

## Brookhaven Elementary

<b>Address:</b>	1851 N. Brookhaven Avenue, Placentia, CA 92870	<b>Phone:</b>	(714) 996-1912
<b>Principal:</b>	Chuck Hunter, Principal	<b>Grade Span:</b>	K-6

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access – Websites with additional information

### DataQuest Website

DataQuest is an online data tool located on the California Department of Education web page that contains additional reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, data regarding English learners and additional information. Reports are available by school and comparisons to other schools, the district, the county and State. The website is <http://dq.cde.ca.gov/dataquest/>.

### Ed-Data Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade 12 schools. The website is: <http://www.ed-data.k12.ca.us/Pages/Home.aspx>

### 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-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### School Description and Mission Statement

**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, **Meet the Masters** 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.

Students achieve at high levels and students are well-prepared for middle school when they leave Brookhaven.

**School Mission:** It is the mission of Brookhaven Elementary School that **all** students will learn and grow, and each one will reach his/her full potential. Through differentiated instruction, high expectations, motivation and support of the total school community, ongoing collaboration among the staff, and a strong home to school connection, together **all** students will attain their personal best. "Learning for All, Whatever it Takes!"

### Opportunities for Parental Involvement

**Opportunities for Parent Involvement:** Call the office 714 986-7110

- PTA board and committees
- School Site Council
- English Language Acquisition Committee
- Helping with small groups in the classroom
- Preparation of materials for classroom
- Webmaster & communication
- Updating the marquee
- Book Faire
- Fund Raising
- Outdoor Education Coordination
- Office support
- Teacher Appreciation Day
- Classroom Parties
- Room Parents

- Family Socials
- Yearbook
- Family Outreach
- Assemblies and Family Events
- Tutor students during and after school
- Valet Program before and after school
- Membership Drive
- Disaster Preparedness
- Meet the *Masters Art Program* preparation
- Accelerated Reading Program tutors

### Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	2008–09 Number of Classes *			Avg. Class Size	2009–10 Number of Classes *			Avg. Class Size	2010–11 Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					LEA Provided	LEA Provided	LEA Provided	LEA Provided	30	0	2	0
1					LEA Provided	LEA Provided	LEA Provided	LEA Provided	31	0	2	0
2					LEA Provided	LEA Provided	LEA Provided	LEA Provided	31	0	2.5	1
3					LEA Provided	LEA Provided	LEA Provided	LEA Provided	30	0	2	0
4					LEA Provided	LEA Provided	LEA Provided	LEA Provided	29	0	0	2
5					LEA Provided	LEA Provided	LEA Provided	LEA Provided	38	0	0	2
6					LEA Provided	LEA Provided	LEA Provided	LEA Provided	31	0	0	1.5
Other					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

### III. School Climate

## School Safety Plan – Last reviewed, updated and shared with staff

### **School Safety Plan:** Brookhaven's Safety Plan is reviewed annually by the Administration and Staff.

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 assemblies. 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 school-wide 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 life style. This program teaches students about good nutrition, and the importance of life-log exercise planning, as well as team sports and how to play them safely.

At the beginning of each school year an anti-bullying 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.

## Suspensions and Expulsions – This School

Rate*	School 2008–09	School 2009–10	School 2010–11
Suspensions	0.8	1.9	10
Expulsions	0.0	0.0	0.0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## Suspensions and Expulsions – District-wide

Rate*	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.5	.0012	
Expulsions	0.1	.06	

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

*Date of Inspection 9/26/11*

*The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			Lighting/ballast repairs – work orders were submitted and repairs were made.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			Door Repair – Work order was submitted and repairs were made.

<b>Overall Rating</b>	X				
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Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials – District-wide

Teachers	District 2010–11
With Full Credential	1110
Without Full Credential	1
Teaching Outside Subject Area of Competence (with full credential)	18

### Teacher Credentials – This School

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	23		19
Without Full Credential	0		0
Teaching Outside Subject Area of Competence (with full credential)			0

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	97.40%	2.60%
High-Poverty Schools in District	98.81%	1.19%

Low-Poverty Schools in District	96.73%	3.27%
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### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	1	
Other		

Note: Cells shaded in black do not require data.

