SPSA Year   2017–18   X   2018–19   2019–20

School Plan for Student Achievement and Annual Evaluation (SPSA) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name	Brookside Elementary School

Contact Name and Title	Michael Griffin Principal	Email and Phone	mgriffin@beaumontusd.k12.ca.us 951-845-3473

THE STORY: Briefly describe the students and community and how the school serves them

Brookside Elementary School serves approximately 800 students from Transitional Kindergarten through fifth grade. Our students come from newer communities in the Oak Valley development, as well as more established neighborhoods in Beaumont and Cherry Valley. As one of 7 elementary schools located in the Beaumont Unified School District, it is nestled in the beautiful San Gorgonio Mountain Pass. Brookside is home to 32 teachers, 24 support personnel, a six-hour librarian, one speech and language pathologist, and two full-time specialized academic instructors Our school team, in collaboration with our parents and community, are committed to continual improvement of all of our school programs. AVID, Advancement Via Individual Determination, is a school-wide program with the goal of preparing all students for college readiness and success in a global society. In addition, to our AVID focus, we strive to teach students to be good all around citizens through the implementation of PBIS, Positive Behavioral Interventions and Supports, which explicitly teaches students the steps and skill needed to maintain appropriate behavior where ever they may be. Brookside also provided other youth services including Tutoring Academies, Art Club, Robotics Club, a partnership with the Anti Bullying Institute, and Friday Night Live. Our goal is to provide students with a well-rounded experience and for students to achieve both academically and socially.

Our school demographics are as follows:
Race &Ethnic Groups: 47% Hispanic, 44% White, 3% African American, 2% Asian, and 1% American Indian
Students on Free and/or Reduced lunch program: 50.6%
Special Education Students: 13.8%
English Learners: 6.6%

MISSION

Brookside Elementary School strives to provide high-quality educational opportunities for all students in a safe and secure learning environment through a shared commitment among home, school, and community.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

The Brookside Elementary School (BES) Single Plan for Student achievement for 2018-2019 will focus on the following areas:

LCAP GOAL 1: Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.
1. Professional development for staff on how to improve school climate and culture. We will be sending staff to the Excellence through Equity conference.
2. Develop an attendance improvement plan to encourage and reward students for exemplary attendance and improvement.

LCAP GOAL 2: Beaumont USD will ensure a viable 21st-century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.
1. Add full-time credentialed intervention teacher to provide instruction and data analysis in early literacy to staff and students in grades Kindergarten-2nd grade.
2. Extra support (3.75 instructional aid dedicated to early literacy) will be provided for students Kindergarten-2nd grade struggling with early literacy development.
3. Provide release time for teachers to plan, collaborate, review data, and implement best practices throughout the year. This collaboration will be focused on developing and sequencing instruction for the new ELA curriculum.

LCAP GOAL 3: Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of students.
1.   BES will work with Human Resources to hire and retain the most highly qualified staff for every position from teachers, clerical, custodial, instructional assistance, etc.

NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Brookside Elementary has made tremendous progress in several areas. Specifically Brookside achieved a level of Green on the California School Dashboard in the area of Mathematics and Suspension Rate. We have also seen growth in our ELA scores this year. This growth has been monitored by using the district diagnostic assessments in iReady. We are pleased to see that our Early Literacy and Reading Intervention initiative has shown positive growth and we look for continued growth by adding a full-time intervention teacher and adding the Reinassance Learning Reading Program. The iReady data is listed below.

California School Dashboard
Mathematics - Green in all significant student groups
Suspension Rates - Overall Green (Blue or Green in all but 1 significant student group)

iReady Diagnostic Growth across grades K-5

Diagnostic #1 to Diagnostic #3
ELA- 13% increase in students at grade level or above
ELA- 18% decrease in the number of students scoring at Tier 3 level requiring intensive intervention

Mathematics- 30% increase in students at grade level or above
Mathematics- 18% decrease in the number of students scoring at Tier 3 level requiring intensive intervention

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Our Academic Achievement School Wide Dashboard Performance Levels in ELA were yellow overall. While our overall scores improved, there are greater needs for improvements in our student groups. Our student groups with the greatest needs are our Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students which all scored Orange on the California School Dashboard. In addition to Dashboard Indicators, i-Ready Diagnostic Data shows significant needs in Early Literacy Development. The i-Ready Diagnostic #2 showed 40% of Kindergarten students, 60% of 1st-grade students, and 55% of 2nd-grade students scoring below grade level in reading.

Planned Steps
- Provide planning time for teachers to backward map new curriculum
- Add full-time intervention teacher dedicated to early literacy and reading intervention
- Reduce the hours from 6.0 to 3.75 of the Early Literacy Intervention Instructional Aide due to the addition of the full-time intervention teacher
- Continue Intensive Literacy Intervention Plan
- Continue Data Team Meetings and Protocols
- Utilize Short-Term Common Assessments in Math

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Our most significant performance gaps based on the California School Dashboard are with our Students with Disabilities and our Socioeconomically Disadvantaged. Both groups consistently performed a level below the school-wide overall scores in ELA and Mathematics. Our ELA California School Dashboard overall score was Yellow. However, our Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students performed a level below yhat. In Mathematics, our California School Dashboard overall score was Green and our Students with Disabilities and Socioeconomically Disadvantaged students performed at yellow. In addition to our gaps in ELA and Mathematics, our English Language Learners suspension rate was two levels below the school overall indicator. To address these gaps several initiatives have already been put in place and have shown effectiveness. Our Early Literacy and Reading Intervention Plan, including our Intervention Instructional Aid and our teacher planning time, has been in place for a year and has shown sustained growth throughout the year. We plan on continuing these initiatives that have been successful and add to them to continue to work toward closing our performance gaps. Some new initiatives include a full-time intervention teacher, EL monitoring with ELLevation, and Renaissance Learning Reading Program.

