Brookhaven Elementary School

Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room schoolhouses and, with courage, hard work, and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District community as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. Last year marked the launch of The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs, and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students first and foremost, our district employees, families and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key Focus Areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff, and parents as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2014-15 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents, and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Doug Domene, Ed.D.
Superintendent

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

Core Values - What We Stand For and Represent

Excellence
We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration
We work together with all members of our school community to ensure student success.

Integrity
We foster relationships that promote respect, service and honesty to ensure the well-being of all students.

Innovation
We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

PYLUSD: Where...

Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future

Happens!

Para español visita:
www.pylusd.org

School Mission Statement

It is the mission of Brookhaven Elementary School that all students will grow to reach his or her full potential. Through current evidence-based teaching practices, high expectations, interventions, and ongoing collaboration among the staff, we will work together to build strong home-to-school connections in order to foster students' ability to reach their personal best.

School Safety

Brookhaven's Safety Plan is reviewed annually by the administration and staff. It was last reviewed, updated and discussed with school staff in October 2014. Brookhaven has a comprehensive safety plan that includes a behavior plan that equitably applies incentives, and consequences for appropriate and inappropriate behavior. Students are recognized for good behavior through Star Cards and awards in the classroom. Classroom teachers all have classroom management plans that reinforce good behavior and provides for consequences for violation of classroom rules. Behavior notifications are sent to parents to inform them of violations to schoolwide rules. At the beginning of the school year, a Parent-Student Handbook is sent home, and parent signatures are provided indicating that they have reviewed school rules with their child. Internet-use forms are also signed by students promising to adhere to the Internet-use rules at school. Brookhaven provides student access to a counseling intern; implements Character Trait Curriculum; implements a fire, earthquake, lockdown, and disaster emergency plan and conducts monthly emergency drills. The staff has participated in CPR training and is certified.

Food service has implemented a student healthy-choices program during lunch. Students are offered food choices that now have fewer fats and lower sugar content than in the past. During physical education, students learn how to have a safe and healthy lifestyle. This program teaches students about good nutrition, and the importance of lifelong exercise planning, as well as team sports and how to play them safely.

At the beginning of each school year an antibullying assembly is scheduled to teach students, through role-playing, how to respond to a bully, and how to avoid being a victim. They are taught skills that promote good citizenship through mentoring, leadership and community service. Our student council offers multiple opportunities for students to participate in community service activities, and leadership opportunities. All of these programs promote safety at Brookhaven.

Principal's Message

Dear Brookhaven families,

Welcome! I am looking forward to another outstanding year at Brookhaven Elementary school. Thank you for taking the time to review our school. I feel fortunate to be a part of the Brookhaven staff as the principal. I have genuine concern for students that I work with and have high behavioral and academic expectations. I look forward to making a positive impact on your children as I get to know them through the many events that have been planned for the year.

Brookhaven is an outstanding school with high academic achievement and has been awarded the California Distinguished School Award and the National Blue Ribbon award over the years. This is a great accomplishment, and I want to thank the staff, students, and parents for their hard work and for putting students first.

As you know, you are a vital part of your child's education. My hope is that we can work together to help your child find success now and in the future. Please feel free to contact me at any time with questions, comments, or concerns. I will be happy to discuss your child and our school with you and hope that we can work together to make this a wonderful learning environment for everyone.

Our PTA continues to provide us with funding for activities that enrich our students. They are always in need of volunteers to assist them with fundraising and other activities. If you would like to volunteer, please contact our PTA through the school office. The biggest way you can make a difference is by becoming a PTA member.

I am very excited about all the educational opportunities that are students will get to experience and am confident that it will be a great year for all of us.

