

Brea Olinda High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Brea Olinda High School
Street	789 Wildcat Way
City, State, Zip	Brea, CA 92821
Phone Number	714-990-7850
Principal	Ixchel Sanchez
E-mail Address	isanchez@bousd.us
Web Site	bohs.bousd.us
CDS Code	30664493030640

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	bousd.us

School Description and Mission Statement (School Year 2018-19)

Excellence in the four "As"--academics, activities, arts, and athletics--summarizes student life at Brea Olinda High School (BOHS). Recognized multiple times as a California Distinguished School, Gold Ribbon School, and National Blue Ribbon School, BOHS has a tradition of excellence ensconced in a strong student support system. BOHS has consistently received six-year accreditations by the Western Association of Schools and Colleges (WASC) and the California Department of Education (CDE).

Academically, increased curricular rigor has been reflected in students' four-year educational plans, not only making them viable but also attractive candidates in the competitive college market. The school and community have very high expectations for students and staff alike. Students are required to complete 230 credits in order to graduate, including three full years of math and science, which exceeds state standards. The faculty proudly offers 23 Advanced Placement (AP) and 9 honors courses with the remaining academic courses being UC-approved, college preparatory courses. Since 2005, the school has significantly increased the number of students taking AP exams and total exams taken while averaging a 70% passage rate. Approximately 40% of the last three graduating classes have earned at least one passing score on an AP exam. The College Board annually designates over 100 BOHS students as AP Scholars. Over 90% of graduates have pursued additional studies at a two or four-year college in each of the last five years, with millions of dollars awarded through local, corporate, national, college and university grants/scholarships.

Connecting student learning to real world applications has been a major focus of career pathways at BOHS. Two premier pathway academies, the award-winning Global Information Technology Academy (GITA) and the Building Industry Technology Academy (BITA), were established to offer students a four-year curriculum in computer science and construction technology, respectively. Partnerships with Boeing, the City of Brea, and Brea Chamber of Commerce and California State University, Fullerton have provided opportunities for students to extend their learning beyond the classroom through competitions, internships, coursework, and research. Most Career Technical Education courses have been articulated so that students can earn community college credit or advanced placement upon successful completion. Students can also explore coursework in a total of eight different pathways: Advanced Sciences, Communications, Construction Technology, Consumer Sciences, Information Technology, Performing Arts, Public Services, and Visual Arts.

Student support is one of the greatest strengths of BOHS. The highly-qualified teaching staff is a hallmark of the school. All teachers have English Language Development certification and are highly qualified teachers in their credentialed area. Teachers collaborate weekly through Professional Learning Communities (PLCs) to enhance curriculum and instruction, assess learning, and implement timely interventions to increase student achievement. The school has four full-time and two part-time counselors as well as a full-time psychologist. The counseling staff is the only high school counseling department recognized five times as a model program by the American School Counselor Association (ASCA). BOHS was commended for its dedication to serving all students with a comprehensive, data-driven school counseling program that shows how students are different as a result of what counselors do. In addition, BOHS has a strong Link Crew program and class, which serves primarily to smooth the transition for incoming ninth graders, as well as the Associated Student Body (ASB) class, which promotes a positive school culture.

Activities engage BOHS students through a myriad of co- and extra-curricular programs. Service, cultural, and support clubs thrive on campus. Students regularly bring home awards and honors in various co-curricular competitions including Speech & Debate, Academic Decathlon, Newspaper, and Yearbook. Key Club, Interact, National Honor Society, California Scholarship Federation and other clubs provide thousands of hours of community service to the community.

Artistically, students also have award-winning experiences in a full range of performing, visual, and applied arts courses including marching and jazz bands, pageantry, wind ensemble, four show choirs, four levels of dance and drama, drawing, painting, ceramics, 3-D design, and advanced art studies courses. Other applied arts electives include culinary and fashion courses, photography, digital design, visual communications, sports medicine, and construction science.

