

Brook Haven Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Brook Haven Elementary School
Street	7905 Valentine Ave.
City, State, Zip	Sebastopol, CA 95472-3214
Phone Number	(707) 829-4590
Principal	Debbie Hanks
E-mail Address	dhanks@sebusd.org
Web Site	sebastopolschools.org
CDS Code	49 70938 6052211

District Contact Information	
District Name	49 70938 0000000
Phone Number	707) 829-4570
Superintendent	Linda Irving
E-mail Address	lirving@sebusd.org
Web Site	www.sebastopolschools.org

School Description and Mission Statement (School Year 2016-17)

Brook Haven School is the Sebastopol Union School District's 5th - 8th grade middle school. It is made up of fifth through eighth grade students who participate in a departmentalized middle school program. Among the enrichment offerings at Brook Haven are band, wood shop, Makers Space, STEM, Life Skills, Career to College, drama and art classes. Middle school students are also able to choose to be an assistant in a lower-grade classroom as one of their electives.

Students are also provided the opportunity to participate in various extracurricular activities, including athletics (basketball, football, volleyball, cross country), Student Leadership, Rotary Interact, homework club, diversity club, yearbook and bike club.

The Toolbox Project the social-emotional curriculum for the District. The Toolbox Project teaches that students have the tools they need to be successful within themselves. The toolbox is used at the middle school level with some modifications to provide more age-appropriate Social Emotional Learning for students.

The evolution of Brook Haven from the District's K-8 school to a middle school has increased the school's capacity for department level growth and an expansion of elective programs. Brook Haven also uses the Safe School Ambassador program offered through Community Matters. The Safe School Ambassadors program promotes student communication, cooperation and a safer school environment.

The school community is engaged in supporting a program is beneficial to middle school students, and helps them prepare for high school, college and beyond.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 5	46
Grade 6	57
Grade 7	76
Grade 8	82
Total Enrollment	261

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.1
Asian	1.9
Filipino	0
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0.4
White	49.4
Two or More Races	5
Socioeconomically Disadvantaged	44.8
English Learners	15.7
Students with Disabilities	17.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	17	17	30
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: Jan 2017

The school recently adopted math materials from the latest adoption cycle. Currently English Language Arts materials are being piloted for adoption in 2017-18.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal-Littell	Yes	0
Mathematics	Big Ideas Math	Yes	0
Science	CPO	Yes	0
History-Social Science	TCI History Alive	Yes	0
Foreign Language	N/A		
Health	N/A		0
Visual and Performing Arts	N/A		0

School Facility Conditions and Planned Improvements (Most Recent Year)

1. Gym continue to be monitored for evidence of leaking.
2. The raised beds in the school garden were inspected for damage and rot. They were reinforced and replaced as needed.

The facility grounds needed general cleanup, mowing and maintenance after a warm summer season. General facility grounds maintenance was completed prior to the beginning of school.

Restructuring of the district's maintenance department has allowed for a facilities maintenance and repair plan to be developed and implemented. Several facilities walk-throughs by the maintenance team, and district and site administration provided the information needed to prioritize the maintenance and repair projects, placing issues that impact health and safety at the top of the list. Close examination was given to the doors, walls, floors, ceilings, carpets, windows and working hardware. All areas of each classroom were inspected, including the closets and storage areas, ceilings, vents and water fountains. We looked for evidence of leaks, discolored walls or ceiling tiles. Ventilation and heating filters were replaced. All the school bathrooms were inspected, examining the pipes and hardware, walls, windows and floors. The tiled walls were sound, as were the partitions and plumbing. The school inspections included the Library, Gym and the storage sheds used to house equipment. All of the outside facilities were inspected, including perimeter fences, gates and locks. In addition, each roof was inspected, swept clean of debris and accumulated branches and leaves, then checked closely for cracks and wear.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Jan 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Repair is underway for the Gym roof
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Jan 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	35	46	51	54	44	48
Mathematics	22	25	35	35	34	36

Note: 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.

**CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	47	45	95.7	42.2
	6	61	59	96.7	43.1
	7	83	78	94.0	39.0
	8	87	85	97.7	55.3
Male	5	23	22	95.7	36.4
	6	33	33	100.0	36.4
	7	49	46	93.9	40.0
	8	36	36	100.0	44.4
Female	5	24	23	95.8	47.8
	6	28	26	92.9	52.0
	7	34	32	94.1	37.5
	8	51	49	96.1	63.3
Black or African American	6	--	--	--	--
	7	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	5	21	19	90.5	26.3
	6	30	29	96.7	32.1
	7	35	34	97.1	17.6
	8	28	26	92.9	38.5
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	5	22	22	100.0	50.0
	6	25	24	96.0	50.0
	7	38	36	94.7	61.1
	8	53	53	100.0	62.3
Two or More Races	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	5	24	23	95.8	26.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	30	30	100.0	36.7
	7	38	35	92.1	25.7
	8	34	32	94.1	37.5
English Learners	5	--	--	--	--
	6	11	11	100.0	10.0
	7	14	14	100.0	14.3
	8	--	--	--	--
Students with Disabilities	5	--	--	--	--
	6	12	12	100.0	16.7
	7	19	16	84.2	6.3
	8	13	13	100.0	7.7
Foster Youth	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	47	46	97.9	23.9
	6	61	59	96.7	16.9
	7	83	78	94.0	29.5
	8	87	87	100.0	27.6
Male	5	23	22	95.7	31.8
	6	33	33	100.0	21.2
	7	49	46	93.9	32.6
	8	36	36	100.0	27.8
Female	5	24	24	100.0	16.7
	6	28	26	92.9	11.5
	7	34	32	94.1	25.0
	8	51	51	100.0	27.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	6	--	--	--	--
	7	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	5	21	20	95.2	5.0
	6	30	29	96.7	10.3
	7	35	34	97.1	11.8
	8	28	28	100.0	7.1
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	5	22	22	100.0	36.4
	6	25	24	96.0	20.8
	7	38	36	94.7	50.0
	8	53	53	100.0	35.9
Two or More Races	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	5	24	24	100.0	12.5
	6	30	30	100.0	13.3
	7	38	35	92.1	17.1
	8	34	34	100.0	14.7
English Learners	5	--	--	--	--
	6	11	11	100.0	
	7	14	14	100.0	
	8	--	--	--	--
Students with Disabilities	5	--	--	--	--
	6	12	12	100.0	8.3
	7	19	16	84.2	6.3
	8	13	13	100.0	
Foster Youth	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	66	68	69	59	67	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	134	131	97.8	67.9
Male	59	58	98.3	70.7
Female	75	73	97.3	65.8
Hispanic or Latino	49	47	95.9	38.3
White	75	74	98.7	82.4
Socioeconomically Disadvantaged	58	57	98.3	45.6
English Learners	17	16	94.1	12.5
Students with Disabilities	20	20	100.0	25.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.3	27.7	12.8
7	12.5	38.8	22.5

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

There are various opportunities for parental involvement at Brook Haven.

Parents may volunteer in the classrooms, in the office and/or for field trips and other school-sponsored events.

Parents are also members of our School Site Council, the Sebastopol Educational Foundation and LCAP focus groups.

We value parent participation and input, and engagement in the planning and execution of our total school program.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	0.0	0.0	2.8	0.4	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Brook Haven School's Safety Plan is designed to positively support the health and safety of school employees, students and community. The Safety Plan is designed to serve as a quick reference manual to help all employees become familiar with the proper procedures, telephone numbers and forms to deal with all types of emergencies. The plan is reviewed yearly, and training is provided to all the certificated and classified staff in order to prepare for emergency response to medical emergencies, bomb threats, natural disasters and crisis procedures.

The School and District provide safety in-service opportunities, conduct annual site inspections, review safety suggestions, review hazard reporting, report to School Board annually on the status of repairs, and address compliance issues. Brook Haven adheres closely to all State and Federal regulations that relate to student and employee health and safety issues.

The District utilizes the Blackboard Connect parent communication system to get messages to families ranging from routine information to school emergency closures.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		3		22		2					
3					24		1					
4	28		1		20	1	1					
5	32		1		24		2		24		2	
6	22	6	15		20	6	10	2	20	6	10	2

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	2	3		21	4	1		21	4	1	
Mathematics	25	1	4		21	3	2		21	3	2	
Science	25	1	4		22	2	3		22	2	3	
Social Science	24	2	3		21	5			21	5		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.60	250
Counselor (Social/Behavioral or Career Development)	.40	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,396	\$3,083	\$7,313	\$67,171
District	N/A	N/A	\$7,694	\$67,970
Percent Difference: School Site and District	N/A	N/A	-5.0	-1.2
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	28.8	10.1

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

Types of Services Funded (Fiscal Year 2015-16)

Brook Haven School is very fortunate to be the recipient of additional educational funding through grants provided by SEF, (Sebastopol Education Foundation), a community supported Parcel Tax, and Parent Committee fundraising, as well as ongoing donations from our community in support of Brook Haven’s enrichment programs. Brook Haven offers student counseling and intervention services through its counseling staff, and in collaboration with West Sonoma County Community Services.

District funds provide enrichment opportunities for students who need assistance with their academic work. The school’s music program is supported by an active booster group. Funding for the upkeep of instruments, low-cost uniforms and some instrument replacement is provided by fundraising. The group also serves as a rich source of volunteers for events.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,903	\$41,085
Mid-Range Teacher Salary	\$59,306	\$59,415
Highest Teacher Salary	\$73,094	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)	\$85,221	\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$120,000	\$116,069
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers have participated in professional development in the areas of mathematics, ELA program use, Next Generation Science Standards implementations, technology use, and restorative practices. Trainings took place through teacher meetings, classroom instruction and coaching, webinars and off-site seminars and meetings.