

## Brookhaven Elementary School

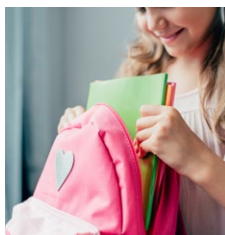
*When you believe in yourself, anything is possible!*

Grades PK-6  
CDS Code 30-66647-6029995

Julie Lucas  
Principal  
[jlucas@pylud.org](mailto:jlucas@pylud.org)

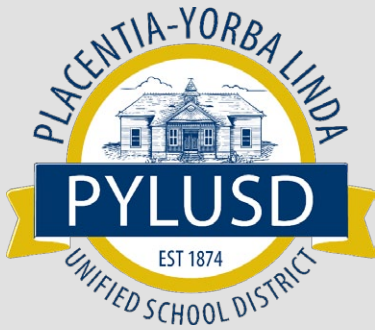
1851 North Brookhaven Avenue  
Placentia, CA 92870  
(714) 986-7110

[www.brookhavenelementary.com](http://www.brookhavenelementary.com)



## Placentia-Yorba Linda Unified School District

1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ (714) 986-7000 ▪ [www.pylud.org](http://www.pylud.org)



## District Mission Statement

We inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens.

## District Vision Statement

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



## Governing Board

Eric Padget, President  
Judi Carmona, Vice President  
Karin Freeman, Clerk  
Carol Downey, Trustee  
Carrie Buck, Trustee

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

## Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2019-20 school year in the Placentia-Yorba Linda Unified School District (PYLUSD). I would like to take a moment to share a few updates regarding our district's strategic plan, known as The PYLUSD Advantage, and our ongoing efforts surrounding the plan's focus areas.

The PYLUSD Advantage serves as a compass to our decision-making and ensures that our students will have the advantage of an outstanding education. It is more than just a document, but rather a road map that outlines the reason we exist, the direction that drives us, what we stand for and so much more.

Earlier this year, a group of dedicated stakeholders including parents, students, community members, business and civic leaders, and our outstanding staff joined together to revise The PYLUSD Advantage that spanned from 2013 through 2018. This process required great attention to detail as the group carefully considered recent stakeholder survey data collected from PYLUSD families, students and employees. It involved many hours of commitment in order to build upon the plan's historic success. Now a finished product, the newly updated Advantage will be utilized from 2019 through 2024. It will continue to shape the future of our school district and can be viewed online anytime at [www.pylusd.org/advantage](http://www.pylusd.org/advantage).

The PYLUSD Advantage identifies five focus areas developed to direct the actions of our district. They are essential to the academic growth of our students and the sustained excellence of our organization. Our five focus areas are academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources.

**Focus Area 1.0: Academic Achievement** is the core of our district's mission and vision. In PYLUSD, students are provided an array of enrichment opportunities to expand their educational experience. New this school year, five PYLUSD elementary schools will be participating in our full-day kindergarten pilot program. This includes Brookhaven, Glenknoll, Morse, Topaz and Woodsboro elementary schools. Our full-day program will be grounded in developmental research to ensure all participating students receive strong academic foundational instruction as well as additional time to participate in enriched visual and performing arts activities. Through the gift of additional time, students will have the opportunity to interact with other students during purposeful play, physical education, computer lab, library, music and movement, hands-on science and many other extended lessons. With the anticipated success of the pilot, PYLUSD hopes to expand the full-day kindergarten program districtwide for the 2020-21 school year.

**Focus Area 2.0: Effective Instruction and Leadership** ensures our district attracts, trains, and retains employees and strategic leaders who embrace our vision and values. Relative to this focus area for the 2019-20 school year, PYLUSD will provide an in-person training to school and district management staff on the important and challenging topic of bullying and harassment. Our commitment in this sensitive area of adolescence is recognized as essential to student success in PYLUSD. In addition, our district continues to be intentional about creating "belonging spaces" for all students on our campuses. We believe that when PYLUSD employees invest in students' name, face and story, they create a positive learning environment geared towards academic success and overall wellness.