Athletically, BOHS fields 23 varsity sports teams, many of which regularly win league and state championships, including the nationally-ranked and ten-time state champion Ladycats basketball team. Many students are involved in athletics. Annual ninth grade physical fitness testing results consistently demonstrate that a majority of BOHS students meet or exceed healthy fitness proficiency standards. Academic and athletic parent booster organizations raise hundreds of thousands of dollars annually to support BOHS programs.

The Brea Olinda High School community believes that education is the cornerstone of a better world and has set forth with the mission to provide an effective, comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust and cooperation among students, staff, and parents.

Special Programs

- Advanced Placement (AP) Course Offerings = 24
- Building Industry Technology Academy (BITA)
- Career Pathways = 8
- Distinguished Scholar Program = 30 AP/Honors Courses
- Global Information Technology Academy (GITA)
- Teacher Collaboration through Professional Learning Communities
- World Languages Offered = Chinese, French, Japanese, Korean, & Spanish

School Mission:

Brea Olinda High School’s mission is to provide a comprehensive education for every student which fosters high academic achievement, positive self-worth and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents.

School-Wide Learner Outcomes:

Brea Olinda High School has adopted a set of School-Wide Learner Outcomes (SLOs) that define our expectations of our students.

Brea Olinda students will be...

- **C** Critical Thinkers
- **A** Apply Knowledge
- **T** Technologically Capable
- **S** Socially Aware

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	434
Grade 10	411
Grade 11	470
Grade 12	457
Ungraded Secondary	16
Total Enrollment	1,788

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	21.1
Filipino	3.0
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	0.3
White	35.9
Socioeconomically Disadvantaged	30.1
English Learners	3.3
Students with Disabilities	10.1
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	71	71	70	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: November 2018

