

Brea Canyon High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Brea Canyon High School
Street	689 North Wildcat Way, Brea, California 92821
City, State, Zip	Brea, CA 92821-7400
Phone Number	714-990-7882
Principal	Carol A. Christman
E-mail Address	cchristman@bousd.us
Web Site	https://bchs-bousd-ca.schoolloop.com
Grades Served	9-12
CDS Code	30664493030624

District Contact Information	
District Name	Brea Olinda Unified School District
Phone Number	(714) 990-7800
Superintendent	Dr. Brad Mason
E-mail Address	bmason@bousd.us
Web Site	www.bousd.k12.ca.us

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 2014-15)

Grade Level	Number of Students
Grade 10	8
Grade 11	34
Grade 12	37
Total Enrollment	79

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3
Asian	2.5
Hispanic or Latino	60.8
Native Hawaiian or Pacific Islander	2.5
White	30.4
Two or More Races	2.5
Socioeconomically Disadvantaged	50.6
English Learners	12.7
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	7	7	236
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	2013-14	2014-15	2015-16
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 2014-15)

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 2015

Brea Olinda Unified School District held a Public Hearing on October 26, 2015, 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
Reading/Language Arts	9th-10th Language Arts Holt, Rinehart & Winston 2003 11th-12th Language Arts Holt, Rinehart & Winston 2004		0
Mathematics	Algebra, Geometry, Algebra 2 - Houghton Mifflin Harcourt 2015		0
Science	9th-12th Science Glencoe 2001 9th-12th Science Pearson-Addison Wesley 2000 9th-12th Science McDougal-Littell 2005		0
History-Social Science	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
Foreign Language	N/A		
Health	Health - Holt 2009		0
Science Laboratory Equipment (grades 9-12)	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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 05, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	25	67	44
Mathematics	3	58	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	39	36	92.3	22	42	22	3
Male	11		26	66.7	23	35	27	4
Female	11		10	25.6	--	--	--	--
Black or African American	11		1	2.6	--	--	--	--
Hispanic or Latino	11		24	61.5	21	42	21	4
White	11		10	25.6	--	--	--	--
Two or More Races	11		1	2.6	--	--	--	--
Socioeconomically Disadvantaged	11		22	56.4	23	45	9	5
English Learners	11		4	10.3	--	--	--	--
Students with Disabilities	11		3	7.7	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	39	34	87.2	74	15	3	0
Male	11		25	64.1	76	16	4	0
Female	11		9	23.1	--	--	--	--
Black or African American	11		1	2.6	--	--	--	--
Hispanic or Latino	11		22	56.4	77	14	5	0
White	11		10	25.6	--	--	--	--
Two or More Races	11		1	2.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		20	51.3	65	20	5	0
English Learners	11		4	10.3	--	--	--	--
Students with Disabilities	11		3	7.7	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	33	24	29	79	79	80	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Students at the School	29
Male	23
Female	--
Black or African American	--
Asian	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	18
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

N/A

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	24	29	20	73	37	40	57	56	58
Mathematics	32	39	20	75	36	38	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	23	28	49	25	44	32
All Students at the School	80	10	10	80	15	5
Male	73	13	13	71	21	7
Hispanic or Latino	83	8	8	75	17	8

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.00	2.30	1.40	4.00	2.30	1.40	13.10	11.40	11.50
Graduation Rate	95.45	96.44	96.62	95.45	96.44	96.62	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	108.33	96.65	84.6
Black or African American		81.82	76
American Indian or Alaska Native		100	78.07
Asian		95.92	92.62
Filipino		91.67	96.49
Hispanic or Latino	114.29	96.1	81.28
Native Hawaiian/Pacific Islander			83.58
White	111.11	98.66	89.93
Two or More Races		85.71	82.8
Socioeconomically Disadvantaged	100	65	61.28
English Learners	120	66.67	50.76
Students with Disabilities	88.89	93.65	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.58	4.27	9.57	2.60	2.28	1.66	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.11	0.05	0.05	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	9	10	1		9	12			9	11		
Mathematics	7	10			9	8			7	14		
Science	8	6			9	7			9	6		
Social Science	11	10	1		10	11			12	10		

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	70
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.5	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,346	\$1,019	\$9,327	\$65,294
District	N/A	N/A	\$4,201	\$71,519
Percent Difference: School Site and District	N/A	N/A	122.0	-8.7
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	74.4	-5.7

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,286	\$42,315
Mid-Range Teacher Salary	\$71,257	\$66,451
Highest Teacher Salary	\$91,537	\$85,603
Average Principal Salary (Elementary)	\$102,918	\$105,079
Average Principal Salary (Middle)	\$108,505	\$111,005
Average Principal Salary (High)	\$125,538	\$121,310
Superintendent Salary	\$203,254	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	5%	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 (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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.