



Brookhaven Elementary School

"When you believe in yourself, anything is possible!"

Julie Lucas ▪ Principal
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Grades PK-6
CDS Code 30-66647-6029995

SARC

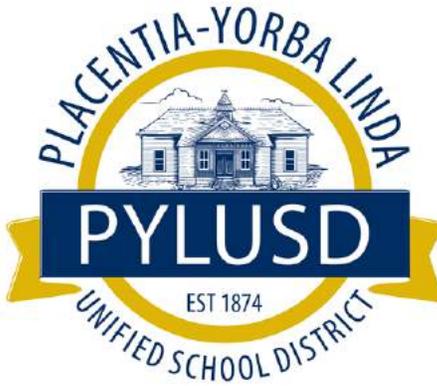
2016-17
School Accountability
Report Card
Published in 2017-18



Placentia-Yorba Linda USD

Placentia-Yorba Linda Unified School District ▪ 1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ www.pylusd.org

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*PYLUSD: Where ...
 Collaboration
 Communication
 Critical Thinking
 Creativity
 Digital Citizenship
 Discovery
 Excellence
 Innovation
 Teamwork
 The Future
 Happens!*

Governing Board

Karin Freeman, *President*
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 Judi Carmona, *Trustee*



Superintendent's Message

Dear PYLUSD Families,

On behalf of the Placentia-Yorba Linda Unified School District (PYLUSD) Board of Trustees, I am delighted to welcome you to the 2017-18 school year. The first day of school is always filled with great anticipation and excitement, and though the first day of school marks a new beginning for our students, the district's vision for the year remains steady and clear: We are committed to being a dynamic learning community that prepares every student for success now and in the future.

In preparation for the new year, PYLUSD teachers, staff and administrators remained hard at work to ensure the continued growth of the district's five focus areas—academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources. This included developing curriculum, exploring new classroom strategies, engaging staff with various professional-growth opportunities, strengthening community partnerships, increasing educational opportunities outside of the classroom, updating campus facilities, and much more. Whew—I could not be more proud of the thoughtful work that staff bring to each and every school year!

Looking ahead to another successful PYL school year, the district will continue to be driven by the mutual sense of pride and appreciation for the community that embraces and supports the influence of our teachers and staff. We are keenly aware of the valuable partnership our families and community partners play in our everyday success. It is that same unique partnership that helps to provide our students the very best in 21st century educational experiences. Future ready ... you bet!

Whether students enter the new school year with their very first backpack and lunchbox in preppy-K or a senior preparing to start the journey leading to the family celebration of the graduation stage, PYLUSD wants to ensure that each student feel a sense of home and belonging on our campuses. Student and teacher success are vitally intertwined, and that momentum building success stems from a culture that promotes the emotional health, safety and well-being of students. That culture of care and belonging is truly the PYLUSD way!

Wishing you all the very best in the new school year. Let our journey begin!

Warm regards,

Gregory S. Plutko, Ed.D.
 Superintendent

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.

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.

Placentia-Yorba Linda Unified School District 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.

Principal's Message

I want to welcome you and let you know that we are excited about the great things happening at Brookhaven Elementary School. I am honored to continue to lead the Brookhaven staff and community as I am keenly aware of the outstanding reputation that Brookhaven possesses. In my second year as principal, I look forward to building on the relationships created last year and getting to know our new students and families this year. The staff here is among the most committed to kids and families that I have ever worked with, and I know that together, we'll continue to provide our students and families with a successful, memorable and rewarding elementary experience!

I care deeply for the students, families and staff that I work with, have high behavioral and academic expectations and make all decisions grounded in the philosophy of "doing what's best for kids." It is always my goal to make a positive impact on your children and our school community as we work together throughout the year.