**Focus Area 3.0: Engaged Community** encourages positive relationships among our students, staff, and parents as well as educational, business and community partners. PYLUSD looks forward to another school year of collaboration with two of our longstanding partners -- the Placentia-Yorba Linda Unified Council (PYLUC) of Parent Teacher Association (PTAs) and Parent Teacher Student Association (PTSAs) and the REACH Foundation. The award-winning PYLUC assists our individual school PTAs/PTSAs by modeling good parliamentary procedures and advocating on behalf of PYLUSD schools. The REACH Foundation is an all-volunteer, education-focused, 501 (c)(3) non-profit organization established to provide our students with resources to expand their knowledge in the areas of arts, athletics and academics. I encourage you to continue your valuable connections with your school's PTA/PTSA and the REACH Foundation in whatever way you may be able to this school year.

**Focus Area 4.0: Safe and Respectful Environment** will continue to serve as one of our primary objectives this school year. PYLUSD fosters a culture that promotes the emotional health, safety and well-being of students, staff and parents. We will continue to offer a long list of student wellness and mental health supports including our in-house board-certified behavior analyst and crisis counselor, as well as our registered behavior technicians, wellness specialists, psychologists and more. These individuals will provide counseling, guidance, and behavioral support to students both in and out of the classroom. Last school year, we implemented an electronic visitor management system at all PYLUSD school sites. The system, known as School Access Management or SAM, enhances school security by reading the drivers' license or other approved form of identification of campus visitors while comparing it to California Megan's Law and similar databases nationwide. SAM will continue to serve as a great support in helping protect our campuses, students and staff this school year. Furthermore, PYLUSD has entered into an agreement with Interquest Detection Canines, Inc. to provide trained detection canines to conduct random inspections of all high school campuses in our district throughout the 2019-20 year. These canines (Golden and Labrador Retrievers) are trained to detect the presence of illicit drugs, alcohol and gunpowder-based items. Lastly, every PYLUSD school site was scheduled to conduct an emergency lockdown drill with students and staff on campus before September 20. Our goal in conducting these drills is to reassure students, staff and families that we are prepared to respond to all safety-related concerns on our campuses.

*Continued on page 3*



## Superintendent's Message, *Continued from page 2*

Focus Area 5.0: Optimized Resources ensures that all fiscal and capital resources are used to maximize educational opportunities in PYLUSD. New fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities. Summer also afforded essential time to enhance our learning environments with upgraded roofing, refreshed paint, brighter lights and much more. A special thanks to our maintenance and facilities department for their continued hard work in this area.

As you can see, it has been another busy summer here in PYLUSD! Before we begin, I encourage you to follow the district on Facebook, Instagram and Twitter to stay up-to-date on all of our exciting happenings. We often showcase the many accomplishments achieved by each and every one of our outstanding schools. Lastly, I thank you for your continued support as we work to always be the very best for our students, families, employees and community.

Happy new school year, PYLUSD ... It is sure to be our best year yet!