Brea Olinda Unified School District held a Public Hearing on November 5, 2018, 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	<u>Literature World Masterpieces</u> - Prentice Hall, 2004 <u>Collections California</u> - Houghton Mifflin Harcourt - 2017 (for grades 9 - 11) <u>Literature: Poetry, Lit, Drama</u> - Longman - 1999	Yes	0
Mathematics	<u>Algebra 1</u> - Houghton Mifflin Harcourt - 2015 <u>Algebra 2</u> - Houghton Mifflin Harcourt- 2015 <u>Calculus for AP</u> - Cengage Learning - 2016 <u>Functions, Statistics & Trigonometry</u> - Addison Wesley - 1998 <u>Geometry</u> - Houghton Mifflin Harcourt- 2015 <u>MathMatters 3 – 2nd Edition</u> – McGraw Hill - 2001 <u>Precalculus – 6th Edition</u> - Pearson Education - 2004 <u>Stats – 2nd Edition</u> - Pearson Education - 2007	Yes	0
Science	<u>Biology – AP 9th Edition</u> - Pearson Education - 2011 <u>Biology</u> - Pearson Ed - 2002 <u>Biology: The Web of Life</u> - Addison Wesley - 1998 <u>Chemistry – 6th Edition</u> - Houghton Mifflin - 2003 <u>Conceptual Physics</u> - Addison-Wesley - 1997 <u>Earth Science</u> - Pearson Education - 2006 <u>Friedland/Relyea Environmental Science for AP 1st edition</u> - W.H. Freeman - 2011 <u>Fundamentals of Physics – 6th Edition</u> - John Wiley & Sons - 2001 <u>World of Chemistry</u> - McDougal-Littell - 2002	Yes	0
History-Social Science	<u>The American Pageant 12th Edition</u> - Houghton Mifflin - 2002 <u>Comparative Politics – AP 9th Edition</u> – Pearson - 2008 <u>American Anthem</u> - Holt - 2007 <u>Economics: Principles in Action</u> – Pearson Education - 2007 <u>Government in America – AP 13th Edition</u> - Pearson Education - 2008 <u>The Western Heritage Since 1300 11th Edition (revised AP edition)</u> - Pearson - 2016 <u>Magruder's American Government</u> - Prentice Hall - 2002 <u>Modern World History: Patterns of Interaction</u> - McDougal Littell - 2003 <u>Psychology</u> - Holt, Rinehart & Winston - 1998 <u>The American Pageant 16th Edition</u> - Cengage - 2016	Yes	0
Foreign Language	<u>Adventures in Japanese Book 1 4th Edition</u> - Cheng & Tsui - 2015 <u>Adventures in Japanese Book 2 4th Edition</u> - Cheng & Tsui - 2016	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<u>Adventures in Japanese Book 3 4th Edition</u> - Cheng & Tsui - 2016 <u>Adventures in Japanese Book 4</u> - Cheng & Tsui - 2004 <u>Discovering French Nouveau 1</u> - McDougal Litell - 2007 <u>Discovering French Nouveau 2</u> - McDougal Litell - 2007 <u>Discovering French Nouveau 3</u> - McDougal Litell - 2007 <u>Themes AP French Language and Culture</u> - Vista Higher Learning - 2016 <u>En Espanol Uno</u> - McDougall Littell - 2004 <u>En Espanol Dos</u> - McDougall Littell - 2004 <u>En Espanol Tres</u> - McDougall Littell - 2004 <u>Abriendo Paso Temas y Lecturas</u> - Pearson Education - 2014 <u>Abriendo Paso Gramatica</u> - Pearson Education - 2014 <u>Album – 3rd Edition</u> - Houghton Mifflin - 2005 <u>Integrated Chinese Level 1 - Part 1 – 2nd Edition</u> - Cheng & Tsui - 2005 <u>Integrated Chinese Level 1 Part 2 – Expanded 2nd Edition</u> - Cheng & Tsui - 2005 <u>Integrated Chinese Level 2</u> - Cheng & Tsui - 2006 <u>Dynamic Korean 1</u> - Foundation for Korean Language and Culture in the USA - 2016 <u>Dynamic Korean 2</u> - Foundation for Korean Language and Culture in the USA - 2016 <u>Dynamic Korean 3</u> - Foundation for Korean Language and Culture in the USA - 2016		
Health	<u>Health</u> - Pearson Prentice Hall - 2007	Yes	0
Visual and Performing Arts	<u>Music: The Art of Listening</u> - McGraw Hill - 2003 <u>Java Methods 2nd AP Edition with GridWorld</u> - Skylight Publishing - 2011 <u>Art Through the Ages (15th Edition)</u> - Cengage Learning - 2016	Yes	0
Science Laboratory Equipment (grades 9-12)	100% of students enrolled in science classes in grades 9-12 have access and use the appropriate equipment in their corresponding laboratory classes.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

BOHS places the highest level of importance on the safety of its students and staff members. We have three campus supervisors who provide student and campus supervision from 6:30 AM to 4:00 PM daily. All of our counselors and administrators are assigned supervision areas of responsibility and supervise on campus daily. A School Resource Officer from the Brea Police Department is assigned to the Brea Olinda High School campus on a full time basis four days a week. Eight surveillance cameras are strategically placed on campus to dissuade vandalism. We have full time locker room attendants in both our female and male physical education locker rooms.

Our visitor policy is posted around campus on permanent signs. All adult visitors are required to sign in at the front office. A visitor's pass is issued upon approval of the visit and the visitor is required to wear the pass so it is visible. High school age visitors or individuals near in age to high school students are not allowed to visit students. Young adults desiring to visit staff members must have an appointment that does not encroach on instructional time with the staff member. Violators are issued a verbal and written warning that we have a closed campus. Persistent violators are susceptible to arrest.

Systemic structures are in place and utilized to provide for the establishment and maintenance of the highest levels of safety and operational procedures. The Brea Olinda Unified School District and its individual campus sites utilize a facility inspection tool developed by the State of California Office of Public School Construction and a computer based work order system (SchoolDude) to address all identified needs for safety and maintenance improvements. We have a three-person custodial staff on site during each school day and a five-person custodial team at night.

