

# Brookside School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Brookside School
<b>Street</b>	2962 Brookside Rd.
<b>City, State, Zip</b>	Stockton, CA 95219
<b>Phone Number</b>	(209) 953-8642
<b>Principal</b>	Katherine Bender
<b>E-mail Address</b>	kbender@lUSD.net
<b>Web Site</b>	<a href="http://bss.lUSD.net/">http://bss.lUSD.net/</a>
<b>CDS Code</b>	39685696111462

District Contact Information	
District Name	Lincoln Unified School District
Phone Number	(209) 953-8712
Superintendent	Thomas Uslan
E-mail Address	tuslan@lusd.net
Web Site	www.lusd.net

### School Description and Mission Statement (School Year 2017-18)

Brookside School, home of the Bobcats, is a K-8 school that enjoys both a rich diversity of students and a supportive and involved community. Students from a wide variety of cultures and experiences come to our school to participate in learning that is standards-based, rigorous, ability-appropriate, and challenging. With a population of approximately 776 K-8 students, many ethnicities are represented and seventeen home languages are spoken. This variety of backgrounds is one of our greatest assets.

Our students in grades K-5 are taught in self-contained classrooms where they receive instruction from a single teacher for the bulk of the day. In order to further meet the needs of each student, we cluster students into ability-similar groups for small group instruction daily, during which time they receive language arts instruction that is appropriate for their instructional level. 6th grade students have a five period rotation for Language Arts, Math, Social Science, PE and Music. Science and electives are taught in the homeroom class. Beginning in 6th grade, students have the opportunity to advance in mathematics by enrolling in the compressed 6th/7th math course. Placement in this course is based on academic performance, MAP and/or SBAC scores.

Our seventh and eighth grade students have a seven period schedule. These courses include five core classes (language arts, math, science, social science, and physical education) and two electives. Besides standard courses, we offer an intervention course in language arts and advanced students are clustered in several classes. Electives include leadership (student council), band, choir, strings, guitar, computer science, mixed media, team games and study skills. Elective courses aim to expose students to a variety of fields and skill sets in order to provide them with a complete educational experience every day. Brookside also offers an Honors United States History course to all eighth grade students on a voluntary basis.

Brookside has a well-established music program available to all students. General music is available to all students in grades K-6, choir, band and strings are available to students in grades 4 through 8, and guitar is available as an elective to 7th and 8th grade students. Students perform concerts for our student body and the general public, including seasonal school productions and select performances in the greater community. An annual theater production is open to students in grades 3-8, and various performing arts-centered extra-curricular activities take place throughout the year, including Mock Rock.

Brookside School provides older students opportunities to become mentors and leaders to younger children as they themselves move up in grades. Seventh and eighth graders may participate in Student Leadership (student council), which organizes and oversees school-wide rallies, dances, family movie nights, and theme days that generate school spirit. Conflict managers learn decision-making and conflict mediation techniques, such as Kelso's Choices, to facilitate dispute resolution between students. Lunch commissioners escort young students to and from their classrooms to the cafeteria for lunch and assemblies. All of these groups emphasize positive citizenship and civic accountability.

In order to assure that the voices of staff, community and administration are heard, a Leadership Team, Academic Support Team, School Site Council and English Learner Advisory Committee are in place. The Leadership Team, consisting of one teacher from each grade level, classified personnel, and administration, meet monthly to discuss pertinent issues facing the school and to determine best practice in and out of the classroom. Our Academic Support Team, consisting of teachers, counselor, special education teachers, district personnel, and site administration, convene to discuss matters pertaining to individual students and their academic interests. Our School Site Council and English Learner Advisory Committee consist of staff and community members; the purpose of both groups is to offer community members forums to become involved in the school, to voice suggestions and/or concerns about the school, and to help determine the school's priorities and direction.

Brookside has a very active PTSA that serves to further enrich the lives of our students. PTSA provides financial support and leadership for many programs such as assemblies, student field trips, and our annual theater production.

### The Brookside Way

Show Respect

Solve the Problem

Make Good Choices

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	71
Grade 3	97
Grade 4	103
Grade 5	96
Grade 6	93
Grade 7	75
Grade 8	75
<b>Total Enrollment</b>	<b>754</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.7
Asian	20.4
Filipino	5.7
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0.7
White	27.7
Two or More Races	2.1
Socioeconomically Disadvantaged	33
English Learners	14.2
Students with Disabilities	7.6
Foster Youth	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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	33	34	406
Without Full Credential	1	2	2	59
Teaching Outside Subject Area of Competence (with full credential)	4	1	3	25

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2017-18)**

**Year and month in which data were collected:** October 2017

Following a public hearing on October 11, 2017, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pearson OWL, 2011 Edition Adoption Year 2014  McGraw-Hill Wonders California, 2017 Edition McGraw-Hill Wonders Works California, 2017 Edition Adoption Year 2016  McGraw-Hill School Education, StudySync, 2017 Edition Adoption Year 2017  Read 180 Adoption Year 2016  Houghton Mifflin Reading/California, 2003 Edition Adoption Year 2004  McDougal Littell Language of Literature California, 2002 Edition Adoption Year 2004	Yes	0%
<b>Mathematics</b>	Great Minds Eureka Math, 2015 Edition Adoption Year 2014  IMP I	Yes	0%
<b>Science</b>	Harcourt California Science, 2007 Edition Adoption Year 2007  Glencoe/McGraw-Hill Focus on Science, 2007 Edition Adoption Year 2007  TechBooks Adoption Year 2015	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Harcourt California Reflections. 2006 Edition Adoption Year 2006  Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006  Teacher's Curriculum Institute History Alive California Middle School Program, 2004 Edition Adoption Year 2006  TechBooks Adoption Year 2015	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our campus houses 10 portable classrooms, 24 permanent classrooms, two day care rooms, a room for speech services, one room for RSP, and one for primary music. Additionally, we have a library, and a multi-use room with a stage and a full-service kitchen. All classrooms and restrooms are cleaned on a daily basis by our custodial staff, which consists of a full time lead day custodian and 2 evening custodians. A large blacktop playground area on either side of the classroom blocks provides space for our students to play during recess and lunch. Adjoining the blacktop area on the 3rd-8th grade side of the campus is a large grass area which contains a track and soccer field.

