



# Brookside Elementary School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Ross Valley Elementary School District

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[www.rossvalleyschools.org](http://www.rossvalleyschools.org)

#### District Governing Board

Anne Capron, President  
Annelise Bauer, Clerk  
Wesley Pratt  
Mark Reagan  
Ryan O'Neil

#### District Administration

Dr. Rick E. Bagley  
**Superintendent**  
Marci Trahan  
**Assistant Superintendent**  
Teri Louer  
**Director Student Services**  
Midge Hoffman  
**Chief Business Official**  
Bret Joyner  
**Director of Maintenance and  
Operations**  
Sean Maher  
**Director of Information Technology**  
Julia Wolcott  
**Curriculum Coordinator**

### 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 participates in Safe Routes to School, has an active Green Team and recycling program and an active Student Government for 4-5 grade students. In 2016, Brookside added a Garden Coordinator to assist with instruction in our 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 School 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 School 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 School 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 challenges 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 critical thinking, questioning, and information literacy.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	45
Grade 2	39
Grade 3	45
Grade 4	57
Grade 5	44
<b>Total Enrollment</b>	<b>320</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	2.2
Filipino	0.0
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0.0
White	83.1
Socioeconomically Disadvantaged	10.0
English Learners	2.2
Students with Disabilities	8.4
Foster Youth	0.0

## 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			
Brookside Elementary School	16-17	17-18	18-19
With Full Credential	22	24	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ross Valley Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	120
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Brookside Elementary School	16-17	17-18	18-19
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 2018-19)**

The District has established a committee of teacher leaders to support the review and adoption of materials to support the Common Core Curriculum Standards. During the 2017-18 the District is exploring for adoption science and social studies curriculum. During the 2017-18 school year, the district implemented the adopted Bridges Math Curriculum. In addition, during 2016-2017, the District reviewed the Technology Standards and aligned it to grade level. During the 2014-15 school year, the school and each classroom developed a classroom library of leveled readers including a variety of genres and also adopted Lucy Caulkins Reading & Writing Workshop. Each student has the opportunity to have both literary and informational texts to read at their own level within the classroom, and the school is able to differentiate for students who need reading interventions and are reading above or below grade level. All students have sufficient textbooks and/or instructional materials in each subject area for in-school work and homework.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: January 2019</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Balanced Literacy program using Units of Study in Reading, Writing and Foundations Phonics Program for grade TK-3 to develop word work. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Bridges Math Program for Kindergarten-5th Grade. Investigations for Transitional Kindergarten. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	CA Foss Kits <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Scott Foresman <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Based on the CCSS for each grade level <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### 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 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Ceiling Tiles Loose and and dry rot on base of some doors
<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	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Trip hazards in asphalt.
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	88.0	88.0	80.0	78.0	48.0	50.0
Math	80.0	82.0	71.0	70.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.8	20.5	68.2

\* 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.

School Year 2017-18 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	149	147	98.66	87.76
Male	74	73	98.65	82.19
Female	75	74	98.67	93.24
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	132	130	98.48	90.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.12	68.75
English Learners	--	--	--	--
Students with Disabilities	17	16	94.12	37.50

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	149	146	97.99	82.19
<b>Male</b>	74	73	98.65	79.45
<b>Female</b>	75	73	97.33	84.93
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	132	129	97.73	83.72
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	16	94.12	68.75
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	17	16	94.12	25

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 2018-19)**

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 Fairfax Police and Ross Valley Fire. Our plan includes procedures for earthquake, fire, and lock down situations. The school community practices a variety of emergency drills on a monthly 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, nine emergency drills 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.3	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.4	1.1	2.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5 FTE
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	.9 FTE
Psychologist	.5 FTE
Social Worker	0
Nurse	.2 FTE
Speech/Language/Hearing Specialist	1.5 FTE
Resource Specialist (non-teaching)	1 FTE
Other	3.2 FTE
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	18	22	1	3		3	2	4			
1	24	21	21		1		2	1	2			
2	20	23	20	2		2	1	2				
3	22	19	22		3		2		2			
4	25	22	29				3	2	2			
5	22	26	22				3	3	2			
Other			8			1						

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

### Professional Development provided for Teachers

Transitioning to the Common Core Math standards was the focus of professional development in the 2011-12 school year. Teachers benefited from two staff development days with Phil Daro, author of the CC math standards, with follow up work on designing units of study with trainers from the California Math Project. For the 2015-16 school year, the District added a Math Coordinator who provided professional development in the 8 mathematical practices for each grade level.

Professional Development in the 2012-13 school year focused on providing all teachers in the district with Guided Language Acquisition Design (G.L.A.D.) training. Two district wide staff development days and four teacher release days were provided for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies continued during the 2013-14 school year.

The focus of teacher professional development in the 2014-15 and 2015-16 school year was on the development of units aligned with the Common Core Standards in English Language Arts. Three district wide staff development days, along with teacher release days provided the time for teachers to learn the process for developing CC aligned units using readers and writers workshop to implement the English Language Arts CCSS.

This is our 5th school year, providing professional development focused on Reading & Writing workshop with Momentum in Teaching using Lucy Caulkins reading and writing units. Additionally, Bridges Math was adopted in 2017-18 district wide and teachers participated in professional development to implement this program. The teachers have the opportunity to have individualized coaching in order to improve their practice. Weekly early release days have provided teachers with opportunities to collaborate in site based grade level teams, across grade levels and whole school activities. Brookside has utilized these days to develop Social/Emotional curriculum using the Brookside Proud Program, Growth Mindset, Mindfulness practices. The staff has also focused on analyzing student data and improving practices to differentiate instruction and meet the needs of all learners. During the 2018-19 school year, teachers were trained as instructional coaches for Reading and Writing workshop and NGSS science standards. These coaches are assisting their peers with implementation of curriculum.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,996	\$48,064
Mid-Range Teacher Salary	\$77,178	\$75,417
Highest Teacher Salary	\$93,685	\$94,006
Average Principal Salary (ES)	\$127,756	\$119,037
Average Principal Salary (MS)	\$155,467	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$217,485	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	8.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,703.40	\$2,935.16	\$3,768.24	\$68,348
District	◆	◆	\$3,937.29	\$73,194
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-4.4	-2.3
Percent Difference: School Site/ State			-54.3	-8.2

\* Cells with ◆ 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.