

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Brookhaven Elementary School

Address: 1851 North Brookhaven Ave. Phone: (714) 996-1912
 Placentia CA 92670-2610
 Principal: Shirley Fargo Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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 place student teachers from CSUF. 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, and students are well behaved and enthusiastic!" Brookhaven provides many supports to students and their families. Counseling interns, health clerk and nurses, Skills and Assets for Excellence Program (SAFE) are implemented to help students make good choices for a lifetime and support physical and emotional health. Enrichment programs after school support students with a well-rounded, comprehensive education. Brookhaven is an outstanding place to learn.

It is the vision 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.

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

Student Enrollment

Group	Enrollment
Number of students	487
African American	1.0 %
American Indian or Alaska Native	0 %
Asian	15.6 %
Filipino	0.6 %
Hispanic or Latino	10.6 %
Pacific Islander	0%
White (not Hispanic)	71.6 %
Multiple or No Response	0.6 %
Socio-economically Disadvantaged	3 %
English Learners	5 %
Students with Disabilities	9 %

Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Brookhaven was built in 1969 with red brick construction. In 2005 Brookhaven was modernized. Each classroom was demolished down to the studs and modernization provided rooms with tack-able walls surfaces, moving whiteboards with lockable cupboards, and infrastructure for updated technology. All teachers have laptop computers, Internet ready television monitors, and LCD projectors. The multipurpose room, administration building and library were also modernized. Three classrooms were turned into a modern library/media center. Student bathrooms were also modernized. The MPR has state-of-the-art multi-media system with 20 foot drop-down screen, LCD projector and DVD/Video player and surround sound. In each of the classroom buildings, rooms surround a POD or smaller room where multiple computers are housed for student use. These spaces are also used for small group instruction, quiet space for students to work and students to take Accelerated Reading quizzes. With modernization, high-quality playground equipment was installed on both primary and upper grade playground. Students have three basketball courts three handball courts and three baseball diamonds for upper and one basketball and one handball court for primary. Both playgrounds have foursquare, dodge-ball, tetherball and grassy areas for recess and physical education. There is a covered lunch area and a kitchen to heat prepared meals for lunch.

Repairs Needed

None at this time

Corrective Actions Taken or Planned

None at this time

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instruction Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	NA%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,062
District	\$7,048
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	73.9 %
Math	79.5 %
Science	67 %
History-Social Science	

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	893
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	NA

School Completion

Indicator	Result
Graduation Rate	

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	
Graduates Who Completed All Courses Required for University of California or California State University Admission	

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Brookhaven Elementary	District Name	Placentia-Yorba Linda Unified
Street	1851 North Brookhaven Ave.	Phone Number	(714) 996-2550
City, State, Zip	Placentia , CA 92670-2610	Web Site	www.pylusd.k12.ca.us/home.asp
Phone Number	(714) 996-1912	Superintendent	Dennis Smith
Principal	Shirley Fargo	E-mail Address	dsmith@pylusd.org
E-mail Address	sfargo@pylusd.org	CDS Code	30-66647-6029995

School Description and Mission Statement

This section provides information about the school's goals and programs.

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

This section provides information about opportunities for parents to become involved with school activities.

Brookhaven currently has hundreds of parents, community members, high school and college students who volunteer. Without the enormous support from parents and community, students would not have the wonderful programs, supports and interventions, and enrichment that enhance their education. The following list includes programs, committees and organizations that utilize the outstanding efforts of our parents and other volunteers and provides opportunities for their involvement.

- PTA board and committees
- School Site Council
- Helping with small groups in the classroom
- Preparation of materials for classroom

- Preparing Thursday Folders
- 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
- At-Risk Reading Program tutors
- Tutor students during and after school
- Valet Program
- Membership Drive
- Disaster Preparedness
- Meet the *Masters Art Program* preparation
- Accelerated Reading Program tutors

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	61
Grade 1	90
Grade 2	62
Grade 3	65
Grade 4	76
Grade 5	75
Grade 6	59
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	488