Planned Steps
- Provide planning time for teachers to backward map new curriculum
- Hire Full-time Intervention Teacher
- Continue Early Literacy Intervention Aide for 3.75 hours
- Continue Intensive Literacy Intervention Plan
- Utilize ELLevation for better EL monitoring
- Provide Equity training at the Excellence through Equity Conference
- Provide push in supports to classrooms during Universal Access
- Utilize Renaissance Learning Reading Program

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

Brookside will increase or improve services to low-income, English learners and foster youth by:
1. Developing and implementing a comprehensive MTSS model to provide more immediate support to our students that are struggling through a comprehensive master schedule, Intervention Teacher, and Intervention Instructional Aide.
2. Hiring an intervention teacher that will provide additional academic support to students in Kindergarten through 2nd grade and provide data analysis to teachers.
3. Providing teachers training by attending the Excellence through Equity Conference that will help develop our equity-based decision making.

Annual Update 2017-18 **SPSA Year Reviewed: 2017-18**

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 1	**DISTRICT GOAL:** Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community. **SITE GOAL**: Brookside Elementary School will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

1	2	3	4	5	6	7	8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
a. Increase Parental Involvement
b. Increase Positive Behavior Interventions and Supports
c. Increase student attendance rates
d. Activities to improve school climate and culture

ACTIONS / SERVICES

Action 1

Actions/Services

PLANNED	ACTUAL
Offer multiple quality opportunities for parents/families to participate in school activities.	Maintaining parent/family communication through various social media and digital platforms has allowed us to increase our connection numbers and lower the cost of mailing. Our Coffee with the Principal program has met 3 times this year. We hope to increase this to 6 times per year during the 18-19 school year

Expenditures

BUDGETED	ESTIMATED ACTUAL
Maintain parent/family communication through mailings as well as more modern forms of communication. 3010 Title I 500.00 Coffee with the Principal 0000 LCFF Base 250.00	Brookside used several digital platforms for communication this year including Blackboard, Class Dojo, School Website, Facebook, and Peachjar to communicate with parents as opposed to traditional mailers. 3010 Title I 0 Coffee with the Principal met January 26nd, March 23rd, and May 4th. 0000 LCFF Base 250.00

Action 3

Actions/Services

PLANNED	ACTUAL
Further develop school-wide behavioral skills and provide Professional Development for Certificated and Classified staff by attending the Boys Town Training	Our PBIS program was expanded this year by developing a Reflection Room to help students understand how their decisions have consequences and affect others. This had a positive effect on our students and gave them the time and attention they need to correct their behavior.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Develop learning opportunities in the 16 PBIS behavioral skills. Develop a systematic process for analyzing student behavior data. 0000 LCFF Base 250.00 Professional Development for Boys Town Training 3010 Title I 3000.00	PBIS reflection room materials and supplies 0000 LCFF Base 250.00 Many Brookside staff members have already been through the Boys Town Training and were not in need of a refresher course. In addition, there were other professional development opportunities that teachers were able to take advantage of instead. 3010 Title I 0

Action 4

Actions/Services

PLANNED	ACTUAL
Provide opportunities for the development of positive staff/student/family relationships.	Brookside is very fortunate to have a very active and supportive PTA organization. Brookside and PTA have worked to develop positive staff, student, and parent relationships through Back To School Might, various parent night activities, Talent Show, Boys and Girls Night Out events, and Open House.

Expenditures

BUDGETED	**ESTIMATED ACTUAL**
Provide opportunities for activities, field trips 0707 LCFF S/C 4500.00	PTA provided funds for field trips to be taken allowing these funds to be used else where. 0707 LCFF S/C 0
Read Across America day 3010 Title I 125.00	Brookside provided supplies, refreshments, and certificates to volunteers who participated and read to our students on Read Across America Day. 3010 Title I 125.00

Action 5

Actions/Services

PLANNED	**ACTUAL**
Incentives and Rewards for attendance, behavior, and academic achievement	During the 17-18 school year Brookside held awards assemblies at the end of each Trimester. These awards assemblies recognized students for their academic, attendance, behavioral, and social achievements during the Trimester. Each grade level and teacher is provided the opportunity to reward their students through incentives, trophies, and awards at these times.

Expenditures

BUDGETED	**ESTIMATED ACTUAL**
Incentives, trophies, awards 3010 Title I 1500.00	Incentives, trophies, awards were handed out at an awards assembly at the end of each trimester. 3010 Title I 1500.00

Action 6

Actions/Services

PLANNED	**ACTUAL**
Reduce chronic absenteeism	A plan for reducing chronic absenteeism was created which included conducting a monthly School Attendance Review Team Meeting, making home visits to students having trouble coming to school, and providing rewards and incentives to students who are at school each day.