BOHS campus is approaching thirty years of age, having opened in July of 1989. It is a large campus consisting of nine major buildings. There are eighty-seven classrooms, one district food service kitchen and cafeteria, three gymnasiums, one aquatics building and pool, two baseball fields, two softball fields, one football stadium, one four-hundred seat theater, eight student locker rooms, sixteen student restrooms (evenly split between male and female), nine universal staff restrooms, twenty-three staff offices and three staff workrooms. The site is cleaned daily by a custodial staff consisting of a day crew including two custodians, two locker room attendants and one field man. The five-person night custodial crew cleans nightly, and weekend custodial crews are provided by the district. The district Maintenance and Operations staff provides excellent support to the site custodial staff with specific safety and maintenance tasks.

BOHS has one Assistant Principal who is responsible for supervising all issues pertaining to site safety concerns, facility maintenance and plant operations. This administrator serves as the plant manager to facilitate timely repairs and routine maintenance. All safety concerns are addressed immediately. All identified safety and maintenance needs are immediately documented in the work order system (SchoolDude) and a work order to repair is sent to the district Maintenance and Operations department. Any issues that cannot be resolved by district personnel are immediately contracted out to the appropriate repair agencies. When all work is completed a task completion report is generated and returned to the site administration responsible for monitoring the facility needs.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year)		
Year and month of the most recent FIT report: 1/11/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/11/2019	
Overall Rating	Exemplary Good

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	69.0	60.0	66.0	67.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	50.0	61.0	63.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	453	98.69	59.60
Male	221	218	98.64	59.17
Female	238	235	98.74	60.00
Black or African American	--	--	--	--
Asian	133	132	99.25	78.03
Filipino	11	11	100.00	72.73
Hispanic or Latino	142	138	97.18	38.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	154	100.00	61.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	140	138	98.57	44.93
English Learners	25	25	100.00	20.00
Students with Disabilities	27	27	100.00	11.11

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	453	98.69	49.67
Male	221	218	98.64	52.75
Female	238	235	98.74	46.81
Black or African American	--	--	--	--
Asian	133	132	99.25	75
Filipino	11	11	100	54.55
Hispanic or Latino	142	138	97.18	24.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	154	100	51.3
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	140	138	98.57	37.68
English Learners	25	25	100	36
Students with Disabilities	27	27	100	7.41

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

Brea Olinda High School offers eight (8) career pathways for students, four of which are integrated with CTE courses. See more information on the BOHS Career Pathways webpage (http://bohs.bousd.us/academics/career_pathways).

Building Industry Technology Academy

- BITA 1 (ROP)
- BITA 2 (ROP)
- BITA 3 (ROP)
- BITA 4 (ROP)
- Courses articulated with Fullerton College and Orange Coast College.

Consumer Sciences Pathway

- Clothing Design
- Fabric & Fashion
- Foods
- Advanced Foods

Global Information Technology Academy

- GITA 1 / Computer Science 1
- GITA 2 / Computer Science 2
- GITA 3 / Computer Science 3
- AP Computer Science A
- All courses articulated with Fullerton College; AP Computer Science A is also articulated with Mt. San Antonio College.

Public Services Pathway

- Medical Careers 1 (ROP) -- articulated with Coastline Community College
- Body Systems & Disorders (ROP)
- Sports Medicine (ROP) -- articulated with Cypress College

Visual Communications Pathway

- Digital Design & Illustration (ROP) -- articulated with Westcliff University, Fullerton, Goldenwest, Coastline Community, and Orange Coast Colleges
- Visual Communications (ROP) -- articulated with Fullerton College and Westcliff University
- Introduction to Digital Photography (ROP) -- articulated with Westcliff University and Coastline Community College
- Photography - Digital and Traditional (ROP) -- articulated with Westcliff University, Orange Coast College, and the Art Institute of California
- Digital Photography (ROP) -- articulated with Fullerton College
- Art of Video Production (ROP)