Sincerely,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@pylud.org

## Principal's Message

Dear Brookhaven Families,

Welcome! I am thrilled to share with you the great things happening at Brookhaven Elementary School! I am honored to continue to lead the stellar Brookhaven staff and community, as I am keenly aware of the outstanding reputation that Brookhaven possesses. Brookhaven staff is among the most committed to kids and families that I have ever worked with and I know that together we will continue to provide our students and families with a successful, rewarding and memorable elementary experience! I care deeply for the students, families and staff that I work with, have high behavioral and academic expectations for our students, 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 to make each year a success for each student. In a world that is becoming so virtually connected, I am advocating more and more for a commitment to quality family time, outdoor play through both structured and unstructured activities in sports and in the arts. Equally important is learning, developing and mastering authentic and effective communication and social skills that students must possess in order to become productive and successful members of society. 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, The B.E.A.R. Necessities, specifically designed to create and maintain a safe school environment by explicitly teaching and promoting positive behaviors. PBIS is a multi-tiered system-wide approach to academics and behavior management where the behavior standards are infused into every part of the school atmosphere. During the 2018-19 school year, we were in year four of our PBIS B.E.A.R. Necessities and we participate in ongoing training and collaboration as we continually work to refine and improve our plan and process. We built our system around our school mascot, Buddy Bear, which we named "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. 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 plan and process. Please continue to make attendance a priority this year as we continue our district-wide "Every Day Counts" campaign. Research shows that one of the biggest indicators of student success in school and in life is for them to be in school every day. I thank you in advance 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 your child's elementary years a wonderful and successful learning experience. 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,

Mrs. Julie Lucas, Principal

## 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 actively seek opportunities to serve and work together with all members of our school community to ensure student success.

#### **Integrity**

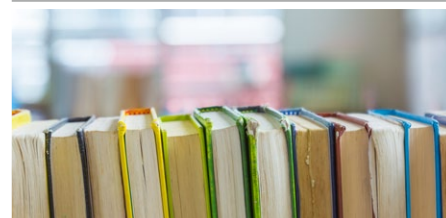
We foster relationships that promote respect, responsibility and honesty to ensure the wellbeing of all.

#### **Innovation**

We create a culture that celebrates ingenuity, promotes adaptability and inspires intellectual exploration.

## 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 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 Vision Statement

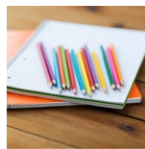
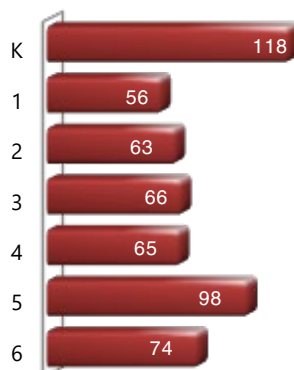
When you believe in yourself, anything is possible!



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

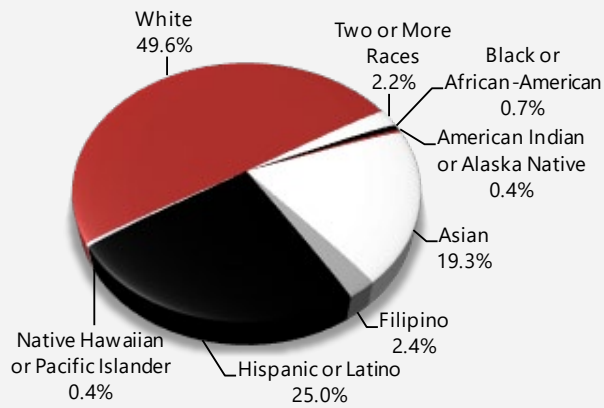


## Enrollment by Student Group

The total enrollment at the school was 540 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



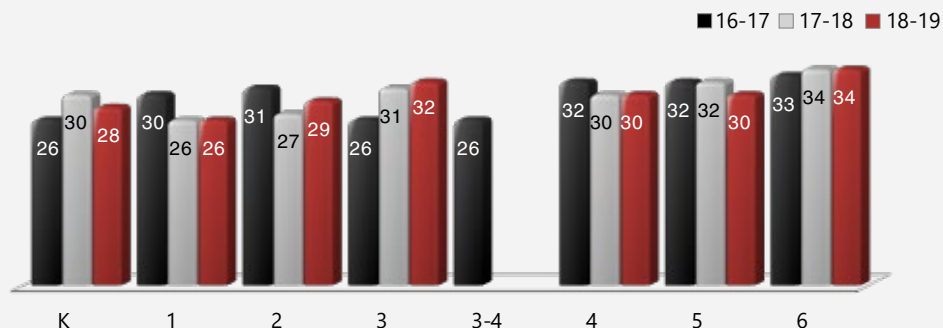
Socioeconomically disadvantaged	17.40%
English learners	7.40%
Students with disabilities	14.10%
Foster youth	0.40%
Homeless	2.60%