Expenditures

BUDGETED	**ESTIMATED ACTUAL**
Chronic Absentee Conference registration 3010 Title I 200.00	Assistant principal attended the Chronic Absentee Conference to learn techniques for improving attendance 3010 Title I 200.00
Parent meetings 3010 Title I 500.00	Supplies for monthly (SART) School Attendance Review Team 3010 Title I 500.00
Incentives, rewards, and recognition 3010 Title I 1000.00	Rewards and recognition were provided at trimester assemblies to award our students who are attending school regularly and showing growth. A DJ party was offered as an incentive during CAASPP testing to make sure all of our students were at school each day. 3010 Title I 1000.00

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions were implemented except the implementation of Field Trip opportunities and the continuation of Boys Town/CPI training for classified and certificated staff. The stand out success of implementation is the increase of support for student attendance and achievement. There is an increase in awareness from school and home. Students and parents are aware that attendance counts and is extremely important.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.	Walkthrough data shows a thorough implementation of our PBIS program. Our program works to ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community. The implementation of PBIS skill groups with the help of our Mental Health Counselor has provided social-emotional and behavior support to students in and out of the classrooms. This support has increased the time that students are on task in the classroom by providing them with the skills needed to maintain appropriate behavior and not be sent to the office. Additionally, our PBIS reflection room has provided students with an immediate opportunity to reflect on their actions and develop a plan for improvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were two areas of material difference in this plan. We did not have any staff attend the Boys Town Training, and we did not spend the money designated for field trips. These differences are due largely in part to there no longer being a need for these expenditures. Most of the Brookside Staff have already attended the Boys Town Training and are implementing its strategies in the classroom or playground. The money allocated for field trips was not utilized because support from the PTA provided funds for field trips to be taken.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.	Stakeholder surveys indicate that the focus on providing incentives for students, PBIS skill groups, and structured environments both in and out of the classroom should continue to be a focal point. These actions will decrease student suspension rates, increase attendance rates, and increase academic success by meeting the social-emotional learning need for all students.

[Annual Update 2017-18](#) **SPSA Year Reviewed: 2017-18**

[LCFF Evaluation Rubrics:](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 2	**DISTRICT GOAL:** Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses. **SITE GOAL**: Brookside Elementary School will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.-
	1 2 3 4 5 6 7 8

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

SITE:
a. Resources to support California State Standards ELA/ELD/Math program implementation
b. Staff collaboration to support California State Standards ELA/ELD/Math program implementation
c. Technology
d. Research based practices to support/monitor English Learners
e. Programs to support/provide equal access to all learners

[ACTIONS / SERVICES](#)

Action 1

Actions/Services

PLANNED	ACTUAL
Complete learning walks (vertical grade levels focusing on math and ELA implementation)	Learning walks were held on a need basis by grade level. Several grade levels utilized these funds to co-plan lessons and then observe one another as a chance to gain feedback on best practices.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Professional development 3010 Title I 4800.00	Substitute cost for grade levels observing one another to develop best practices. 3010 Title I 1000.00

Action 2

Actions/Services

PLANNED	ACTUAL
Collaboration time for full implementation of California State Standards and aligned curriculum.	Collaboration time was provided to all grade levels to review data, plan for future instruction, and backward map current assessments. Grade level teams were given the flexibility to use these days throughout the year on an as needed basis. In the 18-19 school year, these days will be focused on new curriculum implementation and data review.

Expenditures

BUDGETED	ESTIMATED ACTUAL
4 full days of Teacher collaboration per grade level team per year 3010 Title I 15000.00	Grade levels used these provided days to review data, plan for future instruction, and backwards map current provided assessments. 3010 Title I 15000.00

Action 3

Actions/Services

PLANNED	ACTUAL
Instructional Rounds 2.0	Instructional Rounds 2.0 was discontinued as a district initiative and the funds were used in other ways.

Expenditures

BUDGETED	ESTIMATED ACTUAL
additional collaboration time for teachers to plan according to findings 3010 Title I 5500.00	Additional collaboration time was not needed due to the Instructional Rounds being discontinued. 3010 Title I 0

Action 4

Actions/Services

PLANNED	ACTUAL
Collaboration time and materials to monitor and support EL students	Brookside held bi-monthly (ELAC) English Language Advisory Committee meetings to review school plans and information, monitor school data, and provide training to parents on school related items. EL coordinators also planned for testing, monitored student progress, and provided training to teachers on the new ELLevation Program.

Expenditures	**BUDGETED** Certificated Substitutes 3010 Title I 1000.00 Materials 3010 Title I 465.00	**ESTIMATED ACTUAL** Provided Certificated Substitutes for EL coordinators to test new students and monitorcurrent students. 3010 Title I 1000.00 Materials and supplies needed for bi-,monthly ELAC meetings 3010 Title I 465.00

Action 5

Actions/Services

PLANNED	ACTUAL
Develop student awareness of college and career opportunities. Implement extra-curricular programs that raise college and career awareness	Field trips were not taken due to difficulties in scheduling and the need for vertical articulation across Beaumont Unified in regards to AVID implementation. Adding additional field trips during the year was difficult to coordinate and arrange. Finding colleges that were not already a part of the AVID implementation plan at the middle school and high school levels add a difficulty in finding appropriate destinations for field trips.

