

Brea Canyon High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Brea Canyon High School
Street	689 N. Wildcat Way
City, State, Zip	Brea, CA 92821-7400
Phone Number	714.990.7882
Principal	Eric E. Barrientos
E-mail Address	ebarrientos@bousd.us
Web Site	http://breacanyon.bousd.us/
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 (School Year 2016-17)

Welcome to our Brea Canyon High School (BCHS) Annual School Accountability Report Card (SARC) and thank you, in advance, for taking time to explore and learn more about our school. As principal, I could not be more proud of Brea Canyon High School and everything we do here to support student learning and scaffold responsible, productive citizenship within our community. In compliance with Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue, Brea Canyon's purpose for this report card is to afford you further insight into the quality educational program we offer.

Brea Canyon High School, a six (6) year WASC 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 administration 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 workforce. Further, our Brea Unified School District Independent Study Program is housed at Brea Canyon High School; the principal of BCHS is the administrator of the Independent Study Programs for ninth-twelfth grade students attending both Brea Olinda High School (BOHS) 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 personal and evolving needs. It is because of 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. As a result of the tireless efforts from the BCHS Coyote staff in these areas, Brea Canyon High School was recognized in 2016, as a Model Continuation High School by the state of California.

This acknowledgement from the state only fuels our long-standing tradition of excellence in maintaining 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 as well.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	5
Grade 11	28
Grade 12	37
Total Enrollment	70

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0
Asian	1.4
Filipino	1.4
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	1.4
White	30
Two or More Races	1.4
Socioeconomically Disadvantaged	62.9
English Learners	8.6
Students with Disabilities	11.4
Foster Youth	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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	7	244
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	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

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.

Subject	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	Yes	0
Mathematics	Algebra, Geometry, Algebra 2 - Houghton Mifflin Harcourt 2015	Yes	0
Science	9th-12th Science Glencoe 2001 9th-12th Science Pearson-Addison Wesley 2000 9th-12th Science McDougal-Littell 2005	Yes	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	Yes	0
Foreign Language	N/A		
Health	Health - Holt 2009	Yes	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.	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Brea Canyon High School (BCHS) 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 school, during snack/lunch, and after school assigned staff members and administration 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 19, 2017, 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.

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 19, 2017.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 19, 2017				
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 of the most recent FIT report: January 19, 2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	13	67	66	44	48
Mathematics	3	3	58	58	34	36

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	35	30	85.7	13.3
Male	11	23	19	82.6	5.3
Female	11	12	11	91.7	27.3
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	17	15	88.2	6.7
White	11	11	8	72.7	12.5
Socioeconomically Disadvantaged	11	17	16	94.1	6.3
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	35	29	82.9	3.5
Male	11	23	18	78.3	
Female	11	12	11	91.7	9.1
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	17	15	88.2	
White	11	11	7	63.6	
Socioeconomically Disadvantaged	11	17	15	88.2	
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	24	29	--	79	80	76	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

N/A

Career Technical Education Participation (School Year 2015-16)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 (School Year 2016-17)

Parents who wish to participate in Brea Canyon High School'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 (BCHS) strongly believes that the combined partnership between home and school is essential to have a positive academic outcome for every student. The Brea Canyon High School Parent-Student Compact 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 of each student. The Brea Canyon High School Parent-Student Compact is an important document signed by students, parents, and administration 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 the Brea Canyon High School Parent-Student Compact may be requested by contacting the school office at 714.990.7882.

Further, Brea Canyon High School strives to build parent and community involvement through activities and or meetings that include, but are not limited to:

- School-Site Council meetings
- School orientation meetings (before start of school year and throughout school year as students enroll)
- Back to School Night/Open House Events

- BCHS Thanksgiving Food Drive
- Red Cross Blood Drives
- Fire and Police Games
- Veteran's Day/Memorial Day/Letters to Heroes Events
- Senior Dinner
- Graduation
- "The Canyon Howler" newsletter updates (principal mailers)
- School Messenger informational phone messages
- Brea Canyon Twitter account updates

Brea Canyon High School is continuously searching for various avenues in creating family and community involvement with school-related spirit and academic events.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.30	1.40	1.90	2.30	1.40	1.90	11.40	11.50	10.70
Graduation Rate	96.44	96.62	96.56	96.44	96.62	96.56	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	70	95	86
Black or African American	0	75	78
American Indian or Alaska Native	0	67	78
Asian	50	96	93
Filipino	0	100	93
Hispanic or Latino	85	94	83
Native Hawaiian/Pacific Islander	0	67	85
White	50	96	91
Two or More Races	0	67	89
Socioeconomically Disadvantaged	100	67	66
English Learners	67	85	54
Students with Disabilities	86	100	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.3	9.6	3.1	2.3	1.7	2.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 Safety Plan was developed by the School and 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 in encountering various safety scenarios. 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 Comprehensive Safety Plan, are reviewed with School and District staff in the fall. Brea Canyon High School conducts at least two fire drills, two disaster drills, and two lockdown drills on an annual basis.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14			2014-15			2015-16					
	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	12		9	11		9	11				
Mathematics	9	8		7	14		7	14				
Science	9	7		9	6		9	6				
Social Science	10	11		12	10		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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	70
Counselor (Social/Behavioral or Career Development)	.5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,044	\$1,086	\$10,958	\$60,396
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	73.9	-20.1
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	93.0	-15.6

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

Types of Services Funded (Fiscal Year 2015-16)

An At-Risk Counselor was added to the staff during 2015-16 to provide support to students. Supplemental Educational Services were offered to all eligible students.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,244	\$43,821
Mid-Range Teacher Salary	\$74,901	\$69,131
Highest Teacher Salary	\$96,218	\$89,259
Average Principal Salary (Elementary)	\$111,519	\$108,566
Average Principal Salary (Middle)	\$117,821	\$115,375
Average Principal Salary (High)	\$136,574	\$125,650
Superintendent Salary	\$232,180	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
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 2015-16)

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 of at least one student.

Professional Development (Most Recent Three Years)

All curriculum development by Brea Canyon High School and Brea Olinda Unified School District is aligned to the Common Core State Standards 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 implement an array of strategies to engage our students in meeting Common Core State Standards. A primary area of focus of Brea Canyon High School continues to be the building of 21st century competencies with our students in preparing to be college and career ready for a 21st century workforce. Brea Canyon High School has implemented several components into our course offerings in order to complement this vision. Some of those additions include: establishing ERWC component to our Lit/Comp 4 courses (2016); piloting Defined STEM in building STEM instructional opportunities for students across disciplines (2016); piloting Apex Learning as an online alternative to credit recovery/core elective options for BCHS students (2016). Through a collaboration between administration and TOSA team, teachers are provided forums to explore pilot program functionality during professional learning community (PLC) time and staff developments through use of screencasts, webinars, and in-person group sessions. During implementation, program partners and TOSA representatives have provided support through in-class coaching, running student performance reports to share with participating teachers, after school workshops, individual mentoring, and break-out sessions during PLC time.

Brea Canyon High School 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's students. Brea Canyon was acknowledged in 2016 as a Model Continuation High School by the state of California. Brea Canyon is WASC accredited and is continually reflecting on its processes, interventions, programs, and instructional strategies in support of its students through the Focus on Learning process of the Western Association of Schools and Colleges (WASC).