## 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

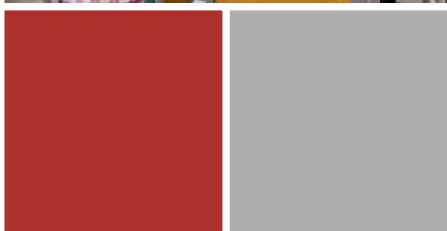
Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1		2			2			2	
2		2			2			2	
3		3			2			2	
3-4		1							
4		2			2			2	
5		2			3			3	
6		2			1	1		1	1





## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Brookhaven ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (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	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	78%	78%	68%	68%	50%	51%
Mathematics	77%	77%	59%	59%	38%	40%

## 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Brookhaven ES
		Grade 5
Four of six standards		15.1%
Five of six standards		18.3%
Six of six standards		57.0%

✧ Not applicable.

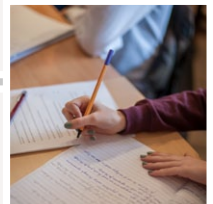
## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 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 mathematics 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](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts 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.

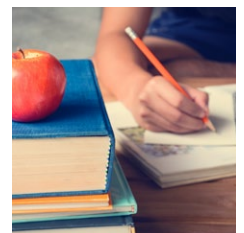
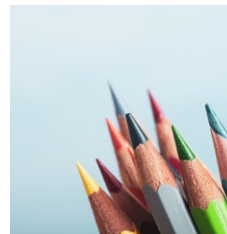
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	297	294	98.99%	1.01%	77.55%
Male	163	162	99.39%	0.61%	75.31%
Female	134	132	98.51%	1.49%	80.30%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	50	49	98.00%	2.00%	79.59%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	78	100.00%	0.00%	67.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	156	155	99.36%	0.64%	82.58%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	53	52	98.11%	1.89%	63.46%
English learners	26	25	96.15%	3.85%	64.00%
Students with disabilities	54	52	96.30%	3.70%	38.46%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

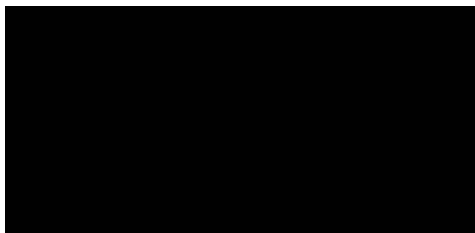
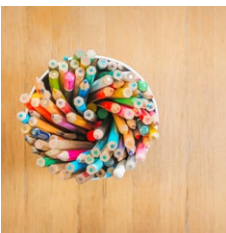
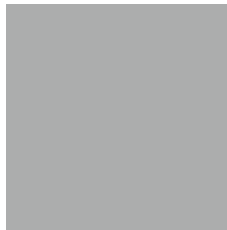




## CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	297	294	98.99%	1.01%	76.87%
Male	163	162	99.39%	0.61%	77.16%
Female	134	132	98.51%	1.49%	76.52%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	50	49	98.00%	2.00%	77.55%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	78	100.00%	0.00%	70.51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	156	155	99.36%	0.64%	81.29%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	53	52	98.11%	1.89%	61.54%
English learners	26	25	96.15%	3.85%	64.00%
Students with disabilities	54	52	96.30%	3.70%	34.62%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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	
2019-20 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	
2019-20 School Year	
Data collection date	9/10/2019

## Textbooks and Instructional Materials

The deputy superintendent 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 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 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 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 deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