Expenditures

BUDGETED	ESTIMATED ACTUAL
College Field Trips 0707 LCFF S/C 1600.00	Field trips were not taken due to scheduling issues 0707 LCFF S/C 0

Action 6

Actions/Services

PLANNED	ACTUAL
EMT monthly meetings	Educational Monitoring Team meetings were transitioned to 6-8 week cycles. Meeting once a month did not meet the time requirement for teachers to implement new strategies so the time between meetings was increased. We also increased the number of coordinators from 2 to 3 to help with the workload.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Substitutes 3010 Title I 1000.00	Increased EMT coordinators from 2 to 3 people which increased our substitute cost 3010 Title I 1500.00
Additional intervention materials 3010 Title I 500.00	Additional intervention materials were not needed and these funds helped to cover the increase in substitute costs. 3010 Title I 0

Action 7

Actions/Services

PLANNED	ACTUAL
After School Learning Academies	After School Learning Academies did not take place in part because of school start and ending times. The contract times for teachers limited the number of teachers who wanted to do learning academies. This resulted in the learning academies not being utilized.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers 0707 LCFF S/C 8000.00	No teachers were interested in utilizing these funds to provide after school learning oportunities 0

Action 8

	PLANNED	ACTUAL
Actions/Services	AVID implementation (develop college readiness and awareness)	AVID implementation during the 17-18 school year focused on putting the training that had been received over the past 2 years to work. Brookside was also able to take 8 staff members (5 new staff members) to the Summer Institute Training which provides the training needed to continue our goal of being AVID school-wide.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	AVID supplies, binders, agenda 0707 LCFF S/C 1500.00	AVID agendas are provided to every 3rd-5th grade student. This is a part of the AVID curriculum in helping students develop organizational skills to help them be successful. 0707 LCFF S/C 1500.00
	AVID summer institute (9 members of site team) 0707 LCFF S/C 18000.00	Brookside attended AVID summer institute June 13-15. Funds covered registration, lodging, and expenses for 8 members of the site team 6264 Educator Effectiveness 12178.74
	AVID t-shirts (3-5 grade students) 3010 Title I 4000.00	AVID t-shirts were not purchased due to expanding to school wide AVID and the increased cost needed to provide every student school wide a t-shirt. 3010 Title I 0
	AVID pathways training (13 teachers) 3010 Title I 10500.00	Teachers did not attend Pathways training during the year. Instead we opted for them to attend Summer Institute. 3010 Title I 0

Action 9

Actions/Services

PLANNED	ACTUAL
Materials/Resources for full implementation of technology	Broken and aging technology required more funds to be spent during the 17-18 school year. 16 computers were purchased to replace equipment that needed to be obsoleted or was complete broken. In addition to computers, projectors were added to the conference rooms and MPR to provide optimum 21st century learning environments that can be used by staff and students in a variety of ways.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Tech Equipment Repair/Replacement 0707 LCFF S/C 10000 Digital Content Portal subscription 3010 Title I 1700.00	Tech Equipment Repair/Replacement computers, Chromebooks, earbuds, Smartboard, projector, and printers. 25000.00 Digital Content Portal provides content for our teachers and students to find non-fiction books to help students perform research on subjects in our Science Units of Study 1700.00

Action 10

Actions/Services

PLANNED	ACTUAL
K-2 Early Literacy Focus	During the 17-18 school year, the K-2 Early Literacy focus was extremely successful. By consulting with Literacy and Learning Systems, teachers were taught various instructional strategies and provided in-depth data analysis for student achievement. In addition to the professional development that was received, a comprehensive plan for instruction and assessment was created. The addition of the Early Literacy Intervention Instructional Aide was very helpful in lowering small group size and creating more individualized learning opportunities.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Consultation with Literacy and Learning Systems 0707 LCFF S/C 16000.00 6 Hour Early Literacy Intervention Instructional Aide 0707 LCFF S/C 32,000.00	Consultation with Literacy and Learning Systems 0707 LCFF S/C 16000.00 6 HR Early Literacy Intervention Instructional Aide position was not able to be filled until mid-year resulting in a change in spending. 0707 LCFF S/C 15,000.00

Action 11

Actions/Services

PLANNED	ACTUAL
Lego Robotics Professional Development	Lego Robotics Professional Development Training was postponed due to district provided training that required

	teachers to be out of the classroom for extend amounts of time
Expenditures	**BUDGETED** Training 3010 Title I 5000.00	**ESTIMATED ACTUAL** Training was not provided 3010 Title I 0

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions were implemented except the implementation of Learning Academies and the continuation of Instructional Rounds 2.0 professional development for certificated staff. The stand out success of implementation is the increased supports for Early Literacy. There is an increase in our focus on literacy intervention across all grade levels and school-wide effort to improve the early literacy deficits.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.	All areas of the goal have been affected by the plan. Stakeholders have provided support for the increased concentration on Literacy and our efforts to continue to renew and replace aging technology to provide the best 21st-century environment that we can.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were a few areas where material differences occurred. The professional development time provided for Instructional Rounds 2.0, 6 Hour Instructional Aide, AVID T-shirts, and the After School Learning Academies. 1. Instructional Rounds were discontinued this year and these funds were no longer need to provide release time to teachers. 2. The 6 Hour Instructional Aide was not hired until January 2018 and only a portion of the budgeted amount was used. 3. The after-school Learning Academies were not implemented due to interest and difficulties in scheduling. 4. Expanding AVID to school-wide increased the amount needed to provide T-shirts for every student.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.	Stakeholder input indicates that the focus of providing Early Literacy Intervention should continue to be a focal point. These actions will ultimately increase student achievement and close our achievement gaps for all grade levels. However, to better serve students a full-time credentialed Intervention Teacher has been added for the 18-19 school year to focus on Early Literacy and Reading Intervention. With the addition of a full-time intervention teacher, the School Site Council determined that it was in the school's best interest to reduce the 6-hour Instructional Intervention Aide to 3.75 hours.

Annual Update 2017-18   SPSA Year Reviewed: 2017-18

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 3	**DISTRICT GOAL:** Beaumont Unified School District will provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the school facilities. **SITE GOAL**: Brookside Elementary School will provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the school facilities.

