

BROOKVALE ELEMENTARY SCHOOL

3400 Nicolet Ave. • Fremont, CA 94536 • (510) 797-5940 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fremont Unified School District

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Superintendent

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Associate Superintendent

Debbie Ashmore
**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Brookvale Elementary School, where we continue to address closing the achievement gap and provide quality instruction for all students every day.

Brookvale teachers are caring educators who work diligently to promote parental involvement and provide student-centered activities and extracurricular programs. Brookvale provides instruction based on the California Standards and the FUSD Priority Standards while meeting the individual needs of all students. Teachers consistently review and analyze data in order to improve the instructional programs at Brookvale. Our teachers are committed to using best practices and focusing in on the five equitable practices: rigor, engagement, access, checking for understanding, and differentiated instruction.

Some highlights from 2019-20 included the following: sixth grade science school; media club; PTA reflections activity; a school wide talent show; the Bronco Gallop fund-raiser; 100th day of school activities; Read Across America activities; School Wide Career Day; International Week; field trips in grades k-6 that promote the California State Standards; monthly character assemblies to recognize students exemplifying the FUSD character education curriculum; social/emotional lessons facilitated by Brookvale's counselor; and diversity awareness lessons facilitated by FUSD inclusion specialists. Brookvale provides cultural competency lessons to students in grades TK-6 which celebrate the diverse community within our school.

Brookvale's vision statement is: Brookvale Elementary School ... Where ALL students are VALUED, INSPIRED, CHALLENGED, EDUCATED.

Brookvale's mission statement is:

Our Mission as a Brookvale Professional Learning Community is to work together to provide a challenging, engaging and supportive environment where every student is independently successful. Through collaborative efforts and our analysis of data, teachers will develop learning targets that promote rigorous and relevant lessons in order to improve student achievement.

Mission acronym: C.R.I.T.I.C.A.L

Collaboration for all
Rigorous and relevant lessons
Independently successful students
Targets for learning
Inspire and engage students in their learning
Challenging and supportive learning environment
Analysis of data
Love of learning

Our school has access to 8 fully stocked Chromebook computer carts, IPAD's, Kindles, document cameras and LCD projectors to enhance learning opportunities for students. Teachers integrate technology into classroom activities at all grade levels and share online access to Lexia and MobyMax with parents so that students can practice computer skills at home as well.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	127
Grade 2	111
Grade 3	84
Grade 4	90
Grade 5	77
Grade 6	73
Total Enrollment	708

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	64.8
Filipino	5.1
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0.3
White	10.9
Two or More Races	3.1
Socioeconomically Disadvantaged	13.3
English Learners	16.4
Students with Disabilities	4.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

For the School	17-18	18-19	19-20
With Full Credential	34	34	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Notes:

- "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History-Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Brookvale has a science lab with state-of-the-art technology and lab equipment. The lab includes lab stations and provides the necessary instructional materials to have a complete, workable lab. Our science prep teachers provide standards-based instruction in science, and all students in grades one through six receive science instruction. Transitional Kindergarten and Kindergarten students receive science instruction with their classroom teacher.

Brookvale has updated its multipurpose room to include appropriate seating for students at lunchtime including a sun shade structure to protect students from sun exposure. Our facilities are used on a regular basis by outside agencies, and we develop regular partnerships with community agencies.

During the 2017-18 school year, the school updated its infrastructure for technology so that the whole school is wireless and utilizes a high speed wireless system. We replaced carpet in some of the classrooms during the summer of 2012 and replaced the library carpet during the summer of 2013. The Brookvale PTA works with the principal and has been instrumental in improving the exterior of the school by providing benches and a memorial garden. It also removed the ice plant in the front of the school and provided additional outdoor seating and picnic umbrellas for aesthetic value and shade. In the summer of 2008, Brookvale school completed many renovations for overall school improvement, including a new fire-alarm system; new door locks; new roofing and shingles; a new heating, ventilation, and air-conditioning system; energy-efficient windows; new flooring; new restrooms that are compliant with the Americans with Disabilities Act; a new reception area in the front office; new cabinetry in the staff room; and exterior lighting for safety and visibility. In the summer of 2009, we resurfaced the blacktop and new tables and an improved eating area were provided for students. The school's PTA funded a new fence in the front of the school to ensure improved student safety. During the summer of 2017, FUSD added on an 8 classroom wing to the campus to support the enrollment growth in the district. The facilities are state of art with LED lighting, green proposal classrooms and state of the art technology and materials.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	80	77	78	50	50
Math	76	81	73	74	38	39