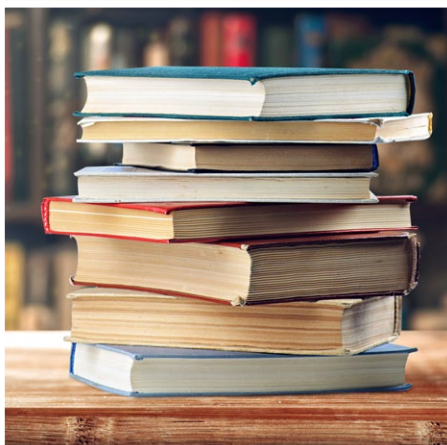
The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2019. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks became available for preview in the spring of 2018. The Science Steering Committee recommended two K-5 publications two 6-8 publications for a pilot during the 2019-20 school year. The District Curriculum Council may recommend textbooks for adoption in the spring of 2020. If adopted, implementation of the NGSS aligned materials will begin in 2020-21.

Textbooks and Instructional Materials List		2019-20 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	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6)	2017
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, Course 1</i> ; 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
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		2019-20 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		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		4/18/2019
<b>Date of the most recent completion of the inspection form</b>		4/18/2019

## 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 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised.



## 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.

Built in 1968, Brookhaven Elementary School 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:

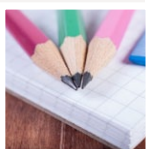
- Brookhaven provides a safe and secure campus that is locked during school hours
- All visitors must sign in through the School Access Management (SAM) system in our office and wear a badge while on campus
- Volunteer ID badges are made available and must be worn while on campus
- Locked campus during school hours
- Plant manager surveys the campus daily regarding safety issues
- Communication with community through the website, Facebook, phone messages and marquee
- Regularly scheduled disaster and safety drills: fire, disaster and lockdown
- Disaster preparedness and supplies are stocked and housed in a designated location
- New Kindergarten gate and walkway have been added for the 2019-20 school year for the Full-Day K pilot for arrival and dismissal of kindergarten students

## 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. We continue to be a place where teachers and staff maintain a positive culture of learning and growing. Brookhaven is nestled in a tight-knit community of Placentia and has a reputation of holding and maintaining 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," and "Students are well behaved and enthusiastic!"

Brookhaven provides a variety of effective academic and emotional supports to our students and their families. Our school Psychologist, Peer Mentor program, counseling intern, registered behavior technician (RBT), health clerk and district nurse provide mental, emotional and physical health supports for students. Through the generous and collective efforts of our parents and PTA, our students benefit from the following programs: Fibo Art, Walk Through Civilizations programs that provide hands-on, active participation in the area of social studies in grades 4-6, the Accelerated Reader program and transportation support for grade level field trips. Additionally, Physical Education is an important piece of the curriculum and learning for all students. In all activities and lessons, our students are encouraged to make good choices that will support their physical and emotional health throughout their lifetime. Enrichment programs offered after school support students with a well-rounded, comprehensive education. During the 2018-19 school year, Brookhaven staff and students continued to refine and participate 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 continue to learn and demonstrate our B.E.A.R. Necessities each day on campus as they model the positive behaviors that make Brookhaven such 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 Safety

The administration and staff reviews Brookhaven's safety plan annually. It was reviewed in October 2019 and an extensive revision and updating is taking place in November and December. The revised plan will be shared with staff and a large-scale schoolwide safety drill is planned for Spring 2020. 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 with BEAR Hugs, classroom incentives, verbal praise and student recognition during our trimester awards ceremonies. All classroom teachers have individual classroom management plans that acknowledge and reinforce good behavior and provides for consequences for violation of classroom rules when necessary. Behavior notifications are sent to parents to inform them of violations to schoolwide rules when needed. Our Parent-Student Handbook is updated annually and is posted on our school website. Students sign internet-use forms promising to adhere to the internet-use rules at school. Brookhaven provides student access to a counseling intern, with parent permission, when needed. The school plans for disasters and conducts a monthly fire and/or earthquake drill as well as an annual lockdown drill. Various staff members participate in CPR training and receive certification. All classrooms have been updated with emergency supplies. Food services has implemented a student healthy-choices program during lunch. Student food choices 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, the importance of lifelong exercise planning, as well as team sports and how to play safely. A school-wide anti-bullying assembly was held in September 2017 teaching students, through role-play, how to respond to a bully and how to avoid being a victim. Additionally, teachers received training in recognizing and preventing bullying at a formal training with the Orange County Department of Education (OCDE) in May 2017. Finally, to continue to ensure a safe and inclusive school culture, students learn skills that promote good citizenship through mentoring, leadership and community service. Our Student Council coordinates and provides students with multiple opportunities to participate in community-service activities and leadership opportunities. All of these programs promote safety at Brookhaven.