1	2	3	4	5	6	7	8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
a. Material resources for classrooms and teachers
b. Provide professional development opportunities

ACTIONS / SERVICES

Action 1

Actions/Services

PLANNED	ACTUAL
Purchase instructional materials and supplies.	Instructional materials and supplies were purchased to provide teachers with a small classroom budget and access to copier machines. Teachers use their classroom budgets to purchase supplies like folders, pencil, paper, and other various items that are needed during the year for students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Classroom Supplies 0000 LCFF Base 6500.00	Classroom Supplies 0000 LCFF Base 6500.00
Printer Ink Cartridges 0000 LCFF Base 2000.00	Printer Ink Cartridges 0000 LCFF Base 2000.00
Konica copier cost per copy 0000 LCFF Base 6700.00	Konica copier cost per copy 0000 LCFF Base 6700.00
Copier lease/maintenance agreements	Copier lease/maintenance agreements 0000 LCFF Base 3850.00
0000 LCFF Base 3850.00	

Action 2

Actions/Services

PLANNED	ACTUAL
Purchase Office Supplies	Office supplies were purchased to support teachers with the supplies that they needed in the classroom. Teachers have relied heavily on copy paper and the copiers to provide students with instruction and resources over the past few years. Providing paper has been our and continued to be our largest supply cost.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Office Supplies 0000 LCFF Base 13000.00	Office 0000 LCFF Base 13000.00

Action 3

Actions/Services

PLANNED	ACTUAL
Purchase playground equipment	Playground equipment was purchased for students to utilize during recess and PE. Soccer nets, various types of balls, jump ropes, and other equipment were used by teachers and students through out the year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Playground Equipment 0000 LCFF Base 1500.00	Playground Equipment 0000 LCFF Base 1500.00

Action 4

Actions/Services

PLANNED	ACTUAL

	Classified/ Certificated Professional Development Conferences.	Brookside provides the opportunity for staff to attend a variety of professional development events. Staff attended the RCOE NGSS roll out at the University of California, Chronic Absenteeism Conference, Excellence through Equity conference, multiple RCOE sponsored events, as well as several others.
Expenditures	**BUDGETED** Conferences and Professional Development Illuminate, QUE, CMC, RCOE trainings 3010 Title I 10000.00	**ESTIMATED ACTUAL** Conferences and Professional Development costs including registration, mileage, food, and lodging expenses. 3010 Title I 10000.00

Action **5**

	PLANNED	**ACTUAL**
Actions/Services	Site Supplies and improvements	Backpack carts were purchased to help with organization and student safety. The carts have helped meet our organization focus outlined in our AVID school goals as well as creating a safe and orderly place for students to learn.
Expenditures	**BUDGETED** Classroom Backpack Carts 0707 LCFF S/C 5000.00	**ESTIMATED ACTUAL** Classroom Backpack Carts 0707 LCFF S/C 5000.00

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of these actions have been successful and meet the intended goals. Teachers and staff have had the opportunity to attending professional development training and bring back lessons that they have learned to their colleagues. Attending these training has had a profound effect on our school and has lead to changing past practices.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.	The actions have been effective and will continue on into the coming years. Brookside will continue to look for best practices in an attempt to be continually improving. By providing staff the opportunity to see new techniques or opportunities to learn about new educational standards helps us continue to push forward and grow as an organization. These opportunities have lead to improving our attendance policies, developing Science units of study, and school-wide approach to our goals in AVID.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

There were no changes made to the expected outcomes and the achieved goals.

Stakeholder Engagement

SPSA Year | 2018–19 |

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?
BES staff consults on the SPSA in multiple settings. Here is a list: 1. SSC, School Site Council, meets monthly. We discuss SPSA at every meeting. We evaluated the plan in September 2017 and again in May 2018. 2. ELAC, English Language Advisory Committee, meets bi-monthly. We discuss the SPSA at every meeting. We evaluated the plan in September 2017 and again in May 2018. 3. Twice a trimester, as principal, I do a "Coffee with the Principal" where parents are invited to come and talk about concerns and to gather ideas for future SPSA. 4. California Healthy Kids Survey data collected annually and provides student opinion data on current issues and concerns at the school site.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?
1. The stakeholders (SSC and ELAC) are critical in the direction the school takes with initiatives. An example of this is our focus on early literacy. When our stakeholders were informed of our early literacy scores and the effects that these scores have on the future of our students, it was very clear that they were not satisfied with the current level of success. Consequently, our plan was adjusted to provide training and resources in these areas. The most significant change was the addition of a full-time intervention teacher dedicated to Early Literacy and Reading Intervention. The stakeholders believe that in order to best serve our students getting the most highly trained person was of the utmost importance. This is evident in our transition from a 6-hour Instructional Intervention Aide position in 17-18 to a full-time Intervention Teacher and a 3.75-hour Instructional Intervention Aide for the 18-19 school year. 2. "Coffee with the Principals" is an event for parents to come and have casual conversations with the administrators. Our conversations are based on school improvement and current concerns. These conversations help shape the SPSA to represent what the goals are of our school community. 3. Review of the California Healthy Kids Survey helps us understand what and how our students are feeling. Students feeling safe and secure at school is and will continue to be a priority.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael Griffin	X				
Brielan Sadler		X			
Anne Sciarra				X	
Jennifer Ruvalcava				X	
Lindsey Silvestrini				X	
Jilian Lopez		X			
Vanessa Silva		X			
Jessica Jamison				X	
Rana Olsen				X	
Dalilia Janos			X		
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 1	**DISTRICT GOAL:** Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community. **SITE GOAL:** Brookside Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