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	592
% of pupils completing a CTE program and earning a high school diploma	31.9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	79.4%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	58.9

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Brea Olinda High School through the following organizations:

- GITA/Academic Booster Club
- Athletic Booster Clubs
- Brea Education Foundation
- English Learner Advisory Committee
- Guidance Advisory Council
- PTSO
- School Site Council

Anyone interested in becoming involved in school activities may contact our school office at (714) 990-7850 x1200. Parents also stay connected with the school through the BOHS website and BOHS Twitter, Facebook, and Instagram accounts.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.4	0.9	0.5	1.9	2.0	2.5	10.7	9.7	9.1
Graduation Rate	97.7	97.7	97.9	96.6	96.4	95.1	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	98.6	96.8	88.7
Black or African American	88.9	90.9	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	99.2	94.6	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	96.8	96.5	92.1
Two or More Races	100.0	75.0	91.2
Socioeconomically Disadvantaged	97.7	95.2	88.6
English Learners	75.0	66.7	56.7
Students with Disabilities	91.3	93.1	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.4	2.8	1.9	2.0	2.3	1.5	3.7	3.7	3.5
Expulsions	0.1	0.4	0.1	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan is presented to the School Site Council annually for review and approval. The 2018-2019 School Safety Plan was reviewed and approved on Wednesday, October 30, 2018.

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. During lunch, breaks, and before and after school, assigned staff members supervise the school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly environment. For the safety of its students, BOHS is a closed campus, including during the lunch period.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	27.0	22	11	39	25.0	27	13	35	27.0	23	11	38
Mathematics	28.0	17	19	26	25.0	24	21	22	27.0	17	20	30
Science	28.0	13	14	28	27.0	13	19	22	28.0	12	26	21
Social Science	28.0	13	10	28	29.0	10	11	28	30.0	9	15	26

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	355
Counselor (Social/Behavioral or Career Development)	see above	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.8	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	3	N/A
Other		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6081	\$537	\$5544	\$75,697
District	N/A	N/A	\$6,300	\$79,445
Percent Difference: School Site and District	N/A	N/A	-12.8	-2.1
State	N/A	N/A	\$11,548	\$76,522
Percent Difference: School Site and State	N/A	N/A	-17.0	1.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general fund State funding, Brea Olinda Unified receives State and Federal categorical funding for special programs. For the 2017-18 school year, the District received student funding in Federal and State aid for the following categorical, special education, and support programs:

- Special Education
- Vocational Education Act / Perkins Grant
- LCFF Supplemental

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,528	\$47,547
Mid-Range Teacher Salary	\$81,013	\$74,775
Highest Teacher Salary	\$104,070	\$93,651
Average Principal Salary (Elementary)	\$122,623	\$116,377
Average Principal Salary (Middle)	\$127,435	\$122,978
Average Principal Salary (High)	\$147,718	\$135,565
Superintendent Salary	\$226,163	\$222,853
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	11	N/A
Fine and Performing Arts	2	N/A
Foreign Language	6	N/A
Mathematics	9	N/A
Science	14	N/A
Social Science	12	N/A
All courses	54	42.3

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)

- Advanced Placement Workshops and Summer Institutes
- Aeries Software
- AVID (Advancement Via Individual Determination)
- Next Generation Science Standards (NGSS)
- Orange County CTE Meetings
- Professional Conferences in Various Subject Matters (like Computer Using Educators Conference, or CUE)
- Special Education
- 21st Century Skills and Learning
- UC/CSU Requirements & Admission
- CAASPP Interim Assessment Blocks
- Multi-Tiered Systems of Support (MTSS)
- Positive Behavioral Interventions & Supports (PBIS)

Professional development has occurred in full day district staff development (two days per school year in the past three years), after school sessions offered by the BOUSD instructional coaches, during staff meetings and at off-site locations facilitated by organizations such as College Board and Orange County Department of Education.