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.0 %	White (not Hispanic)	71.6 %
American Indian or Alaska Native	0 %	Multiple or No Response	0.6 %
Asian	15.6 %	Socio-economically Disadvantaged	3 %
Filipino	0.6 %	English Learners	5.7 %
Hispanic or Latino	10.6 %	Students with Disabilities	5.7%
Pacific Islander	0%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.5		2		31.0		2		26.0		2	
1	19.0	3			20.0	3			20.0	4		
2	18.7	3			20.3	2	1		18.6	4		
3	23.0	1	1		32.0		1		31.0		2	
4	38.5			2	35.0			1	33.5		1	2
5	29.0		2		30.0		2		29.0			2
6	38.5			2	29.5		2		37.0			2
K-3	20.0	2			26.5		2		20.0			
3												
4-8					34.0			1	36.0			1
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	LEA Provided	LEA Provided	LEA Provided
1	LEA Provided	LEA Provided	LEA Provided
2	LEA Provided	LEA Provided	LEA Provided
3	LEA Provided	LEA Provided	LEA Provided

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

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 sugar. 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-long exercise plan, 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. The *Skills and Assets of Excellence Program (SAFE)* is implemented in sixth grade to help students learn to make safe and healthy choices in their lives and reduce risky behaviors such as illicit drug and alcohol use, and how to resolve conflict without violence. 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, and leadership opportunities. All of these programs promote safety at Brookhaven.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

A school-wide behavior plan is implemented using the District-wide Character Development curriculum. Students are recognized for demonstrating positive character traits such as integrity, responsibility, good judgment, respect, and cooperation. Students are counseled and Administration implements the process of Conflict Resolution so that students learn how to resolve problems themselves. With chronic behavior issues, IEP teams develop Behavior Intervention Plans that look at the precursors of poor behavior and implement reinforcement for good behavior. The Brookhaven staff models good behavior through their respect for each other and the kindness they show to children and families. They work collaboratively with families to develop plans that promote good behavior. When behavior contracts, positive reinforcement, counseling, and role-modeling have not produced positive behavior the administration implements progressive discipline that begins with warnings, community service, detentions, suspension, and finally expulsion. District personnel are involved throughout the process when behavior leads to expulsion.

At the beginning of every school year we discuss with students about bullying. Students are taught skills that help them avoid becoming the target of a bully, as well as, informing students of the consequences of bullying others.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1.7	1.1	0.6	9.0	9.8	5
Expulsions	0.0	0.0	0.0	0.1	0.2	

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Plant Manager and night Custodian keep the grounds and building immaculate. They take pride in providing a clean and safe environment for the students and staff. They clean and check the restrooms multiple times during the day and clean classrooms daily. The school was modernized in 2005 and the primary bathrooms and staff bathrooms in the administration building will be modernized with the passage of Measure A on the February 2008 ballot.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Mechanical Systems	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Windows/Doors/Gates (interior and exterior)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Interior Surfaces (walls, floors, and ceilings)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Hazardous Materials (interior and exterior)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Structural Damage	LEA Provided	LEA Provided	LEA Provided	LEA Provided

	Provided	Provided	Provided	
Fire Safety	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Electrical (interior and exterior)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Pest/Vermin Infestation	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Drinking Fountains (inside and outside)	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Restrooms	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Sewer	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Playground/School Grounds	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Roofs	LEA Provided	LEA Provided	LEA Provided	LEA Provided
Overall Cleanliness	LEA Provided	LEA Provided	LEA Provided	LEA Provided

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	LEA Provided			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	21	18	21	1115
Without Full Credential	0	0	0	25
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	LEA Provided	LEA Provided	LEA Provided
Total Teacher Misassignments	LEA Provided	LEA Provided	LEA Provided
Vacant Teacher Positions	LEA Provided	LEA Provided	LEA Provided

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.2	0
All Schools in District	99.3	0.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.3	0.7

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Brookhaven is fortunate to have highly qualified substitutes who regularly substitute at Brookhaven. They are well known by students and staff and are regularly requested by teachers. Because we use the same substitutes frequently, and they are known by the staff, students benefit from substitute teachers who hold students accountable, understand student needs, and have ongoing collaboration with the regular classroom teacher. Many of the substitutes are like members of the family.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Tenured teachers are formally evaluated every two years. Temporary and probationary teachers are evaluated every year. When a teacher earns a "Needs to Improve" rating on an evaluation, a remediation plan is developed after conversations and recommendations are made and improvement is not made. A teacher who is not meeting appropriate levels of proficiency is referred to PAR. The administrator is in their classroom regularly making observations and recommendations. Every teacher has ongoing informal observations throughout the year to ensure that each teacher is teaching to the California Standards for the Teaching Profession, as well as implementing the California State Content Standards and students are mastering them.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	LEA Provided	LEA Provided
Mathematics	LEA Provided	LEA Provided
Science	LEA Provided	LEA Provided
History-Social Science	LEA Provided	LEA Provided
Foreign Language	LEA Provided	LEA Provided
Health	LEA Provided	LEA Provided
Science Laboratory Equipment (grades 9-12)	LEA Provided	LEA Provided