David Cammarato, Principal

School Description

A Great Place to Learn and Grow:

Brookhaven was opened in 1969 as a teaching school in collaboration with California State University, Fullerton and continues to be a place where teachers and staff maintain a culture of learning and growing. Brookhaven is nestled in a tight-knit community of Placentia and has a reputation of high academic standards; well-behaved students; and a friendly, welcoming place to learn and work. When visitors and new parents step on campus, their comments are often, "What a wonderful school! People are very friendly. Students are well behaved and enthusiastic!" Brookhaven provides many supports to students and their families. Counseling interns, health clerk and nurses, Fibo art program and the Walk Through program that provided hands-on, active participation in the area of social studies. Physical education is an important part of learning. Students are encouraged to make good choices for a lifetime that support physical and emotional health. Enrichment programs after-school support students with a well-rounded, comprehensive education. Brookhaven is an outstanding place to learn and is a place where students achieve at high levels, and students are well-prepared for middle school when they leave Brookhaven.

Parental Involvement

Brookhaven welcomes parent involvement at our school. On any given day, parents are on campus helping support our teachers and students in a variety of ways.

Whether it is working in a child's classroom or being involved with the PTA or a host of other activities around campus, we welcome parents into our school. Below you will find a list of some of the activities that you may want to get involved with.

- PTA board and committees
- School Site Council
- English Language Acquisition Committee
- Helping with small groups in the classroom
- Preparation of materials for the classroom
- Updating the marquee
- Book Fair
- Fundraising
- Outdoor Education Coordination
- Office support
- Teacher Appreciation Day
- Classroom parties
- Room parents

For more information on how to become involved at the school, please contact the PTA President at (714) 986-7110.

Enrollment by Student Group

The total enrollment at the school was 567 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2013-14 School Year

Filipino 1.4%
Native Hawaiian or Pacific Islander 0.2%
Black or African-American 1.4%
Asian 12.9%
American Indian or Alaska Native 0.5%
Hispanic or Latino 26.8%
White 55.6%
No Response 0.4%
Two or More Races 0.9%

Socioeconomically disadvantaged	12.20%
English learners	6.20%
Students with disabilities	11.60%
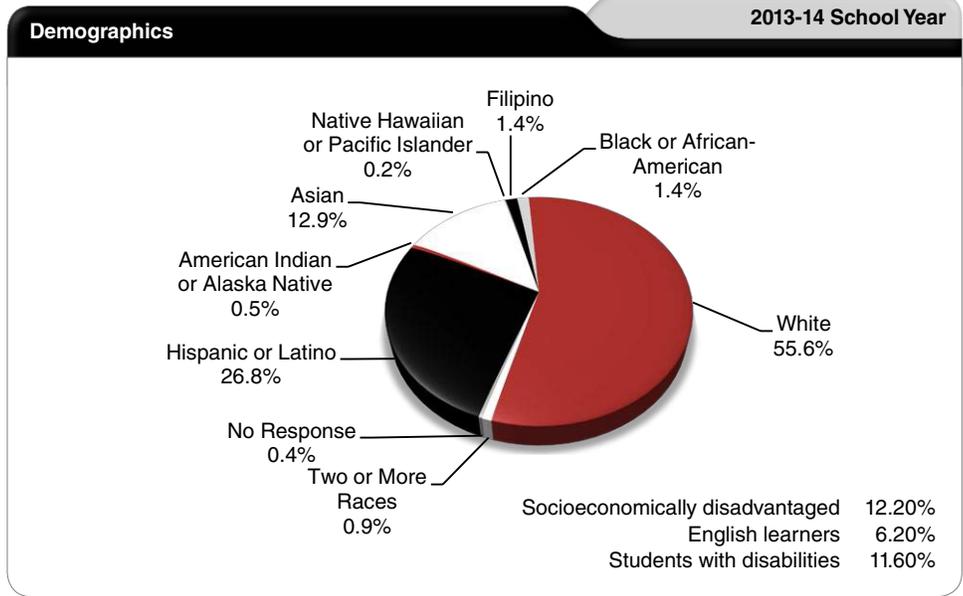
Enrollment by Grade Level