When Brookside opened its doors in 1993, there were approximately 400 students. Our current population is 776.

Students who arrive prior to school are supervised in the library staffed with a library aide or the multi-use room and on the playground by one of our five campus supervisors, safety officer, administrator and teacher. These five campus supervisors also oversee our students during lunch recess. After school, our staff supervises our students and campus on a rotating basis which includes a Safety Officer and the administrator.

Our facility is heavily used by community organizations such as YMCA basketball, boy scouts and girl scouts.

The grounds and buildings are well kept by the maintenance.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: December 2017</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Multiple rooms with damaged, missing or stained ceiling tiles Multiple rooms with stained carpets Needs paint

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	67	69	47	47	48	48
<b>Mathematics (grades 3-8 and 11)</b>	61	62	32	32	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	529	97.96	68.62
Male	289	283	97.92	62.19
Female	251	246	98.01	76.02
Black or African American	54	51	94.44	50.98
American Indian or Alaska Native	--	--	--	--
Asian	114	112	98.25	83.93
Filipino	26	26	100	84.62
Hispanic or Latino	182	178	97.8	51.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	141	98.6	80.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	187	96.89	46.52
English Learners	104	102	98.08	57.84
Students with Disabilities	43	33	76.74	27.27
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	527	97.59	61.86
Male	289	282	97.58	61.7
Female	251	245	97.61	62.04
Black or African American	54	50	92.59	60
American Indian or Alaska Native	--	--	--	--
Asian	114	112	98.25	83.93
Filipino	26	26	100	57.69
Hispanic or Latino	182	178	97.8	43.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	140	97.9	70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	193	185	95.85	41.62
English Learners	104	102	98.08	50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	43	33	76.74	18.18
Foster Youth	--	--	--	--

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	72	71	57	52	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5	30.8	24.2
7	11.8	39.5	35.5

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.



## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is a large part of Brookside school. There are many opportunities for parents and guardians to help their children and our staff by becoming a part of our learning community. Our School Site Council partners school staff and community members/parents with the goal of establishing and monitoring the Single Plan for Student Achievement. Our PTSA is very active and dedicated. Brookside's Multi-Use Room has been remodeled thanks to the fundraising efforts and community partnering of our PTSA. They facilitate many family events throughout the year such as STEM night, Multicultural Night and Literacy Night to name a few. They also raise and contribute funds that allow each teacher and class to attend annual field trips and provide classroom supplies. ELAC, our English Learners Advisory Committee, is an organization that provides parents of English Learners a forum to contribute their input to our school, as well as to receive academic and community support. Besides becoming members of formal organizations, Brookside parents/guardians/grandparents consistently volunteer in their children's classrooms doing everything from reading to the kids, leading enrichment lessons and supplementary activities, and assisting teachers in their daily duties. Parent involvement is one of the hallmarks of Brookside, one that we cherish and value greatly. In addition, the district's Family Engagement director coordinates parent education workshops, literacy fairs and the spelling bee.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	4.4	4.2	5.6	7.0	7.0	7.3	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.3	0.6	0.6	0.8	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

The School Safety Plan clearly outlines the emergency procedures. In an emergent event, one of the five immediate action responses would be taken: Drop Cover and Hold On, Evacuation, Lock Down, Secure Campus, Shelter in Place. It contains contacts lists, immediate action responses, possible emergency situations, student/parent reunification plans, school maps, evacuation routes and procedures, student safety contact information. A complete safety plan is placed in every building and classroom on the Brookside School campus. The staff has been trained on the use and location of the safety plan at a staff meeting in the Fall of 2017. The updated safety plan will be reviewed January 2018.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		3		24		3		24		3	
1	26		3		24		3		24		3	
2	29		3		26		3		24		3	
3	28		3		24		4		24		4	
4	32		3		31		3		31		3	
5	27	1	3		27	1	3		32		3	
6	31		3		32		3		23	2	2	1
Other									11	1		

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		771
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,242	\$110	\$3,132	\$57,867
District	N/A	N/A	\$4,878	\$69,019
Percent Difference: School Site and District	N/A	N/A	-35.8	-6.3
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-33.2	-14.6

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

**Types of Services Funded (Fiscal Year 2016-17)**

At Brookside School we offer support for our second language learners through our Block Grant. Brookside does not qualify for Title One funding.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,559	\$46,511
Mid-Range Teacher Salary	\$67,580	\$73,293
Highest Teacher Salary	\$89,796	\$92,082
Average Principal Salary (Elementary)	\$116,185	\$113,263
Average Principal Salary (Middle)	\$116,185	\$120,172
Average Principal Salary (High)	\$143,253	\$131,203
Superintendent Salary	\$202,416	\$213,732
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

**Professional Development (Most Recent Three Years)**

Lincoln Unified School District provides two professional development days for staff annually as a part of the contract, with follow up days and coaching during the year. Lincoln Unified School District is committed to supporting school district staff through quality professional development. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom.

Early student dismissal on Mondays also provides teachers additional time each week to collaborate and articulate with other grade level teachers.