



Brookside Elementary School

20 Spruce Street • Willits, CA 95490 • (707) 459-5385 • Grades K-2

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Willits Unified School District

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District Governing Board

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Technology Director

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Brookside Elementary School's Mission:

The staff and administration at Brookside School are committed to the mission of providing a quality educational program that enhances all our students' sense of worth with appropriate social and academic curricula.

School Vision Statement

The Brookside community works towards creating a school in which:

- Teachers and parents work together to promote healthy practices that enhance children's learning through the creation of a respectful, responsible, collaborative community.
- Classroom environments promote trust, respect, and tolerance. Children learn efficiently and feel safe and secure as learners.
- There is a commitment to high academic standards and increasing independence by respecting all students' needs, abilities, competencies, and interests. Use of assessments such as DIBELs for Reading and Math guide teaching, enhance learning and inform students and parents of individual achievement. The assessments inform teachers, administrators, and the community of school-wide progress.
- Faculty members regularly communicate and share ideas. As a team, we respect differences, voice concerns, and communicate openly in a safe, collaborative environment.
- There is a comprehensive plan for staff development that recognizes our interests and needs. Staff development is a process that takes time and includes regular collaboration, practice, and is assessment based.

The Brookside Elementary School Mission and Vision statements were developed collaboratively by the Brookside staff.

"Our Focus is Student Learning."

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	92
Grade 2	147
Total Enrollment	396

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	2.8
Asian	0.5
Hispanic or Latino	31.6
White	26.8
Two or More Races	2
Socioeconomically Disadvantaged	64.6
English Learners	13.6
Students with Disabilities	9.6
Foster Youth	1.8
Homeless	4

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	18-19	19-20	20-21
With Full Credential	21	26	20
Without Full Credential	3	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Willits Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Brookside Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Our E/LA (Benchmark Advance 2017) and Math (McGraw Hill Everyday Math, 2016 edition) curriculum was adopted from the most recent list of the State Board of Education approved materials, in 2017. Science (Scott Foresman 2007) and social studies (Harcourt Brace 2007 edition and Houghton Mifflin 2005 edition) were adopted from the State Board of Education approved list of materials.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw Hill Everyday Math, 2016 edition Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman 2007 edition The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Brace 2007 edition Houghton Mifflin 2005 edition The textbooks listed are from most recent adoption: No 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)

Brookside School is in good repair for a school sixty plus years old. There are signs of wear and tear, but overall the school is maintained. The custodians and maintenance crew inspect all playground equipment, fire extinguishers and all other safety related equipment. The site includes 26 classrooms of which 19 are used for rostered classrooms. There are two sets of student bathrooms and two other bathrooms available that can accommodate special needs. Additionally, two kindergarten classrooms and the full day special education classroom include bathrooms. A section of older portables are used for storage, the library, book room, reading support room, a kindergarten classroom, and staff room. The site also houses the State Pre-School. Head Start buildings are located on the Brookside campus. Fencing and gates were added to the west part of the site last year to improve safety. New windows were installed in the cafeteria to replace the original wooden single pane set. We are working diligently to keep our aging building in the best possible condition, including repairing newly identified leaks in roof. A bond was approved this year by voters and we plan to eventually replace an old set of portable classrooms.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	In classrooms: Trim edge over window needs fixed; Ceiling stains; Evidence from prior leak in ceiling tile; Two trip gaps in ramp covered with a mat; Rusty threshold; Small rise in floor; Door is evidence of slipping building foundation; Broken lower cabinet door in "kitchen area" of classroom; Gaps in ceiling tiles; Rust on ceiling beams; Sheet floor: seam opening; Rusting ramp; Two lights/tubes out; Evidence of prior roof leaks; Open clock box; Crack in ceiling tile; Rusted out downspout needs a part; Exposed current and past wiring; Broken spot on floor; Toilet runs; Rust on ceiling bracing. In library: Tiles with lots of cracked edges. In non-student/storage areas only: Holes in flooring, should be kept encapsulated. Partially abated carpet. Note: Work orders submitted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 18- Storage Room in an area of school where students are not allowed.
Electrical: Electrical	Poor	Exposed wiring due to holes that need to be fixed (up high). Open slot in breaker panel at floor level. Work orders submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Wet stained ceiling tile in middle of restroom. Toilet runs. Part of the floor is rotting and unstable. Toilet flushing issue. Work orders submitted.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Exterior paint cracking. Work orders submitted.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Redwood tree roots lifting pavement
Overall Rating	Fair	The west wing classrooms are significantly past their useful life and beyond cost-effective repairs. A Bond was just passed so we expect to soon get these buildings replaced. The campus needs new roofing, including the covered walkways between wings. All of the original wing flooring is well encapsulated and the classrooms were freshly painted. Much of the flooring has been damaged and should be replaced. Until then, maintenance is doing a good job of keeping it encapsulated. The school is doing well for being over 60 years old.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

