff strive to provide students with instruction that is engaging and challenging.

Students are educated in ways that reflect diverse learning styles, individual strengths, interests, and differentiated needs. The utmost challenge and goal is to make learning meaningful and deep while also being accountable for the Common Core Standards. Brookside is committed to helping students develop life-long learning skills and capacities, including but not limited to collaboration, critical thinking, questioning, and information literacy. Social/emotional development is at the heart of our curriculum and daily instruction is infused with culturally responsive educational practices that help our Brookside bears grow socially/emotionally as well as academically.

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	104
Grade 1	51
Grade 2	50
Grade 3	45
Grade 4	54
Grade 5	57
Total Enrollment	361

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.4
Filipino	0.3
Hispanic or Latino	9.7
White	82.3
Two or More Races	6.4
Socioeconomically Disadvantaged	6.9
English Learners	1.9
Students with Disabilities	11.1

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 for Brookside Elementary	17-18	18-19	19-20
With Full Credential	24	22	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ross Valley Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	132
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	7

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)

All Ross Valley School District students have access to high-quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. The Ross Valley School District establishes a committee of teacher leaders for the review and adoption of standards-aligned curriculum materials; recommendations are then made to the board of trustees for approval. During the 2019-20 school year, the district is piloting science curriculum materials for adoption. During the 2018-29 school year, the district adopted TCI History Alive! as our middle school history/social science curriculum. The below table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January, 2019).

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Units of Study in Reading and Writing, Foundations, Words Their Way, The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges Mathematics (TK-5th) CPM (6th-8th) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	CA Foss Kits, Mystery Science (TK-5th) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Variety of resources based on Visual and Performing Arts Standards The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ross Valley School District passed a \$41 million facility bond in November 2010 to accommodate increased enrollment and replacement and or repairs at Brookside School and at all other schools in the district. In 2012-2013 the school was outfitted with a new technology lab, updated art room furniture, and 21st century classroom technology and furniture in its two 5th grade classrooms. In the spring of 2014 the district invested in technology infrastructure updates at all campuses in the district to improve speed and internet accessibility. Brookside added 5 new classrooms in the summer of 2014 to accommodate increasing enrollment. Summer of 2017, the multi purpose room and playground were replaced. Back parking lot was reconfigured for safety.

Ross Valley School District uses Integrated Pest Management (IPM) strategies and the least toxic method of pest control possible as a means to control unwanted pests. In accordance with AR 3514.2 IPM strategy focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to established guidelines and treatment thresholds(California Education Code §17609; Food and Agricultural Code§ 13181).

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rating was 89.13%. There are 5 areas of deficiencies noted for repair. These include areas that may need painting ,ceiling tiles that are loose,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground/School Grounds Rating was 86%. There were 7 deficiencies which include asphalt is in need of repair throughout the lower site. Windows/Doors/Gates/Fences Rating was 90%. There were 5 deficiencies noted for repair which included dry rot on doors and/or door frames and in one area nails were protruding from the window frame and need for caulking around windows.
Overall Rating	Good	Average Rating for all categories was 96.08%

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	88	79	78	78	50	50
Math	82	73	70	69	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.

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	155	150	96.77	79.33
Male	76	72	94.74	72.22
Female	79	78	98.73	85.90
Asian	--	--	--	--
Hispanic or Latino	13	11	84.62	54.55
White	133	130	97.74	82.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	15	93.75	60.00
English Learners	--	--	--	--
Students with Disabilities	21	18	85.71	22.22

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.

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	14.5	21.8	49.1

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.

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.

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	155	150	96.77	72.67
Male	76	72	94.74	68.06
Female	79	78	98.73	76.92
Asian	--	--	--	--
Hispanic or Latino	13	11	84.62	72.73
White	133	130	97.74	73.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	15	93.75	40.00
English Learners	--	--	--	--
Students with Disabilities	21	18	85.71	33.33

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)

Parents and Brookside staff are partners in education. Parent involvement is an integral part of our school community. Parents serve as classroom volunteers, in leadership roles, on site and district committees, assist with special projects and offer their many talents and expertise to enrich the educational experience of our students. We invite and encourage parents to take an active role in their child's education and the school community. There are a variety of leadership opportunities for parents at the school level, such as school site council and the parent club.