State and/or Local Priorities Addressed by this Goal	STATE 1 2 X 3 4 X 5 X 6 7 8 COE 9 10
Identified Need from the Annual Evaluation and Analysis	A positive environment and positive relationships foster an increase in student academic achievement. This will continue to be a site focus as we want to maintain this successful culture at Brookside. Although there is a high level of participation at our family events, attendance at parent information meetings, training and committee meetings is still lower than we would like. Our new school website will also be maintained to include school information and to highlight positive things happening on campus. The progress of this goal will be evaluated using student attendance, suspension data, PBIS minor and major incident reports in Illuminate, parent concerns, attendance as evidenced by sign-in sheets for parent meetings, the appearance of the physical environment, student participation in extracurricular activities/clubs, SART meeting contracts, record of Parent Link messages, and social media page likes.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
California Healthy Kids Survey	76% participation rate by 5th grade students	Increase to 84% participation	Increase to 88% participation	Increase to 92% participation
Suspension Rate	Dashboard Indicator All student groups had an indicator color of green with the exception of our EL students. EL students- Orange	All student groups will remain in the Blue and Green indicator areas. EL students will increase to Green	All student groups will remain in the Blue and Green indicator areas.	All student groups will remain in the Blue and Green indicator areas.
Chronic Absenteeism Rate	School- 11.3% English Learner- 12.5% Foster Youth- 21.4% Homeless Youth- 21.7% Socioeconomically Disadvantaged- 15.3% Students with Disabilities-14.4%	School- Maintain 10% or less English Learner- 10% Foster Youth- 12% Homeless Youth- 12% Socioeconomically Disadvantaged- 11.5% Students with Disabilities-11%	School- Maintain 10% or less English Learner- 10% Foster Youth- 10% Homeless Youth- 10% Socioeconomically Disadvantaged- 10% Students with Disabilities-10%	School- Maintain 10% or less English Learner- 10% Foster Youth- 10% Homeless Youth- 10% Socioeconomically Disadvantaged- 10% Students with Disabilities-10%

Attendance Rate All students	94.8%	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
Attendance Rate TK/K	94.2%	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All X Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners X Foster Youth X Low Income

ACTIONS/SERVICES

Attend Excellence through Equity Conference for professional development. Provide registration, lodging, and meal reimbursement for staff attending conference.	site administration, leadership team, site secretary	Ongoing	6000.00 0707 LCFF S/C

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners Foster Youth Low Income

ACTIONS/SERVICES

| Implement attendance improvement plan that will includes incentives, rewards, and parent outreach. (Split between Title 1 and LCFF) | site administration, leadership team, site secretary | Ongoing | 500.00 3010 Title I

500.00 0707 LCFF S/C |
|---|---|---|---|

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All Students with Disabilities [Specific Student Group(s)]	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	English Learners Foster Youth Low Income	

ACTIONS/SERVICES

Provide Professional Development opportunities for staff.	site administration, leadership team, site secretary	Ongoing	2000.00 3010 Title I

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	All Students with Disabilities [Specific Student Group(s)]	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	English Learners Foster Youth Low Income	

ACTIONS/SERVICES

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 2	**DISTRICT GOAL:** Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses. **SITE GOAL:** Brookside will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.
State and/or Local Priorities Addressed by this Goal	STATE 1 X 2 3 X 4 X 5 6 X 7 X 8 COE 9 10
Identified Need from the Annual Evaluation and Analysis	Brookside Elementary continues to show areas of improvement based on Dashboard Data and local assessments. A focus on English Language Arts, Math, and English Learners will continue as we strive for college and career readiness. This includes implementation of AVID WICOR strategies in all classrooms and continual staff development on high impact strategies. Students need opportunities for exposure to college and career possibilities and higher level thinking skills. The implementation of the new ELA adoption (Wonders) will contribute to positive student gains in ELA. Data used to measure the effectiveness of this goal includes CAASPP, i-Ready, English learner progress data (including ELPAC), AR data, Progress Adviser data, EMTs and common grade level assessments.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
ELA Dashboard results	The current ELA Dashboard color is Yellow overall school wide. Student Group Performance Socioeconomically Disadvantaged - Orange Students with Disabilities - Orange Hispanic - Orange White - Green	The 18-19 goal for ELA Dashboard color is Green overall. Student Group Performance Socioeconomically Disadvantaged - Yellow Students with Disabilities - Yellow Hispanic - Yellow White - Blue	The 19-20 goal for ELA Dashboard color is Green overall. Student Group Performance Socioeconomically Disadvantaged - Blue Students with Disabilities - Green Hispanic - Green White - Blue	The 20-21 goal for ELA Dashboard color is Blue overall. Student Group Performance Socioeconomically Disadvantaged - Blue Students with Disabilities - Blue Hispanic - Blue White - Blue
iReady Early Literacy Performance - Diagnostic #3	The current Diagnostic #2 results Kindergarten - 40% of students below grade level	Diagnostic #3 results Kindergarten - 30% of students below grade level	Diagnostic #3 results Kindergarten - 20% of students below grade level	Diagnostic #3 results Kindergarten - 10% of students below grade level

