

# Brea Canyon High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Brea Canyon High School
<b>Street</b>	689 North Wildcat Way, Brea, California 92821
<b>City, State, Zip</b>	Brea, CA 92821-7400
<b>Phone Number</b>	714-990-7882
<b>Principal</b>	Carol A. Christman
<b>E-mail Address</b>	cchristman@bousd.us
<b>Web Site</b>	<a href="https://bchs-bousd-ca.schoolloop.com">https://bchs-bousd-ca.schoolloop.com</a>
<b>CDS Code</b>	30664493030624

District Contact Information	
<b>District Name</b>	Brea Olinda Unified School District
<b>Phone Number</b>	(714) 990-7800
<b>Superintendent</b>	Dr. Arthur J. "Skip" Roland
<b>E-mail Address</b>	sroland@bousd.us
<b>Web Site</b>	<a href="http://www.bousd.k12.ca.us">http://www.bousd.k12.ca.us</a>

## School Description and Mission Statement (Most Recent Year)

I would like to welcome you to the Brea Canyon High School Annual School Accountability Report Card and thank you for taking time to explore and learn more about Brea Canyon High School. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

Brea Canyon High School, a six (6) year accredited alternative high school, is located at the north edge of Orange County in the City of Brea. The new school site opened its doors in 1989 to grades ten through twelve. The educational programs at the school are designed to meet the customized needs of students who learn best in a flexible educational environment. Brea Canyon High School provides maximum access to the required academic courses that exceed the State's mandated minimum daily requirements. Students are encouraged by teachers, staff and administrator to continue their education by attending community college after graduation. Strong emphasis is placed on the occupational/career orientation and maintaining work-study schedules in preparing students to enter the work force. Brea Canyon High School principal is the administrator of the Independent Study Programs for ninth-twelfth grade students attending the Brea Olinda High School and Brea Canyon High School.

It is the belief of Brea Canyon High School Staff, that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Brea Canyon High School in making our students' experience here not only a memorable one, but an enjoyable one.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 10	20
Grade 11	29
Grade 12	24
Total Enrollment	73

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	1.4
Hispanic or Latino	65.8
Native Hawaiian or Pacific Islander	0.0
White	31.5
Two or More Races	1.4
Socioeconomically Disadvantaged	64.4
English Learners	21.9
Students with Disabilities	11.0

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	7	7	232
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	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

Year and month in which data were collected: October 27, 2014

Brea Olinda Unified School District held a Public Hearing on October 27, 2014, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) or the local governing board and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	9th-10th Language Arts Holt, Rinehart & Winston 2003 11th-12th Language Arts Holt, Rinehart & Winston 2004		0
<b>Mathematics</b>	9th-12th Holt 2008 9th-12th Math Prentice Hall 2003		0
<b>Science</b>	9th-12th Science Glencoe 2001 9th-12th Science Pearson-Addison Wesley 2000 9th-12th Science McDougal-Littell 2005		0
<b>History-Social Science</b>	9th-12th Social Science Prentice Hall 2002 9th-12th Social Science Houghton Mifflin Harcourt 2006 9th-12th Social Science Harcourt 2007 9th-12th Social Science Prentice Hall 2005		0
<b>Health</b>	Health - Holt 2009		0
<b>Science Laboratory Equipment (grades 9-12)</b>	100% of students enrolled in Science classes in Grades 9-12 have access to laboratory equipment in their lab classes including the earth science, physical science, and life science laboratories.		0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Brea Canyon High School and its grounds are closed until a staff member arrives and opens the campus. At the end of the day the entrance gate to the campus is closed by the last staff member leaving and the gate to the parking lot is closed and locked every evening. Before and after school, and during snack assigned staff members supervise students and school grounds to ensure a safe and orderly environment.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. As of January 2013, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Several times throughout the year the site custodian conducts a safety inspection of our campus.

On November 15, 2008 a community fire swept through the hills of Brea and surrounded the campus of Brea Canyon High School. Through that disaster, Brea Canyon High lost two portable classrooms and sustained extensive water damage in four other classrooms. In September 2009, staff and students were able to return to a newly rebuilt and refurbished school. It currently consists of seven permanent classrooms, a staff lounge/conference room, small food service area with a serving window allowing students and staff to purchase food, and a main office which houses the principal's office and a small conference room. The classroom buildings surround a courtyard where students sit during snack and passing periods.

When repairs are necessary a work order is entered into a computerized system which will automatically assign the job to a district maintenance staff member. In the event of an emergency the district maintenance office is notified immediately.

The BCHS custodian has a daily routine to ensure that every classroom, restroom, snack area and office is always clean and safe for the students and staff. If the custodian is absent a substitute is assigned and a list of responsibilities are left in the custodian closet. The materials safety data sheets for every cleaning product used within the district is located in a notebook located in the school office.