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$68,518
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$4,943	\$60,032
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The School and Library Improvement Plan (SLIP) provide funding that support English Language Arts and Math. These funds are used for our At-Risk Reading Program and supplemental resources for the classroom in math. This program is a research-based program that helps students who are below grade level. In reading it increases fluency and comprehension. One-time grants were used to purchase technology. Laptop computers and LCD projectors were purchased for every classroom. Physical Education equipment was purchased through one-time grants to enhance the already first-rate program. SLIP funds are also used to support our GATE after school program, provide a computer aide, librarian, and assistant librarian. The PTA raises money for our *Meet the Masters* art program and *Walk Through the Renaissance, California and America* program for 4th, 5th and 6th grades. PTA also provides Family Socials, field trips, assemblies, and an Outreach Concern counseling intern who teaches Social Skills and meets with students who have been referred by staff or parents.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,195	\$38,937
Mid-Range Teacher Salary	\$68,957	\$61,080
Highest Teacher Salary	\$86,509	\$76,443
Average Principal Salary (Elementary)	\$105,416	\$99,694
Average Principal Salary (Middle)	\$112,661	\$103,687
Average Principal Salary (High)	\$126,166	\$112,983
Superintendent Salary	\$197,051	\$195,054
Percent of Budget for Teacher Salaries	\$43.11	\$40.13
Percent of Budget for Administrative Salaries	5.07 %	5.379 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	74	69	74	57	59	60	40	42	43
Mathematics	80	73	80	59	61	60	38	40	40
Science	66	59	67	45	53	56	27	35	38
History-Social Science				51	52	50	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	89	87	*	
Filipino	*	*	*	
Hispanic or Latino	61	58	*	
Pacific Islander				
White (not Hispanic)	72	81	64	
Male	67	78	67	

Female	81	82	68	
Economically Disadvantaged	43	64	*	
English Learners	42	67		
Students with Disabilities	32	46	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	64	59	69	55	55	58	41	42	42
Mathematics	77	84	83	66	68	68	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	72	85
Male	70	87
Female	68	80
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

2	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
3	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
4	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
5	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
6	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
7	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
8	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
9	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
10	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
11	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
12	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	63.6
7	
9	

IV Accountability Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in

API Rank - 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

API Rank	2004-05	2005-06	2006-07
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API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	24	-17	19	893
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	20	-11	10	891
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Brookhaven qualified to apply for the 2008 California Distinguished School Recognition Program
 Brookhaven is currently a No Child Left Behind, Blue Ribbon School

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	12.5

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)				1.0	0.3	0.4	3.2	3.1	3.5
Graduation Rate				96.1	96.4	96.9	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	LEA Provided	LEA Provided	LEA Provided
African American	LEA Provided	LEA Provided	LEA Provided
American Indian or Alaska Native	LEA Provided	LEA Provided	LEA Provided
Asian	LEA Provided	LEA Provided	LEA Provided
Filipino	LEA Provided	LEA Provided	LEA Provided
Hispanic or Latino	LEA Provided	LEA Provided	LEA Provided
Pacific Islander	LEA Provided	LEA Provided	LEA Provided
White (not Hispanic)	LEA Provided	LEA Provided	LEA Provided
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	LEA Provided
English Learners	LEA Provided	LEA Provided	LEA Provided
Students with Disabilities	LEA Provided	LEA Provided	LEA Provided

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

NA

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	LEA Provided
Percent of pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	LEA Provided

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

NA

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test			
Average Verbal Score			
Average Math Score			
Average Writing Score	N/A		

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

In order to tie together rigorous academic standards, instruction and support, as well as assessment and accountability, the school utilizes Professional Learning Communities (PLCs), a research-based means of collaboration. In order to

Brookhaven utilizes Professional Learning Communities (PLC), a research-based means of collaboration. In order to promote collaboration at the beginning of the school year, the Leadership Team, made of teacher leaders and administrators, decided that:

1. Seven of the eight restructured staff development days would be used for PLC Teams to meet.
2. Staff meeting times and teacher release times would also be used for collaboration.
3. The PLC teams would meet to analyze data from standardized tests and district multiple measures.