	1st Grade - 60% of students below grade level 2nd Grade - 55% of students below grade	1st Grade - 30% of students below grade level 2nd Grade - 30% of students below grade level	1st Grade - 20% of students below grade level 2nd Grade - 20% of students below grade level	1st Grade - 10% of students below grade level 2nd Grade - 10% of students below grade level
Implementation of AVID WICOR strategies, as measured by Progress Advisor walkthrough data.	Current data reports WICOR strategies observable 61.0% of the time during walkthroughs.	Increase to 70%	Increase to 80%	Increase to 90%
Implementation of new curriculum, as measured by Progress Advisor walkthrough data.	Distict is adopting new ELA curriculum for the 18-19 school year.	100% of classes will utilize new curriculum as measured through progress adviser walk through data	100% of classes will utilize new curriculum as measured through progress adviser walk through data	100% of classes will utilize new curriculum as measured through progress adviser walk through data
English Learner Progress Indicator	23 out 25 students advanced or maintained resulting in a status level ranking of - Very High	Maintain Very High Status Level	Maintain Very High Status Level	Maintain Very High Status Level
CAASPP Math Results	The current Math Dashboard Indicator color is Green overall Student Group Performance Socioeconomically Disadvantaged - Yellow Students with Disabilities - Yellow Hispanic - Green White - Green	The 18-19 goal for Math Dashboard Indicator color is Green or Blue for ALL student groups.	The 19-20 goal for Math Dashboard Indicator color is Green or Blue for ALL student groups.	The 20-21 goal for Math Dashboard Indicator color is Green or Blue for ALL student groups.

PLANNED ACTIONS / SERVICES

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	X All	Students with Disabilities	[Specific Student Group(s)]

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

Hire 3.75 Intervention Instructional Aide to help provide small group instruction for students learning to read.	Site administration	Ongoing	14,278.00 0707 LCFF S/C

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

Provide 4 planning days for teachers to be used throughout the year. This release time will provide teachers the opportunity to review data, review assessments, and plan for student success within the new curriculum.	Site administration, leadership team, site secretary	Ongoing	17,500.00 0707 LCFF S/C

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

Provide release time for Education Monitoring Teams to meet 4 times per year. EMT teams meet to plan interventions and monitor struggling student progress throughout the year.	Site administration, leadership team, site secretary	Ongoing	1668.00 3010 Title I

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

Learning Academies are outside of the school day. These academies provide enrichment and intervention to students throughout the year.	Site administration, leadership team, site secretary	Ongoing	1000.00 0707 LCFF S/C

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

The Intervention Teacher will support students by providing comprehensive academic interventions with targeted focus on students most at-risk of not meeting standards by the end of 3rd grade. Particular emphasis will be on early literacy support. (0.5 FTE funded through district LCAP/Carryover Title I funds, 0.5 FTE funded through site plan)	School Principal in consultation with Instructional Support Services	Ongoing	45000.00 3010 Title I

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	X All Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	English Learners Foster Youth	Low Income

ACTIONS/SERVICES

Utilize Renaissance Learning (AR Reader) Reading Program to encourage students to read and increase comprehension skills school wide.	Site administration, leadership team, site secretary	Ongoing		5722.00 0707 LCFF S/C

Goals, Actions, & Services 2018-19

LCFF Evaluation Rubrics: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

Goal 3	**DISTRICT GOAL:** Beaumont Unified School District will provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the school facilities. **SITE GOAL:** Brookside Elementary School will provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the school facilities.

State and/or Local Priorities Addressed by this Goal	STATE X 1 2 3 4 5 6 7 8 COE 9 10
Identified Need from the Annual Evaluation and Analysis	Brookside will provide optimal educational experiences for students by ensuring all teachers are properly credentialed and certified to teach English learners. All staff will be appropriately trained in site initiatives including training related to PBIS, i-Ready, BELIEF, ELLevation and Wonders ELA.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Collaborate with human resources to monitor teacher credentialing and assignment	100 percent of teachers are fully credentialed and working within their classification.	Maintain 100 percent of teachers are fully credentialed and working within their classification.	Maintain 100 percent of teachers are fully credentialed and working within their classification.	Maintain 100 percent of teachers are fully credentialed and working within their classification.
Collaborate with Maintenance & Operation to maintained and stays in proper working order for students	Maintenance has implemented a new work order system that has helped stream line services and has increased the completion of work.	Collaborate with M&O to make sure that work orders are being completed in a timely manner	Collaborate with M&O to make sure that work orders are being completed in a timely manner	Collaborate with M&O to make sure that work orders are being completed in a timely manner
Coordinate with Library Technician to make sure 100% of pupils have the required materials	All pupils have received 100% of the required material	All pupils receive 100% of the required material	All pupils receive 100% of the required material	All pupils receive 100% of the required material

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	X Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

All pupils have required instructional materials	Principal	6/30/2019

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	X Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

Site is maintained and in good repair	Principal Maintenance & Operation	6/30/2019

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X All	X Students with Disabilities	[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	X English Learners	X Foster Youth	X Low Income

ACTIONS/SERVICES

Teachers have the required credentials and are assigned appropriately	Human Resources	6/30/2019

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in parent and family engagement.
SCHOOL GOAL #1:
Brookside Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's Parent and Family Engagement Reservation to support the district-wide Parent Academies.	Ongoing	Coordinator of Parent Engagement and Expanded Learning	Parent Academy		Title I	1000.00

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1.   The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2.   The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3.   The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[   ]   State Compensatory Education Advisory Committee

                                            Signature

[X]   English Learner Advisory Committee

                                            Candiceson Prewien

                                            Signature

[   ]   Special Education Advisory Committee

                                            Signature

[   ]   Gifted and Talented Education Program Advisory Committee

                                            Signature

[   ]   District/School Liaison Team for schools in Program Improvement

                                            Signature

[   ]   Compensatory Education Advisory Committee

                                            Signature

[   ]   Departmental Advisory Committee (secondary)

                                            Signature

[   ]   Other committees established by the school or district (list):

                                            Signature

4.   The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5.   This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6.   This SPSA was adopted by the SSC at a public meeting on April 23, 2018.