In an effort to provide a safe and positive learning environment for all of our students at Brookhaven Elementary School, our staff has developed and is committed to a Positive Behavioral Interventions and Supports (PBIS) plan specifically designed to create and maintain a safe school environment by explicitly teaching and promoting positive behaviors. PBIS is a systemwide approach to behavior management where the behavior standards are infused into every part of the school atmosphere. This year, 2017-18, we are in year three of PBIS B.E.A.R. Necessities here at Brookhaven, and we will continue to receive training and collaborate as we refine and improve this plan and process. Our system has been built around our school mascot, Buddy Bear, and has been given the name "The B.E.A.R. Necessities of Brookhaven." Through the acronym B.E.A.R.S., the staff has created a way to help students remember the standards expected of them in all aspects of their school day: Be the example; Encourage honesty and kindness; Always have a positive attitude; Respect school, staff and others; and Strive to be your best. We explicitly teach the expected behaviors and pre-correct negative student behavior before it becomes a problem. Teachers and staff members catch those "teachable moments" in and out the classroom and use them to help students learn about appropriate behavior, positive actions, steps to problem-solving, being safe, being respectful, and how planning and preparedness leads to success. It is important to keep in mind that PBIS is a process not a program, and we are continually working and refining our process on this journey.

Students earn Bear Hug coupons for demonstrating our B.E.A.R. Necessities and are able to use them at our bi-monthly Bear Hug student store to purchase rewards and incentives. The staff explains this process and incentive activities to the students during the first weeks of school. Parents, we know that you share our goal of providing a safe and positive learning environment for all of our students. Thank you for your continued support of our PBIS process.

Please continue to make attendance a priority this year as we continue our "Every Day Counts" campaign. Research shows that one of the biggest indicators of student success is for them to be in school every day. Children who miss school have missed valuable instruction, which can make it hard for them to catch up and be prepared for class, and it often leads to increased stress and anxiety. We understand that students get sick and sometimes have to miss school, so please be sure to notify the office of your child's absence with a note or a phone call within 48 hours of their absence. Thank you for your support and commitment to your child's education.

Parents, you are a vital and valued part of your child's education. Please feel free to contact me at any time with questions, comments or concerns. I will be happy to discuss your child or your concerns with you, as it is my desire that we work together to make these elementary years a wonderful and successful learning experience for your child.

Our hard-working and generous Parent Teacher Association (PTA) continue to provide us with funding for activities that enrich our students. They are always looking for additional volunteers to assist them with fundraising and other activities. If you would like to volunteer, please contact our PTA through our school office or website. One way you can make an impactful difference is by becoming a PTA member.

In the best interest of kids,

Julie Lucas

Principal

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



School Description

A Great Place to Learn and Grow:

Brookhaven Elementary opened in 1968 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 having high academic standards; well-behaved students; and being 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, a health clerk and district nurse, Fibo Art program and the Walk Through program that provide 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. During the 2016-17 school year, Brookhaven staff and students refined and participated in our Positive Behavioral Interventions and Supports (PBIS), B.E.A.R. Necessities. It continues to be met with great enthusiasm and success! Our students are learning and demonstrating our B.E.A.R. Necessities each day on campus as they model positive behaviors that help make Brookhaven a great place to learn and grow! One visit to Brookhaven and it's easy to see that our school is an outstanding place to learn where students achieve at high levels and are well-prepared for middle school when they leave.

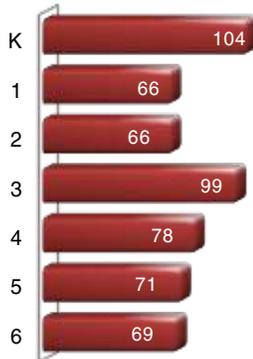
School Mission Statement

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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

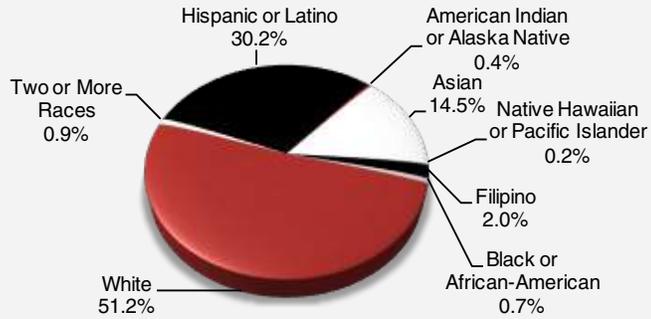


Enrollment by Student Group

The total enrollment at the school was 553 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



