

Brea Canyon High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

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

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

| 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 |
| CDS Code | 30664493030624 |

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

I'd 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 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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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 |
| Science | 29 | 24 | 33 | 81 | 82 | 80 | 57 | 60 | 59 |
| History-Social Science | 13 | 27 | 16 | 65 | 64 | 65 | 48 | 49 | 49 |

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 73 | 65 | 80 | 65 |
| All Student at the School | 23 | | 33 | 16 |
| Male | 32 | | | 30 |
| Female | 17 | | 27 | |
| Black or African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 17 | | 36 | 5 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 42 | | | 38 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 20 | | 45 | 14 |
| English Learners | | | | |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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 | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 28 | 33 | 24 | 82 | 79 | 73 | 59 | 56 | 57 |
| Mathematics | 16 | 33 | 32 | 75 | 81 | 75 | 56 | 58 | 60 |

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 27 | 26 | 47 | 25 | 43 | 32 |
| All Students at the School | 76 | 19 | 5 | 68 | 32 | |
| Male | 82 | 18 | | 73 | 27 | |
| Female | | | | 64 | 36 | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 75 | 25 | | 69 | 31 | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 82 | 9 | 9 | 73 | 27 | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2010 | 2011 | 2012 |
|-----------------|------|------|------|
| Statewide | B | B | B |
| Similar Schools | B | B | B |

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 | 93 |
| 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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

| Group | 2013 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 26 | 660 | 4,424 | 871 | 4,655,989 | 790 |
| Black or African American | 0 | | 77 | 824 | 296,463 | 708 |
| American Indian or Alaska Native | 0 | | 11 | 730 | 30,394 | 743 |
| Asian | 0 | | 818 | 947 | 406,527 | 906 |
| Filipino | 1 | | 138 | 907 | 121,054 | 867 |
| Hispanic or Latino | 19 | 655 | 1,501 | 817 | 2,438,951 | 744 |
| Native Hawaiian/Pacific Islander | 0 | | 19 | 887 | 25,351 | 774 |
| White | 5 | | 1,772 | 881 | 1,200,127 | 853 |
| Two or More Races | 1 | | 88 | 894 | 125,025 | 824 |
| Socioeconomically Disadvantaged | 15 | 645 | 1,277 | 801 | 2,774,640 | 743 |
| English Learners | 2 | | 749 | 817 | 1,482,316 | 721 |
| Students with Disabilities | 0 | | 419 | 696 | 527,476 | 615 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | Not In PI |
| First Year of Program Improvement | 2013-2014 | |
| Year in Program Improvement | Year 1 | |
| Number of Schools Currently in Program Improvement | --- | 3 |
| Percent of Schools Currently in Program Improvement | --- | 100.0 |

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 10 |
| Grade 11 | 20 |
| Grade 12 | 38 |
| Total Enrollment | 68 |

Student Enrollment by Group (School Year 2012-13)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 0.0 | White | 32.4 |
| American Indian or Alaska Native | 1.5 | Two or More Races | 1.5 |
| Asian | 1.5 | Socioeconomically Disadvantaged | 51.5 |
| Filipino | 1.5 | English Learners | 16.2 |
| Hispanic or Latino | 61.8 | Students with Disabilities | 7.4 |
| Native Hawaiian/Pacific Islander | 0.0 | | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2010-11 | | | 2011-12 | | | 2012-13 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 13.5 | 6 | 0 | 0 | 18.3 | 5 | 1 | 0 | 7 | 10 | 1 | |
| Mathematics | 13.8 | 5 | 0 | 0 | 15.8 | 6 | 0 | 0 | 7 | 10 | | |
| Science | 10.2 | 5 | 0 | 0 | 16.7 | 2 | 1 | 0 | 8 | 6 | | |
| Social Science | 10.6 | 9 | 0 | 0 | 22 | 5 | 0 | 1 | 11 | 10 | 1 | |

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 43.75 | 27.6 | 15.38 | 4.09 | 4.10 | 2.96 |
| Expulsions | 1.56 | 0 | 0 | 0.27 | 0.16 | .11 |

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 in December, 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

| School Facility Good Repair Status (School Year 2013-14) | | | | |
|--|---------------|------|------|---|
| Year and month in which data were collected: December 2013 | | | | |
| 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 Rate

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

VII. Teachers

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 7 | 7 | 7 | 221 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| 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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

| 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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| 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 | --- |
| Resource Specialist | 0.5 | --- |
| Other | 0 | --- |

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 28, 2013

Brea Olinda Unified School District held a Public Hearing on October 28, 2013, 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 | 9th-12th Holt 2008 9th-12th Math Prentice Hall 2003 | | 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 |
| 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 |

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$8,215 | \$2,463 | \$5,752 | \$68,595 |
| District | --- | --- | \$5,524 | \$74,895 |
| Percent Difference: School Site and District | --- | --- | 4.1 | -8.4 |
| State | --- | --- | \$5,537 | \$67,106 |
| Percent Difference: School Site and State | --- | --- | 3.9 | 2.2 |

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,811 | \$40,928 |
| Mid-Range Teacher Salary | \$74,096 | \$64,449 |
| Highest Teacher Salary | \$95,183 | \$82,826 |
| Average Principal Salary (Elementary) | \$111,438 | \$102,640 |
| Average Principal Salary (Middle) | \$116,725 | \$109,253 |
| Average Principal Salary (High) | \$135,470 | \$118,527 |
| Superintendent Salary | \$190,137 | \$183,968 |
| Percent of Budget for Teacher Salaries | 38.9% | 39.7% |
| Percent of Budget for Administrative Salaries | 5.6% | 5.8% |

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Dropout Rate | 4.50 | 3.30 | 4.00 | 4.50 | 3.30 | 4.00 | 16.60 | 14.70 | 13.10 |
| Graduation Rate | 95.07 | | 95.45 | 95.07 | 95.14 | 95.45 | 80.53 | 77.14 | 78.73 |

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2012 | | |
|---|--------------------------|----------|---------|
| | School | District | State |
| All Students | 45 | 528 | 418,598 |
| Black or African American | 1 | 11 | 28,078 |
| American Indian or Alaska Native | | | 3,123 |
| Asian | 2 | 94 | 41,700 |
| Filipino | | 14 | 12,745 |
| Hispanic or Latino | 19 | 137 | 193,516 |
| Native Hawaiian/Pacific Islander | 1 | 1 | 2,585 |
| White | 22 | 261 | 127,801 |
| Two or More Races | | 10 | 6,790 |
| Socioeconomically Disadvantaged | 15 | 89 | 217,915 |
| English Learners | 7 | 57 | 93,297 |
| Students with Disabilities | 7 | 32 | 31,683 |

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

N/A

Career Technical Education Participation (School Year 2012-13)

| 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/articulated between the school/institutions of postsecondary education | N/A |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission | 84.3 |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 2.2 |

Advanced Placement Courses (School Year 2011–12)

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

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

All curriculum development by Brea Canyon High and Brea Olinda Unified School District is aligned to the California State Content Standards and Frameworks, and now 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. This year every Brea Canyon High School, along with all of the schools district wide are preparing for the shift to 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, scheduled for Spring, 2014.