Notes:

- 1) Percentages are not calculated 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.
- 2) ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.5	25.7	35.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	322	99.69	79.50
Male	153	153	100.00	75.82
Female	170	169	99.41	82.84
Black or African American	--	--	--	--
Asian	200	199	99.50	91.46
Filipino	14	14	100.00	78.57
Hispanic or Latino	38	38	100.00	52.63
White	39	39	100.00	64.10
Two or More Races	21	21	100.00	61.90
Socioeconomically Disadvantaged	47	46	97.87	39.13
English Learners	110	109	99.09	76.15
Students with Disabilities	27	26	96.30	26.92
Homeless	--	--	--	--

Notes:

- 1) ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- 2) Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- 3) 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	322	99.69	81.06
Male	153	153	100.00	80.39
Female	170	169	99.41	81.66
Black or African American	--	--	--	--
Asian	200	199	99.50	92.96
Filipino	14	14	100.00	85.71
Hispanic or Latino	38	38	100.00	47.37
White	39	39	100.00	71.79
Two or More Races	21	21	100.00	66.67
Socioeconomically Disadvantaged	47	46	97.87	30.43
English Learners	110	109	99.09	77.98
Students with Disabilities	27	26	96.30	26.92
Homeless	--	--	--	--

Notes:

- 1) Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
- 2) Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
- 3) 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Brookvale has a very active PTA. Parents attend regular PTA meetings and provide many activities and vital support to the school. Parents serve as volunteers in the classrooms and assist with after school committees. Parents are encouraged to attend a variety of events on campus. Brookvale sponsors a variety of events listed below:

- Bronco Gallop
- Back-to-School Night
- Open house
- Parent conferences
- Standards Based Grading parent training
- Family movie nights
- Parent/Child dance
- School wide carnival
- Career day
- International week
- DELAC (district english language advisory committee)
- ELAC (english language advisory committee)
- School Site Council
- PTA
- Classroom volunteers
- Field trip chaperones
- Safety committee

Parents understand the need to be a part of the school community, and Brookvale parents step up to help make the school a great place to learn. Please contact the principal's office to find out about parent volunteer opportunities and ways to get involved in the school community. All school information is readily available to the public on our school's updated web site at www.fremont.k12.ca.us/brookvale.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Brookvale staff is diligent about securing students' safety at school. The staff participates in monthly trainings on health and safety and how to respond to crisis situations, as well as monthly safety drills. The principal communicates safety goals and updates through the school newsletter, bright-arrow messaging system and web site as well as classroom and school wide newsletters. The Brookvale School Safety Plan is revised and adapted by the School Site Council (SSC), site leadership team and safety committee annually. The last revision of the School Safety Plan was completed in September 2019. In the 2019-20 school year, the Brookvale safety staff was trained in trauma care and first aid procedures in the event of mass casualties on campus. The School Safety Plan was updated to include school wide discipline procedures and strategies to prevent serious discipline issues on campus. Every year, Brookvale participates in the "GREAT SHAKEOUT" to practice earthquake and safety procedures. Brookvale has hired yard duty personnel to help secure campus safety and has implemented an electronic visitor sign in system to ensure that the school is aware of everyone who enters the school campus. Brookvale works closely with the Fremont Police Department to ensure that their safety plan is appropriate and effective in preventing and/or responding to safety issues on campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor	.0

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.9
Other	

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	22	1	7		22	3	5		21	3	4	
1	24		4		22	1	5		21	3	3	
2	24		4		19	1	3		22		5	
3	22	1	2		27		4		28		3	
4	28		3		24	1	2		30		3	
5	30		2		27		3		29		2	
6	24	1	3		26		3		29		3	
Other									6	1		

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days
2017-2018: 3 days
2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6857	694	6163	84702
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.9	-3.8
School Site/ State	-15.0	6.3

Notes:

- Cells with N/A values do not require data.
- The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.