## VII. Curriculum and Instructional Materials

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Board Approval	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading K-6 or The Language of Literature - McDougal-Littell, Grade 6	May 2003	-0-
	Language Circle Series/Project Read/Written Expressions	May 2003	-0-
	Houghton Mifflin Medallions (upgrade) – K-5	September 2010	-0-
Mathematics	Houghton Mifflin California Math – K-5	April 2009	-0-
Science	Full Option Science Systems, California Edition (FOSS) – Delta Education – K-5	April 2008	-0-
History-Social Science	History-Social Science for California – Scott Foresman – K-5	February 2007	-0-
Foreign Language	N/A		
Health	Health Framework for California Public Schools - K-12 – (No textbook)	2002	-0-
Visual and Performing Arts	Visual and Performing Arts Framework for California Public Schools – K-12 (No textbook)	2004	-0-
Science Laboratory Equipment (grades 9-12)	N/A		

## VIII. Instructional Planning and Scheduling

Professional Development – Most recent 3-years

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

## IX. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District			\$5,383	\$75,358
Percent Difference – School Site and District				
State			\$5,455	\$69,207
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

## Types of Services Funded (Fiscal Year 2010–11)

In addition to school site budgets, our school also receives the following supplemental funding:

- **School and Library Improvement budget**
- **PTA gifts funds** - Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies.
- **Title I funding** – Federal funding based on free/reduced lunch participation rates to provide additional services
- **Title III Federal Funding** – For English Learners
- **Other grants:** CBET, Mind Math Institute, Elementary Counseling, School Readiness, CBET and other grants.

## Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,777	\$42,017
Mid-Range Teacher Salary	\$73,744	\$67,294
Highest Teacher Salary	\$92,516	\$86,776
Average Principal Salary (Elementary)	\$110,464	\$108,534
Average Principal Salary (Middle)	\$116,201	\$112,893
Average Principal Salary (High)	\$134,469	\$123,331
Superintendent Salary	\$256,434	\$226,417
Percent of Budget for Teacher Salaries	42.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

## X. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	79%	79%	85%	65%	67%	69%	49%	52%	54%
Mathematics	79%	85%	86%	65%	67%	69%	46%	48%	50%
Science	76%	92%	89%	66%	70%	75%	50%	54%	57%
History-Social Science	0%	0%	0%	58%	62%	68%	41%	44%	48%

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

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	69%	69%	75%	68%
All Students at the School	85%	86%	89%	0%
Male	84%	88%	96%	0%
Female	85%	84%	80%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	88%	88%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	82%	84%	0%	0%
Native Hawaiian or Pacific Islander				
White	85%	87%	91%	0%
Two or More Races	85%	85%	0%	0%
Socioeconomically Disadvantaged	90%	76%	0%	0%
English Learners	69%	77%	0%	0%
Students with Disabilities	64%	61%	0%	0%
Students Receiving Migrant Education Services				

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

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				66%	67%	75%	52%	54%	59%
Mathematics				70%	72%	73%	53%	54%	56%

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

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25%	27%	48%	27%	40%	33%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						

English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.90%	21.80%	63.60%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

## XI. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	9	9
Similar Schools	7	5	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-1	10	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-23	42
Native Hawaiian or Pacific Islander			
White	-15	21	20
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	338	931	19,218	859	4,683,676	778

<b>Black or African American</b>	4		347	809	317,856	696
<b>American Indian or Alaska Native</b>	0		36	881	33,774	733
<b>Asian</b>	47	958	2,170	956	398,869	898
<b>Filipino</b>	4		308	906	123,245	859
<b>Hispanic or Latino</b>	64	906	6,832	787	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		47	864	26,953	764
<b>White</b>	206	931	9,010	890	1,258,831	845
<b>Two or More Races</b>	5		223	914	76,766	836
<b>Socioeconomically Disadvantaged</b>	28	934	5,912	771	2,731,843	726
<b>English Learners</b>	20	912	3,643	746	1,521,844	707
<b>Students with Disabilities</b>	51	814	1,908	682	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes

Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

### Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		17.6%

Note: Cells shaded in black do not require data.