## Professional Development

### 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 Common Core State Standards (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 Next Generation Science Standards (NGSS), Universal Design for Learning (UDL), writing, inquiry, collaboration, organization and reading (WICOR), Advancement Via Individual Determination (AVID) Strategies, technology, including the annual Google Summit, and districtwide 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 Positive Behavioral Interventions and Supports (PBIS). These trainings are provided in the form of all-day trainings, half-day trainings, Professional Learning Communities (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.

### 2018-19

PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR (AVID Strategies) and technology, including You Cube hybrid PD and the annual Google Summit provided by the EdTech Team that integrates educational technology into instruction. Districtwide training on initiatives such as CGI, ECM, FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and PBIS are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on PLCs and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. 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 collaborative team meetings by grade level and department.

### 2019-2020

PYLUSD provides a variety of professional development opportunities for teachers throughout the year. In August, before the school year began, all K-12 teachers participated in a half-day of professional development. K-5 teachers learned about the tenants of Love & Logic for classroom management from Dr. Charles Faye of the Love & Logic Institute. Following this, they participated in grade-level breakout groups to examine the California Common Core Standards in math and discuss which math standards should comprise Guaranteed and Viable Curriculum (GVC) for PYLUSD students at each grade level. 6-12 grade teachers also learned about Love & Logic student management principles from Dr. Charles Faye. Following this, they broke out into subject-specific workshops of their choosing. These workshops covered a variety of topics, including NGSS instruction, useful classroom technology tools, water safety, mindfulness techniques, and utilizing WICOR strategies to improve student learning.

A wide variety of professional development opportunities for individuals, small groups and large groups are made available throughout the school year.

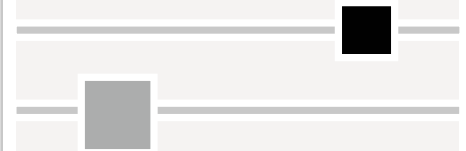
*Continued on page 11*



## Professional Development, *Continued from page 10*

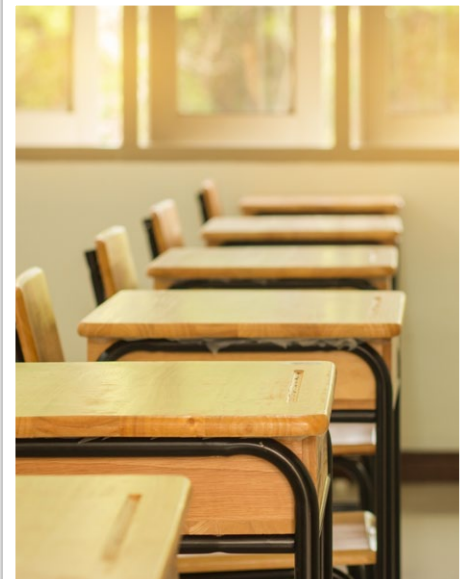
For 2019-20, while we continue to provide training in the adopted ELA/ELD materials, Benchmark Advance (K-5), Collections (6-8) and StudySync (9-12). Specific professional development emphasis has been placed on math, science and writing instruction. All 4th grade through Algebra math teachers have received two full days of instruction on mindset, meaningful classroom activities, and the use of interim assessments to guide instruction from consultant Carl Veater, Director of the San Joaquin Valley Mathematics Project. In science, district teachers on special assignment (TOSAs) are training all K-5 teachers and 6-8 teachers of science in NGSS practices, with specific training in Toolkit for Instructional Materials Evaluation and Ambitious Science Teaching for members of the materials adoption steering committee. Meanwhile, the 14-member 9-12 Science Leadership Team is working on incorporating NGSS into existing high school science courses ahead of adopting new instructional materials for high school. Additionally, PYLUSD is fortunate to have Dr. Kate Kinsella conducting three day writing workshops for all 3-12 grade ELA teachers, and consulting on designated ELD instruction as well as 5 for All Essential Routines for integrated ELD K-12 instruction. Other areas of focus continue to be UDL, WICOR (AVID Strategies), CGI, ECM, and the annual Google Summit that helps teachers learn to integrate educational technology into instruction. In addition to content-specific professional development, educational services supports the training of teachers on PLCs, SST, PBIS, the International Baccalaureate Program, and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings, after school workshops and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. All teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays or late-start Mondays. These days allow teachers the time necessary for collaborative team meetings by grade level and department.