Attested:

Michael Griffin
Typed Name of School Principal   Signature of School Principal   Date 4/23/18

Vanessa Silva
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date 4/23/18

Brookside Elementary School
Parental Involvement Policy

Note: In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy which contains information required by Section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

*   *   *   *

PART I: GENERAL EXPECTATIONS

Brookside Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute to parents of participating children, a School Parental Involvement Policy.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform way. To the extent practicable, the school will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out the programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II: IMPLEMENTATION OF REQUIRED SCHOOL PARENTAL INVOLVMENT POLICY COMPONENTS

1. Brookside Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.
    - Brookside's School Site Council will annually appoint a subcommittee of its members, including parents and school staff, to provide ongoing evaluation and implement updates to the School Parental Involvement Policy.
2. Brookside Elementary School will take the following actions to distribute to parents of participating children and the local community the School Parental Involvement Policy.
    - The policy will be given to parents at the beginning of each school year. It will also be posted on the school website for community access. Updates will be distributed in regular school mailings as applicable.

3. Brookside Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.
   - The School Parental Involvement Policy will be updated annually or as needed during the school year.
4. Brookside Elementary School will inform parents of the following at its annual Back to School Night:
   - that their child's school participates in Title I (Targeted Assistance).
   - about the requirements of Title I (Targeted Assistance).
   - of their rights to be involved.
   - the state's academic content standards.
   - the state's student academic achievement standards.
   - the state and local assessments including alternate assessments.
   - how to monitor their child's progress, and
   - how to work with educators.
5. Brookside Elementary School will provide timely information about the Title I program to parents of participating students in a timely manner.
6. Brookside Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at its Back to School Night and as applicable.
7. Brookside Elementary School will provide parents of participating children if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through the following:
   - Educational Monitoring Team meetings with parents and teachers.
   - IEP meetings with parents, teachers, and school administrators/designees for qualified students.
   - 504 Plan meetings with parents, teachers, and school administrators/designees for qualified students.
8. Brookside Elementary School will submit to the district any parent comments if the schoolwide plan under section 1114(b)(2) is not satisfactory to parents of participating children.

PART III: SHARED RESPONSIBLIITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Brookside Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involving parents and the community improve student academic achievement, through the following activities specifically described below:
   - Educational Monitoring Team meetings designed to develop a coordinated approach between home and school to improve student achievement
   - Implement Connect-Ed phone messages, allowing more frequent and immediate messaging from school to parent
   - At least once each trimester, send updated progress reports to all parents detailing their child's progress in each class
   - Keep the school website current and up-to-date to provide immediate access to information

2. Brookside Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievements, such as literacy training, using technology, as appropriate, to foster parental involvement by:
   - Providing periodic workshops in cooperation with district programs which may include such topics as Community Based English Training, internet safety, personal safety, health and nutrition, and parenting exceptional learners.
   - Implementation of the Family Literacy Project.
   - Family Fun Nights sponsored by PTA
   - Read Across America
   - Partnership with Boys and Girls Club (before/after school care and enrichment)
3. Brookside Elementary will, to the extent feasible and appropriate, ensure that information related to the school and parents (programs, meetings, and other activities) is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. This would also apply to public announcements made via the automated phone messaging system.
4. Brookside Elementary will maintain support for Brookside's Parent Teacher Association.
5. Brookside Elementary will encourage parent volunteerism in the classroom and at extra-curricular activities.

PART IV: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A (Targeted Assistance) programs, as evidenced by the Brookside School Site Council.

This policy was adopted by the Brookside Elementary School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A (Targeted Assistance) children, as well as made available to the local community. Brookside Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, a copy of this policy will be provided to parents in a language the parents can understand.

I can verify that this plan has been reviewed and approved by the Brookside Elementary School Site Council.
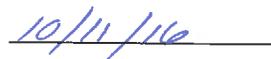

SSC Chairperson

Date 11/7/16

Principal

Date 10/11/16
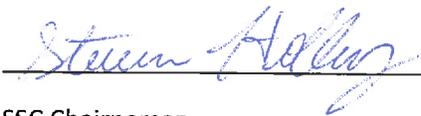
BROOKSIDE ELEMENTARY SCHOOL
PARENT, STUDENT, STAFF PLEDGE
(School-Parent-Student Compact)

Staff Section

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability.

- Teach grade level skills and concepts
- Strive to address the individual needs of your student
- Communicate with you regarding your student's progress
- Provide a safe, positive and healthy learning environment for your student
- Communicate homework and class work expectations
- Provide appropriate work for extended absences
-

* * * * *

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Get to class on time every day, prepared with all necessary materials
- Record assignments daily
- Return completed homework on time
- Be responsible for my own behavior
- Be a cooperative learner
- Ask for help when needed
-

* * * * *

Parent Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability.

- Encourage my student to complete his/her homework
- Review all school communications and the weekly assignment calendar
- Attend Back to School Event, Open House, and other school events
- Encourage my student to engage in reading activities for at least 15 minutes each day
- Provide a quiet place/time for my student to do homework
- Make sure my student gets adequate sleep and has a healthy diet
- Support the school's/district's homework, discipline and attendance policies
- Request work from the school in the event of extended absence
- Assume the primary responsibility of communicating with teacher
-

SSC Approved ___SH___