

Brook Haven Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Brook Haven Middle School
Street	7905 Valentine Ave.
City, State, Zip	Sebastopol, CA 95472-3214
Phone Number	(707) 829-4590
Principal	Sara Gramm
Email Address	sgramm@sebusd.org
Website	brookhaven.sebastopolschools.org
County-District-School (CDS) Code	49 70938 6052211

Entity	Contact Information
District Name	49 70938 0000000
Phone Number	(707) 829-4570
Superintendent	Linda Irving
Email Address	lirving@sebusd.org
Website	www.sebastopolschools.org

School Description and Mission Statement (School Year 2019-20)

Brook Haven Middle School is home to Sebastopol Union School District's fifth through eighth-grade students. Brook Haven has been an integral part of the local community for over 50 years. The school facilities are the hub for many community events and is the quintessential neighborhood school.

Rigorous academics coupled with enrichment programs foster the development of well-rounded students at Brook Haven Middle School. Fifth graders learn in self-contained classrooms with highly qualified teachers. Beyond core academics, fifth graders participate in physical education, STEM enrichment, and either band or choir. The sixth-grade curriculum is structured in core blocks with English language arts/history and math/science teachers. Sixth graders also participate in physical education and can choose between electives such as band, STEM enrichment and woodshop. Seventh and eighth-grade students participate in a standard six period, departmentalized middle school program with subject-specific instructors. Seventh and Eighth-grade students can choose from various enrichment offerings, including band, choir, video production, woodshop, art, leadership, and helping in a classroom as a cross-grade tutor and teacher's assistant.

Brook Haven students are provided opportunities to participate in various extracurricular activities. As a member of the West County Athletic League, students can join after school athletics teams (basketball, flag football, volleyball & cross-country). Additionally, Brook Haven offers many clubs and activities for students, including Student Leadership, Rotary-Interact, Garden, Yearbook, Bike and Book Clubs.

The TOOLBOX Project is a social-emotional curriculum adopted by Sebastopol Union School District. The TOOLBOX program provides tools for solving problems in the classroom and in social settings. With modifications to provide age-appropriate social-emotional learning skills, TOOLBOX is used at the middle school level in conjunction with restorative practices to better handle conflicts and potential disciplinary issues.

Students are supported through Advisory twice a week which allows students the opportunity to participate in academic intervention or extension, based on their personal needs or strengths. Students also have the opportunity for before school and lunchtime academic support and after-school homework help in the Boys & Girls Club. The use of classroom aides allows opportunities for small group instruction and differentiation. Brook Haven prides itself on supporting the whole child in a diverse and welcoming environment.

The SUSD Mission:

As a progressive district that is an integral part of its engaged and diverse community, Sebastopol Union School District graduates all of its students as globally-minded citizens, critical and creative thinkers, skilled collaborators, and fully-engaged learners who achieve academic excellence and are socially and emotionally resilient; we accomplish this with inspired teaching of a rigorous and meaningful curriculum in a dynamic learning environment where we support and challenge every student in partnership with families and community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 5	50
Grade 6	47
Grade 7	52
Grade 8	52
Total Enrollment	201

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	0.5
Hispanic or Latino	42.3
White	46.3
Two or More Races	9
Socioeconomically Disadvantaged	59.7
English Learners	12.9
Students with Disabilities	10.4
Foster Youth	1.5
Homeless	1.5

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	13	10	27
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: Jan 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (7/8) Benchmark (5/6)	Yes	0
Mathematics	Bridges (5) Big Ideas Math (6-8)	Yes	0
Science	CPO	Yes	0
History-Social Science	TCI History Alive	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0

School Facility Conditions and Planned Improvements (Most Recent Year)

1. Gym continues to be monitored for evidence of leaking and the source tracked down and repaired as leaks seem to be intermittent during heavier rainstorms. Prior sealant & patch repairs are beginning to fail & are being re-done 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: Jan 2019

System Inspected	Rating	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	Fair	Repair is underway for the Gym roof
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	60	54	59	50	50
Mathematics (grades 3-8 and 11)	21	41	38	47	38	39

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.

Note: 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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	198	192	96.97	3.03	60.42
Male	110	106	96.36	3.64	52.83
Female	88	86	97.73	2.27	69.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	84	83	98.81	1.19	44.58
Native Hawaiian or Pacific Islander					
White	93	89	95.70	4.30	73.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	15	93.75	6.25	66.67
Socioeconomically Disadvantaged	124	119	95.97	4.03	51.26
English Learners	55	55	100.00	0.00	34.55
Students with Disabilities	26	25	96.15	3.85	24.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	198	192	96.97	3.03	41.15
Male	110	106	96.36	3.64	43.40
Female	88	86	97.73	2.27	38.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	84	83	98.81	1.19	26.51
Native Hawaiian or Pacific Islander					
White	93	89	95.70	4.30	53.93
Two or More Races	16	15	93.75	6.25	46.67
Socioeconomically Disadvantaged	124	119	95.97	4.03	32.77
English Learners	55	55	100.00	0.00	27.27
Students with Disabilities	26	25	96.15	3.85	12.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	35.6	24.4
7	9.8	52.9	27.5

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.

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)

There are various opportunities for parental involvement at Brook Haven.

Parents may volunteer in the classrooms, in the office and/or for field trips, as athletic coaches 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.9	2.9	5.1	2.2	1.3	3.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 Parent Square parent communication system to get messages to families ranging from routine information to school emergency closures.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	2	4		23	2	2	1	19	4	1	
Mathematics	28		5		24	2	2	1	17	4	2	
Science	25	1	4		23	2	3		25		4	
Social Science	29		5		27	2	1	1	25		4	

*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.

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

Title	Ratio
Academic Counselors*	402.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,420.64	\$3,084.96	\$8,335.68	\$74,292
District	N/A	N/A	\$10,172.76	\$70,052
Percent Difference - School Site and District	N/A	N/A	-19.9	5.9
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	10.5	13.4

Note: 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 will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,995	\$45,252
Mid-Range Teacher Salary	\$67,490	\$65,210
Highest Teacher Salary	\$83,181	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$111,041	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$134,800	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	6

Teachers have participated in professional development in the areas of Data driven instruction, mathematics, ELA curriculum adoption, Next Generation Science Standards implementation, technology use, positive behavior interventions and restorative practices. Trainings took place during teacher meetings, classroom instruction and coaching, webinars and off-site seminars and conferences.