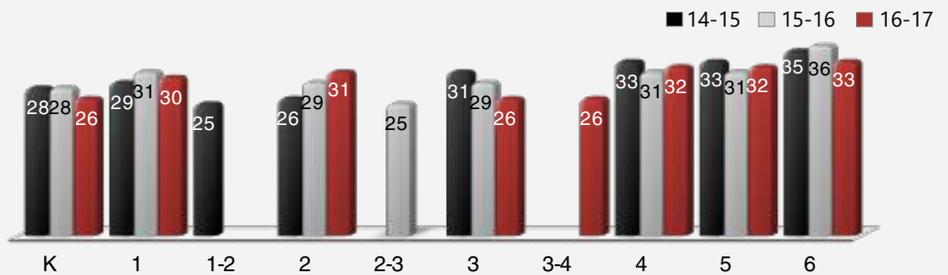
Socioeconomically disadvantaged	14.30%	English learners	8.90%	Students with disabilities	13.70%	Foster youth	0.50%
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Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



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			
	14-15	15-16	16-17
Suspension rates	0.3%	0.3%	0.9%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	14-15	15-16	16-17
Suspension rates	2.4%	2.6%	2.6%
Expulsion rates	0.0%	0.0%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		2				2	
1		3		2				2	
1-2		1							
2		2		3				2	
2-3				1					
3		2		2				3	
3-4								1	
4		1	1	2				2	
5									
6			2			2		2	

Professional Development

2015-16

While the 2015-16 school year did not allow for a devoted professional development day during preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Interventions and Supports (PBIS), and AVID/WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn) strategies. Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as the Individualized Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [BTSA]).

2016-17

All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, All PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.



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:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength 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

2016-17 School Year

Grade 5

Four of six standards	10.10%
Five of six standards	17.40%
Six of six standards	62.30%

Professional Development Days

Three-Year Data

	2015-16	2016-17	2017-18
Brookhaven ES	0 days	0.5 days	0.5 days

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Brookhaven ES		PYLUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	89%	77%	75%	74%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Brookhaven ES		PYLUSD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	75%	79%	66%	67%	48%	48%
Mathematics	69%	76%	57%	59%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage 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.

This table displays the 2017-18 Program Improvement 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			2017-18 School Year
	Brookhaven ES	PYLUSD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2013-2014	
Year in Program Improvement	◇	Year 1	
Number of schools currently in Program Improvement			6
Percentage of schools currently in Program Improvement			75.00%

◇ Not applicable. The school is not in Program Improvement.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	318	314	98.74%	78.98%
Male	189	187	98.94%	78.61%
Female	129	127	98.45%	79.53%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	35	35	100.00%	91.43%
Filipino	❖	❖	❖	❖
Hispanic or Latino	103	101	98.06%	63.37%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	167	166	99.40%	86.14%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	53	52	98.11%	57.69%
English learners	30	29	96.67%	51.72%
Students with disabilities	51	47	92.16%	23.40%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	318	314	98.74%	76.43%
Male	189	187	98.94%	79.68%
Female	129	127	98.45%	71.65%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	35	35	100.00%	88.57%
Filipino	❖	❖	❖	❖
Hispanic or Latino	103	101	98.06%	61.39%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	167	166	99.40%	83.13%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	53	52	98.11%	59.62%
English learners	30	29	96.67%	44.83%
Students with disabilities	51	47	92.16%	34.04%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

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	
2017-18 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 Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/12/2017

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 at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review submitted on state-authorized lists and any other materials that 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 2017. 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 History Social Science 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 timeline. English language arts and English language development textbooks were adopted in the spring of 2017. History Social Science textbooks will be available for preview in the spring of 2018 for a possible pilot during the 2018-19 school year and recommended for adoption in the spring of 2019 for implementation in 2019-20.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	<i>The Language of Literature</i> , McDougal Littell (6)	2010
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics</i> , Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

Quality of Textbooks

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

Quality of Textbooks		2017-18 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	



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	5/13/2017	
Date of the most recent completion of the inspection form	5/13/2017	