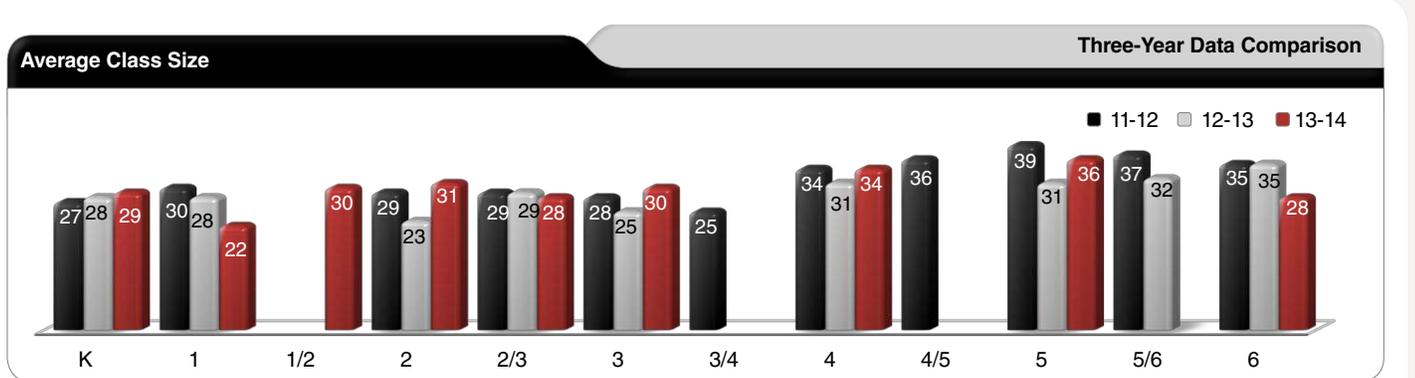The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade

Grade	Students
K	146
1	76
2	63
3	75
4	78
5	72
6	57
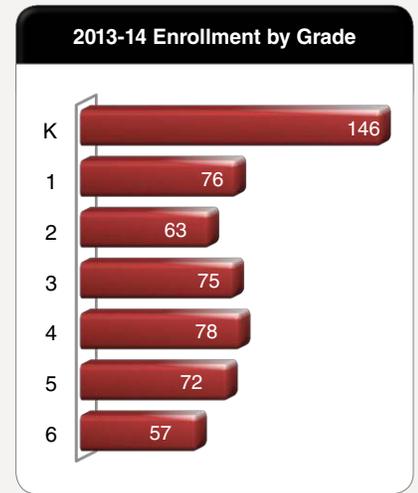
Number of Classrooms by Size — Three-Year Data Comparison

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2		1	2			3	
1		2			2		2		
1/2								1	
2		2			2			1	
2/3		1			1			1	
3		1			2			2	
3/4		1							
4			1		2				2
4/5			1						
5			1		1				2
5/6			1			1			
6			1			2		2	

Average Class Size and Class Size Distribution

The table displays the three-year data for the number of classrooms by size and the bar graph displays the three-year data for average class size, including combination classes.

Average Class Size — Three-Year Data Comparison

Legend: ■ 11-12 ▫ 12-13 ■ 13-14

Grade	11-12	12-13	13-14
K	27	28	29
1	30	28	22
1/2			30
2	29	23	31
2/3	29	29	28
3	28	25	30
3/4	25		
4	34	31	34
4/5	36		
5	39	31	36
5/6	37	32	
6	35	35	28

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Brookhaven ES			Placentia-Yorba Linda USD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	63%	86%	72%	74%	76%	78%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	78%
All students at the school	72%
Male	74%
Female	71%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	71%
Native Hawaiian or Pacific Islander	❖
White	72%
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts and mathematics. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Brookhaven ES			Placentia-Yorba Linda USD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	85%	80%	81%	69%	71%	71%	54%	56%	55%
Mathematics	86%	81%	84%	69%	70%	71%	49%	50%	50%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	10	9	10
Similar Schools API Rank	9	2	7