The School Facility Good Repair Status below represents the conditions of Brea Canyon High School. Current Facilities Inspection was completed On January 05, 2015.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 05, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	24	33	24	82	80	80	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Student at the School	24
Male	29
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	21
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	12	19	23	73	75	73	54	56	55
Mathematics	3	6		66	67	65	49	50	50
History-Social Science	13	27	16	65	64	65	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	58	15	92
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	85.58
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

### 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 English, mathematics, and physical education.

### California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	33	24	29	79	73	37	56	57	56
Mathematics	33	32	39	81	75	36	58	60	62

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	29	45	26	40	34
All Students at the School	71	26	3	61	35	3
Male	68	27	5	50	45	5
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	72	22	6	67	28	6
Native Hawaiian or Pacific Islander						
White	64	36		45	55	
Two or More Races						
Socioeconomically Disadvantaged	65	29	6	47	47	6
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

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 (Most Recent Year)**

Parents who wish to participate in Brea Canyon High's leadership team, school activities, or become volunteers may contact the school office at (714) 990-7882. Your assistance is always welcomed.

As a Title I school, Brea Canyon High School strongly believes that the combined partnership between home and school is essential to have a positive academic outcomes for every student. The Brea Canyon High School-Parent, Student, Compact compact that outlines how the students, the parents, and the entire school staff will share the responsibility for student success. Students, parents, and staff begin each school year with a commitment to mutual responsibilities in supporting the educational success for each student. The Brea Canyon High School-Parent, Student Compact is an important document signed by students, parents and the principal representing the BCHS school staff at the beginning of each school year to demonstrate the individual activities each partner will do in order to build and develop a partnership. A copy of th Brea Canyon High School - Parent, Student Compact may be requested by contacting the school office at 714.990-7882.



## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	3.3	4.0	2.3	3.3	4.0	2.3	14.7	13.1	11.4
Graduation Rate	95.14	95.45	96.44	95.14	95.45	96.44	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	94.74	98.10	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	200.00	98.02	92.94
Filipino	0.00	91.67	92.20
Hispanic or Latino	76.19	95.04	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	106.67	100.00	90.15
Two or More Races	0.00	100.00	89.03
Socioeconomically Disadvantaged	83.33	91.15	82.58
English Learners	66.67	95.45	53.68
Students with Disabilities	150.00	91.18	60.31

## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.1	10.6	4.3	2.8	2.6	2.3	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with School and District staff in the fall, at the start of each school year. Brea Canyon High conducts two disaster/fire drills each year.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	N/A	

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	18.3	5	1	0	9	10	1		9	12		
Mathematics	15.8	6	0	0	7	10			9	8		
Science	16.7	2	1	0	8	6			9	7		
Social Science	22	5	0	1	11	10	1		10	11		

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.1	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist	0.5	---
Other	0	---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,863	\$1,106	\$9,757	\$68,148
District	---	---	\$5,612	\$72,343
Percent Difference: School Site and District	---	---	73.9	-5.8
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	108.0	0.6

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,069	\$41,243
Mid-Range Teacher Salary	\$70,852	\$64,893
Highest Teacher Salary	\$91,017	\$83,507
Average Principal Salary (Elementary)	\$104,857	\$103,404
Average Principal Salary (Middle)	\$111,793	\$109,964
Average Principal Salary (High)	\$130,479	\$120,078
Superintendent Salary	\$203,130	\$183,557
Percent of Budget for Teacher Salaries	38	40
Percent of Budget for Administrative Salaries	6	6

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

**Advanced Placement Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		---
<b>English</b>		---
<b>Fine and Performing Arts</b>		---
<b>Foreign Language</b>		---
<b>Mathematics</b>		---
<b>Science</b>		---
<b>Social Science</b>		---
<b>All courses</b>		

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

**Professional Development**

All curriculum development by Brea Canyon High and Brea Olinda Unified School District was aligned previous to the California State Content Standards and Frameworks, and now it is aligned to the Common Core State Standards, the District's formal Professional Development Plan, and the school's Single Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction development identifies where and why students are not meeting proficiency levels and develop a plan to increase achievement in identified areas. After District goals and expectations are set, this team reaches out to schools through needs assessment surveys regarding individual school concerns and needs. Using results from the survey, combined with data analysis from standardized tests and District assessments, the District creates a plan that is implemented at all schools. Brea Canyon High School, along with all of the schools district wide continue to shift to the Common Core State Standards.

Brea Canyon High develops its own plan for training activities to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop school improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting State standards for improving student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Brea Canyon High's students. During the 2011-12 school year, District specialists and school leadership teams reviewed and updated achievement plans using student assessment data (State testing). During 2010-2011 Brea Canyon High was granted a six (6) year WASC Accreditation with a three (3) year review, which was completed in Spring, 2014.