At the District level, parents can volunteer to be part of the YES Foundation which supports the Visual and Performing Arts and Libraries. Also, parents contribute as members of the Superintendent's Round Table and Superintendent's Council meetings held 6 times per year. Other opportunities include the Superintendent's Round Table and Advisory Council. District Wellness Committee, District English Learner Advisory Committee, Citizens Oversight Committee, Site Council, etc.

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 Board of Trustees reviews and adopts the Ross Valley School District's School Safety by March 1st each year. The plan is developed in coordination with Marin County emergency agencies such as Ross Valley Police and Ross Valley Fire. Our plan includes procedures for earthquake, fire, and lock down situations and shelter in place. The school community practices a variety of emergency drills on a scheduled basis. Students are trained to play active roles in these drills. School Administrators and staff attend annual trainings to better prepare the school for unanticipated emergencies. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, and the required emergency drills (fire, earthquake, lock down and shelter in place) per year, and emergency training for all staff. Training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked yearly. Board policies on suspension and expulsion, procedures to notify teachers of dangerous pupils, sexual harassment, school-wide dress code, procedures of safe ingress and egress of pupils and rules and procedures on school discipline are also components of the plan. The plan may be reviewed in detail at the school site.

The District has installed window film for safety and security at each site. All door locks have been checked and only require a push button to lock and secure each room. In addition, the telephone system allows each school to call 911 and to contact the District in the event of an emergency. Also, walkies talkies system has been upgraded for each site to contact the District. All door locks have been checked and only require a push button or simple motion to remove a door block to lock and secure each room. In addition, the telephone system allows each school to call 911 and to contact the District in the event of an emergency. Also, the walkies talkie system has been upgraded for each site to contact the District and all school personnel have walkie talkies to communicate at the site level.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.6	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	2.3	1.8
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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	.5
Other	.4

* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3	2		22		4		26		4	
1	21	1	1		21		2		23		2	
2	23		2		20	2			24		2	
3	19	3			22		2		22		2	
4	22		2		29		2		25		2	
5	26		3		22		2		21	1	2	
Other**					8	1			10	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	3

The focus of professional development for 2019-20 is on creating opportunities for teachers to deepen their understanding of district initiatives while sharing best practices. We kicked off the year with an inservice on Culturally Responsive Teaching as a part of our Equity and Inclusion initiative. Our October professional development day was led by a cadre of teacher leaders who introduced their colleagues to the History-Social Science Standards driving questions and the importance of including the counternarrative in their teaching. Our final professional development day of 2019-20 took the form of a mini-conference in which teachers shared expertise on a variety of topics including Low Floor/High Ceiling Math Tasks, Sensory Integration Techniques, Examining Implicit Bias, and Tier One Strategies for the General Education Teacher. Additionally, we have a cadre of literacy coaches who are in their second year of working with their colleagues in supporting the implementation of Reading and Writing Workshop.

During the 2018-19 school year, teachers received training on Implicit Bias and Compassionate Dialogue as a part of our district Equity Initiative. Teacher leaders facilitated a training on the NGSS Science and Engineering Practice of Modeling and phenomena-based instruction.

The focus of 2017-18 professional development was on the implementation of a new TK-5th grade math program: Bridges in Mathematics.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,526	\$49,378
Mid-Range Teacher Salary	\$78,104	\$77,190
Highest Teacher Salary	\$94,809	\$96,607
Average Principal Salary (ES)	\$130,315	\$122,074
Average Principal Salary (MS)	\$155,467	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$220,996	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	7%	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	\$12,539.66	\$6,502.34	\$6,037.33	\$76,096.48
District	N/A	N/A	\$6,542.17	\$74,413.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.0	2.2
School Site/ State	-21.7	-2.0

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

The Local Control Accountability Plan (LCAP) approved by the Board of Education trustees has provided additional supports at Brookside Elementary School by increasing the support staff as well as a District Wide Curriculum Coordinator. Title II funds support professional growth and development. State and Federal funds ensure that all students identified with a disability receive a Free and Appropriate Public Education. In addition, the school receives Federal Title III funds to support interventions for students that are English Language Learners.

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.