### 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 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.



Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
<b>Number of school days dedicated to staff development and continuous improvement</b>	0.5 days	0.5 days	0.5 days	

## 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 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 in which you may want to get involved.

- 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 Eva Harman, PTA president, at [brookhavenpresident1@gmail.com](mailto:brookhavenpresident1@gmail.com).

## 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.

Suspensions and Expulsions		Three-Year Data								
	Brookhaven ES			PYLUSD			California			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
<b>Suspension rates</b>	0.9%	0.9%	0.2%	2.6%	2.8%	2.0%	3.6%	3.5%	3.5%	
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	



## 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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.49
Psychologist	0.50
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
✧ Not applicable.	

## Teacher Qualifications

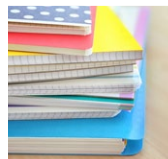
This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	PYLUSD	Brookhaven ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	1,077	23	22	20
Without a full credential	9	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		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



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

## Types of Services Funded

In an ongoing effort to provide academic instruction, Brookhaven provides interventions for students in need of additional supports. In the 2018-19 school year, such interventions included What I Need (WIN) time, integrated Response to Intervention (RTI), small group and 1:1 reteaching and supports through the use of volunteer parents as appropriate. Students are assessed three times per year on grade-appropriate skills, including pre-reading skills, reading fluency and comprehension skills. During the 2018-19 school year, our school also provided lunchtime and after-school homework support classes two times per week at various grade levels. Brookhaven is a Gifted and Talented Education (GATE) cluster school. Students identified for Gifted and Talented Education (GATE) in grades 3-6 are clustered together in their grade level and provided enrichment and extension in their learning.





## Financial Data

The financial data displayed in this SARC is from the 2017-18 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](http://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](http://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](http://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.

Salary Data		2017-18 Fiscal Year
	PYUSD	Similar Sized District
Beginning teacher salary	\$44,630	\$48,612
Midrange teacher salary	\$82,740	\$74,676
Highest teacher salary	\$103,802	\$99,791
Average elementary school principal salary	\$116,469	\$125,830
Average middle school principal salary	\$118,850	\$131,167
Average high school principal salary	\$135,949	\$144,822
Superintendent salary	\$299,970	\$275,796
Teacher salaries: percentage of budget	37%	34%
Administrative salaries: percentage of budget	5%	5%



## 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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Brookhaven ES	\$5,284	\$91,874
PYUSD	\$7,860	\$87,995
California	\$7,507	\$82,403
School and district: percentage difference	-32.8%	+4.4%
School and California: percentage difference	-29.6%	+11.5%

## 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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,050
Expenditures per pupil from restricted sources	\$765
Expenditures per pupil from unrestricted sources	\$5,284
Annual average teacher salary	\$91,874



## 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.

# Brookhaven Elementary School

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 December 2019.

## School Accountability Report Card

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