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API			2013 Growth API and Three-Year Data Comparison		
Group	**2013 Growth API**			**Brookhaven ES – Actual API Change**		
	Brookhaven ES	**Placentia-Yorba Linda USD**	**California**	**10-11**	**11-12**	**12-13**
All students	917	873	790	21	-33	18
Black or African-American	❖	828	707	■	■	■
American Indian or Alaska Native	❖	897	742	■	■	■
Asian	948	959	906	■	■	■
Filipino	❖	911	867	■	■	■
Hispanic or Latino	875	808	743	42	-70	40
Native Hawaiian or Pacific Islander	❖	915	773	■	■	■
White	924	901	852	20	-22	14
Two or more races	❖	914	845	■	■	■
Socioeconomically disadvantaged	808	794	742	■	■	■
English learners	773	760	717	■	■	■
Students with disabilities	755	708	616	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Professional Development

To support teachers during the one day of Preservice in August, 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards. Specific focus areas for Preservice 2014 included unwrapping the ELA Speaking and Listening standards, the ELD Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For Preservice training, teachers attend workshop presentations at various sites in grade level and content area groupings. Trainers are mostly comprised of trained district staff with outside presenters as needed and appropriate. For 2014, the Preservice training was one all-day training.

Follow up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all day trainings, site support, and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction, and assessment.

Professional Development Days	
2012-13	0 days
2013-14	1 day
2014-15	1 day

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	Brookhaven ES	2013-14 School Year Placentia-Yorba Linda USD
Met overall AYP	⁂	⁂
Met participation rate		
English language arts	⁂	⁂
Mathematics	⁂	⁂
Met percent proficient		
English language arts	⁂	⁂
Mathematics	⁂	⁂
Met graduation rate	✖	⁂

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	Brookhaven ES	2014-15 School Year Placentia-Yorba Linda USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2013-2014
Year in Program Improvement*	✧	Year 1
Number of schools identified for Program Improvement		7
Percent of schools identified for Program Improvement		87.50%

⁂ For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

✧ Not applicable.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status			2014-15 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			10/6/2014
Date of the most recent completion of the inspection form			10/6/2014

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. Deficiencies noted are not significant and/or impact a very small area of the school. Maintenance items are prioritized so that student safety is not compromised.

Deficiencies and Repairs	2014-15 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	A/C maintenance - 10/28/2014
External	Irrigation work and reseeding of grass slope in front of kindergarten area - 10/14/2014. Wood chip installation and equipment maintenance - 10/15/2014. Sprinkler adjustment near Prep K Building, grass is very dry. - 10/24/2014

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals work with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Brookhaven Elementary School was built in 1969 and has 21 classrooms, a computer lab, library, and a multipurpose room. The school's facilities are in good condition and are inspected annually.

The Safe School Planning Committee recognizes and commends the students, staff, and parents for the following conditions and programs at Brookhaven that positively affects the physical conditions of the campus.

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California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram®* is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas: aerobic capacity, abdominal strength and endurance, upper-body strength and endurance, body composition, trunk-extensor strength and flexibility, and flexibility.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram®*. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

School Facilities

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- Brookhaven provides a safe and secure campus
- All visitors must sign in through the office
- Volunteer ID badges were made available through our picture company
- Locked campus during school hours
- Plant managers survey the campus daily regarding safety issues
- Communication with community through the website, phone messages, and marquee
- Regularly scheduled fire, disaster, and lockdown drills
- Disaster preparedness; supplies

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	9/2014

Public Internet Access

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

Textbooks and Instructional Materials

The assistant superintendent of educational services shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school (elementary) or of at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials which may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the steering committee will recommend adoption to the district Curriculum Council, which shall make an adoption recommendation to the assistant superintendent of educational services. The assistant superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2014. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New state frameworks have been adopted in English Language Arts/English Language Development and Mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the state of California adoption. Mathematics textbooks are currently being piloted in grades K-12 and will be recommended for adoption spring of 2015 for 2015-16 implementation. English Language Arts/English Language Development textbooks will be available for pilot during the 2016-17 school year and recommended for adoption in spring 2017 and implementation in 2017-18.