During remote learning due to the Covid-19 pandemic, volunteer opportunities for parents are limited to off-campus, safe social distancing options. Instead, we encourage parents and guardians to spend time supporting their child in distance learning. When out of distance learning and we no longer have the threat of Covid-19, the following will be in place...

The Willits community is very supportive of our schools. Parents have multiple opportunities to be involved at Brookside. There is an ambitious Parent Teacher Organization (PTO) whose primary purpose is to provide support and enrichment to the students and staff of Brookside Elementary. The PTO sponsors a Book Give Away to every student at the school four times per year. Additionally, the PTO provides materials for students and classrooms, a reading incentive program, funding for assemblies, and addresses other needs that arise. PTO parents join with teachers to create and lead events such as Spooky Story Night, Parent Coffees on the Playground with Principal, and Family Game Night. The school also participates in the Foster Grandparent program and welcomes a variety of other volunteers such as high school students who volunteer as part of their school program.

Classroom teachers, office personnel, and other staff members, as well as PTO officers, can help any parent become more involved with Brookside School. Families are encouraged to attend Back to School Night, Open House, Spooky Story Night, the costume parade, our Color Run, International Walk to School Day, and Family Game Nights/Book Exchanges. In addition to the annual Kindergarten Graduation, First Grade Sing, Second Grade Winter Program, and school-wide Talent Show, many classrooms invite families throughout the year to student presentations. Parents and family members are encouraged by teachers to volunteer in classrooms. Our PTO reimburses families for the costs of required fingerprinting so family members can volunteer. We have fingerprinting services available at Back to School Night.

Family and community members are an integral part of the School Site Council which takes an active role in helping to provide direction and support for Brookside School. The School Site Council also reviews the district LCAP and provides input into this plan. Reviewing and monitoring the site's Safety Plan and School Plan for Student Achievement are also important roles of this Council.

Teachers, PTO officers, and school administrators communicate with families regularly through newsletters, notices, automated messages home, the school and district websites and Facebook pages, and articles in our local newspapers.

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 (School Year 2020-2021)

Typically, the school is guided by the School Safety Plan, however this year, in addition to the Safety Plan, we also are guided by the Willits Unified School District Brookside Health and Safety Procedures and Protocols, which were created in conjunction with our District Nurse to guide us safely through Covid-19 during distance learning, and as individuals or small groups of students return to school. Typically, our Safety Plan includes...

The School Safety Plan is reviewed and revised yearly by staff, the School Safety Committee, our Parent Teacher Organization and the Site Council. The Safety Plan was revised in November 2019, and there is a complete Safety plan on file at the District Office and at the Site. The well-being and safety of our students is our priority. Adult supervision is provided at all times while school is in session. Visitors to the campus are required to sign in at the office and obtain a visitor's pass. A system is in place for classroom and playground emergency assistance. Safety drills, including monthly fire drills, three lock-down drills, and an earthquake drill are conducted each year. Teams have been developed as part of the emergency plan to ensure that there would be staff assigned to stay with students and others assigned to help with the various tasks required during an emergency.

