

Brookhurst Junior High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Brookhurst Junior High School
Street	601 North Brookhurst Street
City, State, Zip	Anaheim, CA 92801-3879
Phone Number	(714) 999-3613
Principal	Gilbert Amancio
Email Address	amancio_g@auhsd.us
School Website	https://brookhurst.org
Grade Span	7-8
County-District-School (CDS) Code	30664316058812

2025-26 District Contact Information

District Name	Anaheim Union High School District (AUHSD)
Phone Number	(714) 999-3511
Superintendent	Jaron Fried, Ed.D.
Email Address	fried_ja@auhsd.us
District Website	https://www.auhsd.us

2025-26 School Description and Mission Statement

Mission Statement:

Brookhurst envisions an educational experience in which our students feel valued, accepted, and respected, so they may ground their learning and personal growth in their individual histories and strengths, reflections of their learning processes-including their struggles- in order to build capabilities, competence, and the confidence to go boldly in the direction of their goals.

Vision Statement:

At Brookhurst, we will create a positive, connected community of caring students who are actively engaged in learning about

2025-26 School Description and Mission Statement

themselves, their community, and the world. We work to prepare all students with the 21st-century skills necessary to persevere and succeed in a changing world.

Highlights:

Seven percent of students are enrolled in the Advancement Via Individual Determination (AVID) program. AVID students are encouraged to take a rigorous honors course load. Other electives include band, drama, home economics,stagecraft, art, ASB (Associated Student Body activities program) and World Languages-Spanish.

Six percent of our students are enrolled in the dual language program. Also 56% percent have a at least one honors class in either math or English, while still learning science and history in Spanish.

Approximately 25% of students participate in after-school sports programs. Each sport has a separate 7th- and 8th-grade team for both boys and girls. Sports which are offered include: volleyball, soccer, basketball, tennis, track, football, softball and cross country.

Demographic Information:
Brookhurst Junior High School, located in Anaheim, California, serves 675 students, in which 89.2% participate in the free and reduced meal program, 8.7% are homeless, and 19% are English Learners. The demographic profile also indicates the following regarding student subgroups: 85.9% Hispanic, 4.1% White, 5.5% Asian, 1% Multiple, Native Hawaiian or other Pacific Islander 0.1%, 2.0% African American, American Indian/Alaskan Native 0.1%, and 1.4% other or missing

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	367
Grade 8	357
Total Enrollment	724

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	1.1
Asian	3.6
Black or African American	2.1
Filipino	2.2
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1
White	3.9
English Learners	20
Foster Youth	0.6
Homeless	8.6
Socioeconomically Disadvantaged	90.9
Students with Disabilities	16

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.3	86.29	1094.6	83.18	234405.2	84
Intern Credential Holders Properly Assigned	0.1	0.34	8.5	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	4.92	73.2	5.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	32.8	2.5	11953.1	4.28
Unknown/Incomplete/NA	3.9	8.41	106.8	8.11	15831.9	5.67
Total Teaching Positions	46.7	100	1316.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.6	85.24	1131.1	84.42	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	1.93	12.1	0.9	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	55.4	4.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	41.3	3.09	11746.9	4.23
Unknown/Incomplete/NA	5.5	12.81	99.8	7.45	14303.8	5.15
Total Teaching Positions	42.9	100	1340	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.9	87.75	1010.1	82.4	230039.4	100
Intern Credential Holders Properly Assigned	0.6	1.93	6.6	0.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.44	66.4	5.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	31.5	2.57	12112.8	4.34
Unknown/Incomplete/NA	3	8.79	111	9.06	13705.8	4.91
Total Teaching Positions	34.1	100	1225.9	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0	0.3
Misassignments	1.40	0	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	0	0.4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6	0	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected September 11, 2025.

Year and month in which the data were collected

September 11, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	0
Mathematics	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.	0

History-Social Science	<p>History/Social science textbooks were adopted in 2018-19 and 2019-20.</p> <p>7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill-United States History and Geography- Growth and Conflict.</p> <p>There is one textbook available per student.</p>	<p>0</p>
Foreign Language	<p>Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.</p> <p>Below is the list of districtwide World Language adopted instructional materials:</p> <p>American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018</p> <p>American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018</p> <p>American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018</p> <p>Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020</p> <p>Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020</p> <p>Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020</p> <p>French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024</p> <p>French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024</p> <p>French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024</p> <p>French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024</p> <p>AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016</p> <p>Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016</p> <p>Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016</p> <p>Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004</p> <p>Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004</p> <p>Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023</p> <p>Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023</p> <p>Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024</p> <p>Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023</p> <p>Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016</p> <p>Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016</p> <p>Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024</p>	<p>0</p>

	<p>Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024</p> <p>Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024</p> <p>Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024</p> <p>Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesía de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214 (Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Tiếng Việt M?n Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Tiếng Việt M?n Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Tiếng Việt M?n Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Tiếng Việt M?n Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>	
Health	Health textbooks, Glencoe Teen Health for 7-8 grades was adopted in 2016-2017. There is one textbook available per student.	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	0
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

Brookhurst Junior High School opened in 1956. The buildings were most recently modernized in 2003. The 20-acre site includes 41 regular classrooms and three portable classrooms. There are 9 labs, which are designed for specific programs (i.e. computer labs, science labs, music room, etc.). The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

School Facility Conditions and Planned Improvements

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 1, 2025.