School Safety

The administration and staff reviews Brookhaven's safety plan annually. It was reviewed, updated and shared in part in September 2017, and it will be reviewed again with school staff in December 2017. Brookhaven has a comprehensive safety plan that includes a behavior plan that equitably applies incentives and consequences for appropriate and inappropriate behavior. We recognize students for good behavior through our PBIS system, and we give students recognition during our trimester awards ceremony. Classroom teachers all have classroom management plans that reinforce good behavior and provides for consequences for violation of classroom rules. We send behavior notifications to parents to inform them of violations to schoolwide rules. We update our parent-student handbook annually and post it on our school website. At the beginning of each school year, parents return a signature page 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. The school implements a fire, earthquake, lockdown and disaster emergency plan and conducts monthly emergency drills. Various staff members participated in CPR training and are certified. All classrooms have been updated with emergency supplies, and in October 2015, a trained professional led a training session for our teachers on basic first-aid procedures.

Food service has implemented a student healthy-choices program during lunch. Students are offered food choices that now have less fat 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.

We held an antibullying assembly in September 2017 to teach students through role-playing how to respond to a bully and how to avoid being a victim. Teachers received training in recognizing and preventing bullying at a formal staff training with the OCDE last May, 2017. In addition, students 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.

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 first-come, first-served 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.

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 and the custodial supervisor work with the site 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.

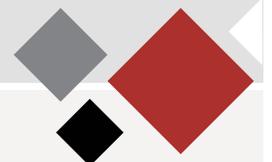
Brookhaven Elementary School was built in 1968 and has 21 classrooms, a computer lab, library and a multipurpose room. The school's facilities are in good condition and are inspected annually.

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:

- Brookhaven provides a safe and secure campus
- All visitors must sign in through the office and wear a badge while on campus
- Volunteer ID badges are made available and must wear a visitor's badge
- Locked campus during school hours
- Plant managers survey the campus daily regarding safety issues
- Communication with community through the website, Facebook, phone messages and marquee
- Regularly scheduled fire, disaster and lockdown drills
- Disaster preparedness and supplies are stocked and housed in a designated location

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2017-18 school year. Maintenance items will be prioritized so that student safety is not compromised.





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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.4
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

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, being involved with the PTA or a host of other activities around campus, we welcome parents in 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 Amy Sanchez, PTA president, at amy.brookhaven.pta@gmail.com.

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			
	PYLUSD	Brookhaven ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	1,103	22	24	23
Without a full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	0	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Brookhaven ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2015-16 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 California Department of Education (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		2015-16 Fiscal Year
	PYUSD	Similar Sized District
Beginning teacher salary	\$44,188	\$47,808
Midrange teacher salary	\$81,921	\$73,555
Highest teacher salary	\$102,774	\$95,850
Average elementary school principal salary	\$117,581	\$120,448
Average middle school principal salary	\$125,626	\$125,592
Average high school principal salary	\$135,431	\$138,175
Superintendent salary	\$255,732	\$264,457
Teacher salaries: percentage of budget	39%	35%
Administrative salaries: percentage of budget	5%	5%

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		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Brookhaven ES	\$5,763	\$89,574
PYUSD	\$7,202	\$82,486
California	\$6,574	\$79,228
School and district: percentage difference	-20.0%	+8.6%
School and California: percentage difference	-12.3%	+13.1%

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,379
Expenditures per pupil from restricted sources	\$616
Expenditures per pupil from unrestricted sources	\$5,763
Annual average teacher salary	\$89,574



Types of Services Funded

In an ongoing effort to provide academic instruction, Brookhaven offers Response to Intervention (RTI) instruction for those students who qualify. Students are assessed three times per year on grade-appropriate skills, including pre-reading skills, reading fluency and comprehension skills. Students who qualify for our RTI program will receive additional support in the areas of their need. Currently, our RTI teacher is utilizing research-based interventions materials titled Voyager Passport and Journeys. Our school also provided a lunchtime and after-school homework support class two times per week at various grade levels. Brookhaven is a Gifted and Talented Education (GATE) cluster school, and students identified GATE in grades 3-6 are clustered together in their grade level and provided enrichment and extension in their learning.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

School Accountability Report Card

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