A site health aide is on-hand during school hours to provide first aid, administer prescribed medications, oversee required vaccinations, and organize health screenings. A licensed R.N. is available for consultation to coordinate special health needs of our students and others in the District. Playground equipment is checked to ensure safety. Behavioral expectations are taught and reviewed with students on a regular basis as part of our Building Effective Schools Together practices (BEST). Behavior standards for all areas of our school are explained and students are taught the expected behaviors. During 2013-2014, the district began implementation of the Elementary School Counseling grant which provided some intervention and counseling for students who need additional assistance. This grant continued in 2014-2015, 2015-2016, and 2016-2017, and included social skills groups, individual counseling, and family support services. Our school and district have continued to offer most of these services after the expiration of the grant.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	1.4	4.9	5.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	22	1	6		18	5	2		22	1	6	
1	22	1	4		24		6		21	1	2	
2	20	3	2		21	1	4		21	3	4	
Other**	5	1							18	1	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see how we used the time this site set aside for continuing education and professional development. In 20/21 we had four days set aside by the district for professional growth. Those full days do not include the opportunities used after school on early release days.

Our professional development for 2020/21 revolves around year 3 of our 3-year SUMS/MTSS Grant, which we received from the State of California and supported by our county office of education. The grant supports our work in implementing Multi-tiered Systems of Support, focusing on academics and attendance because our school-wide data indicated these are areas of needed growth. Our PD is also heavily influenced by remote learning due to Covid-19. Last year, based on the results of assessment, including DIBELS/Acadian Reading, our TK-5 teachers and para-educators utilized instructional strategies for phonemic awareness and phonics (Tiers 1-2), delivered by Trish Martin of Rewiring the Brain/Unlocking the Code. The training was delivered in webinar fashion throughout the school year. Up to four sessions of training were in the service of honing teacher and para-educator skills in presenting phonemic awareness and phonics, to build a strong foundation for learning to read. These strategies continue to be implemented in our teachers' daily pedagogy this year, even through remote learning, as we are a Grade TK-2 school and teaching all students to proficiently read is a primary focus. Our counselor continues to train staff in social/emotional learning and positive discipline, during after school pop-up type meetings, as requested and as data shows a need for support. Additional professional growth for teachers and para-educators is provided as requested, via Zoom or in very small 1-1 meetings. Para-educators are an important part of our instructional team and are always paid to stay late to attend all professional development.

Before school began, training our certificated staff and para-educators received via Zoom in the 2020/2021 year included publisher training in online instructional components (Benchmark Advance and Everyday Math- adopted programs). This year, topics included strategies for working remotely, such as how to use Zoom and 'Distance Learning Playbook' book study series by Fisher and Frey- presented by the authors, et al (brought to us by our county office of education), and academic support in Benchmark Advance Reading, Everyday Math, Reading A-Z/RAZ Kids, New Teacher Benchmark Advance, and Benchmark Advance Writing Training for Grades 2-5.

Since 2011, PLC teams met two to five times per month for forty minutes to review student performance data and analyze student achievement, discuss instructional practices and strategies - based on student data, and develop pacing guides and assessments. During some early release days, staff share training they have received or areas of expertise, e.g., Learning Ally (Tier 2 support for struggling readers), phonemic awareness, etc.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,889	\$44,318
Mid-Range Teacher Salary	\$59,793	\$67,053
Highest Teacher Salary	\$83,753	\$90,163
Average Principal Salary (ES)	\$100,545	\$106,389
Average Principal Salary (MS)	\$113,215	\$113,976
Average Principal Salary (HS)	\$90,701	\$114,214
Superintendent Salary	\$155,000	\$141,066

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28.0	29.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A variety of programs and services exist to support and assist students:

- Intervention in Language Arts and Math provided by general education teachers and para-educators
- Intervention for general education students is provided by the RSP (resource) teacher
- Intervention for students in special education is provided by the RSP (resource) teacher
- Speech is provided for students identified by IEP
- Speech Club is provided for students not identified by IEP by a registered speech pathologist and a speech para-educator

Time is set aside for teachers to collaborate by grade-level and discuss student data and plan in-class interventions during PLC time on average of three Tuesdays per month (40 minutes)

Mendocino County Office of Education is providing support in the following areas:

- Special Education
- Occupational Therapy
- Attendance
- Positive Discipline
- Multi-tiered Systems of Support at all system levels, in conjunction with Blosser Lane Elementary (Grades 3-5) and the school district

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).

California School Dashboard

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,152.2	\$4,051.13	\$9,101.07	\$56,742
District	N/A	N/A	\$9,728.88	\$58,289
State	N/A	N/A	\$7,750	\$68,990

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.7	-2.7
School Site/ State	16.0	-19.5

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