Year and month of the most recent FIT report	October, 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	19	42	43	47	48
Mathematics (grades 3-8 and 11)	13	12	24	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	706	690	97.73	2.27	19.16
Female	319	315	98.75	1.25	24.52
Male	387	375	96.90	3.10	14.67
American Indian or Alaska Native	--	--	--	--	--
Asian	26	24	92.31	7.69	37.50
Black or African American	15	15	100.00	0.00	13.33
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	605	593	98.02	1.98	17.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	28.57
English Learners	141	138	97.87	2.13	0.00
Foster Youth	--	--	--	--	--
Homeless	63	60	95.24	4.76	15.00
Military	41	39	95.12	4.88	12.82
Socioeconomically Disadvantaged	640	626	97.81	2.19	17.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	111	108	97.30	2.70	1.85

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	706	685	97.03	2.97	12.45
Female	320	311	97.19	2.81	11.33
Male	386	374	96.89	3.11	13.37
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	32.00
Black or African American	15	14	93.33	6.67	7.14
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	605	588	97.19	2.81	9.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	34.48
English Learners	141	139	98.58	1.42	2.88
Foster Youth	--	--	--	--	--
Homeless	63	62	98.41	1.59	8.06
Military	41	39	95.12	4.88	12.82
Socioeconomically Disadvantaged	640	622	97.19	2.81	10.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	103	93.64	6.36	3.88

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.28	8.07	28.3	26.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	357	348	97.48	2.52	8.07
Female	150	146	97.33	2.67	4.83
Male	207	202	97.58	2.42	10.40
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	15.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	311	302	97.11	2.89	6.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	75	74	98.67	1.33	0.00
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	12.12
Military	22	18	81.82	18.18	11.11
Socioeconomically Disadvantaged	324	315	97.22	2.78	7.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Brookhurst Junior High School believes that education is a shared responsibility where the student, the school, the home, and the community work together toward common goals. Our goal is to provide meaningful educational involvement opportunities for all parents by empowering them to advocate for their children. At Brookhurst, every parent is recruited to partner with the school by participating in Community School Site Council, Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), District-level English Learner Advisory Committee (DELAC), Community Schools committee and the Superintendent’s Advisory Council. Parents have the opportunity to become actively involved in the academic development of their child by checking and discussing the student agenda planner, which every student is expected to use daily to record their class assignments.

In addition, Brookhurst Junior High School invites and provides every parent with the opportunity to attend monthly parent nights. Through our parent counseling presentations(cookies with the counselor), parent leadership academy, Nami Family Seesions and our family engagement specialist, we provide workshops that are of interest to parents such as A-G requirements, how to navigate the educational system, anti-bullying, and other important subjects based on parent feedback from an annual needs assessment survey. We also have our monthly “Coffee with the Principal,” (in partnership with Savanah High School. As well as, campus tours/parent learning walks, which focus on current issues surrounding education and classroom visitation. Parents are also encouraged to attend school with their student(s) at any time. Parents are integral members of our school community, and we work hard to communicate and collaborate in order to build and maintain strong relationships. We also have community bonding with lunch with a loved one and Family movie night.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	775	753	231	30.7
Female	356	342	100	29.2
Male	419	411	131	31.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	2	7.4
Black or African American	17	17	6	35.3
Filipino	16	14	2	14.3
Hispanic or Latino	663	645	203	31.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	30	10	33.3
English Learners	196	191	65	34.0
Foster Youth	--	--	--	--
Homeless	67	65	23	35.4
Socioeconomically Disadvantaged	704	686	222	32.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	124	47	37.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.96	7.04	6.06	3.78	4.06	3.03	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.06	0.00
Female	6.18	0.00
Male	5.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.13	0.00
English Learners	6.12	0.00
Foster Youth	0.00	0.00
Homeless	7.46	0.00
Socioeconomically Disadvantaged	6.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.23	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis (last approved in November 20, 2024). Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Brookhurst High School Safety Plan is implemented by staff members which are part of the discipline and safety committees.. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	20	4
Mathematics	25	6	24	1
Science	25	9	22	1
Social Science	26	4	24	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	9	2	18
Mathematics	28	5	13	10
Science	31	5	2	18
Social Science	32	4	1	19

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	9	11
Mathematics	32	3	3	16
Science	34	2	4	15
Social Science	32	2	10	10

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	258

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,072	\$3,524	\$10,548	\$102,607
District	N/A	N/A	10,142	\$118,909
Percent Difference - School Site and District	N/A	N/A	3.9	-7.7
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-2.1	-2.6

Fiscal Year 2024-25 Types of Services Funded

The Title I program funds a number of professional development opportunities for Brookhurst Junior High School staff members and also funds parent involvement activities, such as parent resource fairs. Through Title I and Local Control Funding Formula (LCFF), Brookhurst Junior High School students receive a variety of strategic reading and mathematics interventions, which are

Fiscal Year 2024-25 Types of Services Funded

provided to students that are identified through multiple measures, including SBAC testing and ELPAC. Additional instructional assistance and teachers are provided in the areas of reading, math, and ELD, funded through Title I and LCFF. Additionally, Brookhurst Junior High is partnered with Orange County Human Relations with a restorative justice program and we are partnered and received a grant to work with CaliReads.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,781	\$67,238
Mid-Range Teacher Salary	\$109,375	\$106,841
Highest Teacher Salary	\$139,964	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$149,574	\$167,233
Average Principal Salary (High)	\$163,653	\$193,950
Superintendent Salary	\$328,935	\$314,304
Percent of Budget for Teacher Salaries	26.83%	29.51%
Percent of Budget for Administrative Salaries	3.71%	4.87%

Professional Development

Teachers and staff participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Brookhurst Junior High School has weekly professional development opportunities on Thursday's late start days. The time is utilized by departments, specialized programs, focus groups and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4