School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Brookside Elementary School
Street	116 Butterfield Rd.
City, State, Zip	San Anselmo, CA 94960-1562
Phone Number	(415) 453-2948
Principal	Judith Barry
E-mail Address	jbarry@rossvalleyschools.org
School Website	http://www.rossvalleyschools.org/brookside
CDS Code	21 75002 6024681
School Logo	Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Ross Valley Elementary School District
Street	110 Shaw Dr.
City, State, Zip	San Anselmo, CA 94960-1112
Phone Number	(415) 454-2162
Superintendent	Dr. Rick E. Bagley
Web Site	www.rossvalleyschools.org
E-mail Address	superintendent@rossvalleyschools.org
District Logo	Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by [clicking here](#).

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Anne Capron, President
Member 2	Annelise Bauer
Member 3	Wesley Pratt
Member 4	Mark Reagan
Member 5	Amy Stock, Clerk
Member 6	
Member 7	
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Dr. Rick E. Bagley
Administrator 1	Marci Trahan Assistant Superintendent, Human Resources
Administrator 2	Teri Louer Director Student Services
Administrator 3	Midge Hoffman Chief Business Official
Administrator 4	Bret Joyner Director of Maintenance and Operations
Administrator 5	Sean Maher Director of Information Technology
Administrator 6	
Administrator 7	
Administrator 8	

District Administration (in the order to be listed)	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 fields, 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 will begin construction of a new multipurpose room, outdoor play structure and playground space in the spring of 2016.

Brookside School is located in Marin County of San Anselmo, California. The campus houses transitional kindergarten through 5th grade. 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 and 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.

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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.

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).   This section should be kept to 1-2 paragraphs.

The Board of Trustees adopted the Ross Valley School District's School Safety in February 2016. The plan details procedures for child abuse reporting. It also includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, ten 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 restocked 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 District Office.

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• The year and month in which the data were collected
• Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: 12/2016

This section should be kept to 1-2 paragraphs.

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 will invest 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 will be replaced. Back parking lot will be 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)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

•   Determination of repair status for systems listed
•   Description of any needed maintenance to ensure good repair
•   The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the <u>most recent inspection/FIT report for your school</u>.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles are loose in two restrooms. Will be repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Trip hazards in asphalt.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	20	22	131
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	5
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	5

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.4 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 FTE	♦
Resource Specialist (non-teaching)	1 FTE	♦
Other	1.2 FTE	♦

♦ means data is not required. The fields are intentionally not provided.

[Textbooks and Instructional Materials (Most Recent Year)](#)
This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

• Year they were adopted
• Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
• Percent of students who lack their own assigned textbooks and/or instructional materials*
• For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: December 2015

This section should be kept to 1-2 paragraphs.

During the 2014-15 school year, the school and each classroom developed a classroom library of leveled readers including a variety of genres. 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court	Yes	0
Mathematics	Everyday Math	Yes	0
Science	Foss	Yes	0
History-Social Science	Scott Forseman	Yes	0
Foreign Language			
Health			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)
The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available).
Percent differences, highlighted light-blue, are calculated by this form.
The remaining data was copied over form last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	5954.00	1921.00	4033.00	65970.00
District	♦	♦	4121.00	$69,728
Percent Difference: School Site and District	♦	♦	-2.1	-4.5
State	♦	♦	$5,677	$71,610
Percent Difference: School Site and State	♦	♦	-24.6	-4.5

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor.
Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)
Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year <u>15-16</u>, is correct.

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 Math Coordinator in curriculum and a Special Education Coordinator to support the Student Services Department. Both Title II funds and the Educator Effectiveness Grant supports 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.

Professional Development (Most Recent Three Years)
Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 has a Math Coordinator who is providing 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 for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies continues during the 2013-14 school year.

The focus of teacher professional development in the 2014-15 and 2015-16 school year is 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 have 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.

SARC Data Not Provided by CDE

<p style="text-align:center;color:red;">**CDE is not providing data for these areas.**

DTS has copied previous year data for your review/update.</p>

Average Class Size and Class Size Distribution (Elementary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Grade Level	2013-14				2014-15				2015-16			
	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	19	3			19	3			19	3		
1	21		2		19	3			19	3		
2	20	4			22		2		22		2	
3	23		3		20	4			20	4		
4	23		3		24		3		24		3	
5	25		2		24		3		24		3	

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

Average Class Size and Class Size Distribution (Secondary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

[Advanced Placement (AP) Courses (School Year 2015-16)](#)

Please review data copied from last year's SARC for you by DTS.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

♦ means data is not required. The fields are intentionally not provided.