Elementary School Textbooks and Instructional Materials List

Textbooks and Instructional Materials List		2014-15 School Year
Subject	**Textbook**	**Adopted**
English language arts	*Reading*, Houghton Mifflin (K-5)	2003
English language arts	*Medallions*, Houghton Mifflin (upgrade)	2003
English language arts	*The Language of Literature*, McDougal Littell (6)	2010
English language arts	Language Circle Series/Project Read Phonology	2003
English language arts	Written Expression	2003
Mathematics	*California Math*, Houghton Mifflin (K-5)	2009
Mathematics	*Mathematics, Course 1*; Prentice Hall (6)	2009
Science	*Full Option Science System* (FOSS), California Edition; Delta Education (K-5)	2008
Science	*Focus on Earth Science*, California Edition; Glencoe (6)	2007
History/social science	*History-Social Science for California*, Scott Foresman (K-5)	2007
History/social science	*Discovering Our Past: Ancient Civilizations*, Glencoe (6)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2014-15 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data Comparison		
	Placentia-Yorba Linda USD	Brookhaven ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	1,058	22	22	22
Without full credential	2	0	0	0
Teaching outside subject area of competence	4	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Brookhaven ES		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Brookhaven ES	100.00%	0.00%
All schools in district	99.16%	0.84%
High-poverty schools in district	99.29%	0.71%
Low-poverty schools in district	99.09%	0.91%

✧   Not applicable.

"It is the mission of Brookhaven Elementary School that all students will grow to reach his or her full potential."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Ratio of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.5
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	1.0
Resource specialist (non-teaching)	1.0

Types of Services Funded

In an ongoing effort to provide academic instruction, Brookhaven offers a Response to Intervention (RTI) instruction for those students who qualify. Students are assessed three times per year on grade-appropriate skills, ranging from prereading skills to reading fluency and comprehension skills. Students that qualify for our RTI program will receive additional support in the areas of student need. Currently, our RTI teacher is utilizing research based interventions materials titled Voyager Passport and Journeys.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Brookhaven ES			
	11-12	**12-13**	**13-14**
Suspension rates	0.6%	0.4%	0.9%
Expulsion rates	0.0%	0.0%	0.0%
Placentia-Yorba Linda USD			
	11-12	**12-13**	**13-14**
Suspension rates	4.0%	3.6%	3.4%
Expulsion rates	0.1%	0.1%	0.0%
California			
	11-12	**12-13**	**13-14**
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	$4,928
Expenditures per pupil from restricted sources	$703
Expenditures per pupil from unrestricted sources	$4,225
Annual average teacher salary	$77,557

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	Placentia-Yorba Linda USD	Similar Sized District
Beginning teacher salary	$39,558	$41,761
Midrange teacher salary	$73,339	$66,895
Highest teacher salary	$92,007	$86,565
Average elementary school principal salary	$107,257	$108,011
Average middle school principal salary	$111,121	$113,058
Average high school principal salary	$122,424	$123,217
Superintendent salary	$233,520	$227,183
Teacher salaries — percent of budget	43%	38%
Administrative salaries — percent of budget	5%	5%

2012-13 Fiscal Year

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Brookhaven ES	$4,225	$77,557
Placentia-Yorba Linda USD	$5,576	$75,576
California	$4,690	$70,720
School and district — percent difference	-24.2%	+2.6%
School and California — percent difference	-9.9%	+9.7%

2012-13 Fiscal Year

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils 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. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

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[1]   English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2]   School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.