School-wide goals are developed based on needs reflected in the data and are included in the Single Plan for Student Achievement (SPSA). PLC teams identify and agree upon common assessments for each grade level. Teams meet regularly to analyze outcomes from these common assessments, using this data to identify quality instructional practices as described in state frameworks, such as groupings focused on specific skills, leveled reading groups, and flexible math groups. Teachers deliver instruction based upon these findings. Results from the common assessments provide information on the progress towards improvement plan objectives in the SPSA.

The SPSA is developed with the input of district personnel, school staff, and the School Site Council (SSC). The SPSA is developed annually in conjunction with the Local Educational Agency (LEA) Plan. For example, the LEA has determined writing to be a focus area. Therefore, Brookhaven has included a focus on writing in the SPSA, and the SSC has allocated funds to support the writing program. Through the support of SPSA and district training, teachers have implemented the effective *Step Up to Writing, Written Expression* program in support of the goals they had previously set. The SPSA is then taken to the SSC for input and approval. School Improvement funds are allocated with direction from the SSC. Once the SSC has approved the budgets pertaining to these goals, the SPSA is sent to the school board for approval. Each quarter teachers assess students in the area of math, English language arts-focusing on Writing Strategies, and subsequently the results are presented to SSC.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers at Brookhaven embrace professional development as a way to reach all students and refine their craft. The district's Professional Development Academy (PDA) uses district-wide assessment data to identify and provide research-based professional development. Among the hundreds of courses available, our teachers have attended courses on *Step Up to Writing, Universal Access, Comprehension Strategies, Touch Math, Professional Learning Communities, Technology, Differentiation*, and a variety of classes pertaining to special-needs students. These courses were chosen by teachers with school goals in mind. The effectiveness of these classes is reflected in benchmark data within the SPSA. At the school level, the Leadership Team meets to decide on professional development activities that will help us attain the goals spelled out in the SPSA improvement plans. This year, the Leadership Team decided that staff development time would best be spent in PLC teams. Often, in PLC teams, teachers share what they have learned in district professional development classes so that strategies can be used as part of the best practices. For instance, several staff members attended a comprehension strategies workshop. These staff members then presented these ideas to their colleagues at their grade level and at a staff meeting. Many grade levels are now implementing the tools learned through collaboration. In addition, teachers are encouraged to visit one another's classrooms and glean ideas from their observation. We have implemented a new *Peer Poaching* strategy so that teachers can observe a colleague's classroom during their release time. The teacher then writes a brief synopsis of what they learned. Sometimes a substitute is made available in order to allow teachers the opportunity to watch best practices in action. Teachers who participate in our *Peer Poaching Program* have their names placed in a drawing once a month for a restaurant gift card. This helps encourage and motivate participation in this important program.

Our professional development has greatly impacted our students who are not yet proficient. Last year, our staff was given instruction on how to implement *Read Naturally*. Students who were not yet proficient in reading worked with teachers and tutors who implemented the *Read Naturally* program. These students progressed in their reading skills as reflected in a 3.7% growth in our language arts scores. In another instance, teachers went to a training session on *Touch Math* and implemented it with struggling students. As a result, 98% of students at that grade level passed the district Key Math Standard tests.

It is evident that at Brookhaven collaboration truly is professional development!

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	LEA Provided	36,000
1	LEA Provided	50,400
2	LEA Provided	50,400
3	LEA Provided	50,400
4	LEA Provided	54,000
5	LEA Provided	54,000
6	LEA Provided	54,000
7	LEA Provided	54,000
8	LEA Provided	54,000
9	LEA Provided	64,800
10	LEA Provided	64,800
11	LEA Provided	64,800
12	LEA Provided	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	LEA Provided	180 days
10	LEA Provided	180 days
11	LEA Provided	180 days
12	LEA Provided	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

NON-STUDENT/MINIMUM DAY SCHEDULE

November 14, 2007	Parent Conferences
November 15, 2007	Parent Conferences
January 25, 2008	End of Semester-grades
May 28-29, 2008	Scoring District Writing Assessment
June 12, 2008	Last Day of School

STAFF DEVELOPMENT DAYS

September 19, 2007
 October 31, 2007*
 December 5, 2007
 February 20, 2008
 March 19, 2008
 April 9, 2008*
 May 21, 2008

* Report card preparation days