

Brea Country Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Brea Country Hills Elementary School
Street	150 N. Associated Road
City, State, Zip	Brea, CA 92821-4669
Phone Number	(714) 990-3221
Principal	Mrs. Trish Walsh
E-mail Address	pwalsh@bousd.us
Web Site	www.countryhills.bousd.us
CDS Code	30664496101901

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.us

School Description and Mission Statement (School Year 2017-18)

Welcome to the School Accountability Report Card for Country Hills Elementary School. This document is provided in accordance with Proposition 98, which requires every school in California to issue an Annual School Accountability Report Card. The data contained within these pages will prove useful in informing parents, staff, students and community members about our school and community, including but not limited

to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement. This document is an opportunity to keep our community and the public well informed about our outstanding program. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have.

Our Vision: Country Hills Elementary School is a community of lifelong learners who see education as the foundation for developing productive, responsible, resilient citizens focused on bright futures in the 21st century.

Our Mission: Country Hills Elementary School provides a nurturing environment that supports students while growing strong in character and striving to reach their full potential. Country Hills Cougars **ROAR** - show **RESPECT** for themselves, others and their school, **OWN** their actions and attitude, **ACHIEVE** academic and personal goals, and are **RESPONSIBLE** for making positive, safe choices.

School Profile - Country Hills Elementary School is located inside a City of Brea park and uses the park facilities for school recreational activities and programs. The school opened in 1981 and houses Preschool, TK

and Kindergarten through sixth grade. The Department of Child Development Services offers an extended day care program in a structured environment before and after school as well as during extended school holiday periods. Country Hills Elementary School is dedicated to ensuring the academic success of every student and providing a California Standards-based comprehensive educational experience with 21st Century Learning opportunities in a safe, positive learning environment. Go Cougars!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	90
Grade 1	77
Grade 2	66
Grade 3	81
Grade 4	67
Grade 5	100
Grade 6	72
Total Enrollment	553

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	27.8
Filipino	4
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.2
White	30.9
Two or More Races	6.1
Socioeconomically Disadvantaged	21
English Learners	16.5
Students with Disabilities	7.4
Foster Youth	0.2

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	21	22	
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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 2018

Brea Olinda Unified School District held a Public Hearing in October

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 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	Grades K-6 Benchmark Advanced Adoption Year: 2017	Yes	0
Mathematics	Grades K-6 GO Math HMH Adoption Year: 2015	Yes	0
Science	Grades K-6 Houghton Mifflin Science Adoption Year: 2007	Yes	0
History-Social Science	Grades K-6 Harcourt Brace Adoption Year: 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Students feel comfortable and safe on school grounds before, during and after school. During school hours, students are supervised by school faculty and staff. The school facility includes sufficient classroom space to meet the needs of an enrollment of approximately 580 students. The playground sufficiently provides play areas for students with the assistance of staggered scheduling to facilitate efficient use of the playground. To ensure optimal learning opportunities, faculty and staff coordinate classroom facility usage to include flexible grouping and intervention instruction. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Brea Olinda Unified School District Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings

This school has 27 classrooms, a multipurpose room, a library/media lab and a school office with staff lounge, adult restrooms, teacher workroom and health office. The main campus was built in 1981. Portable classrooms and library/media lab were added soon thereafter.

Maintenance and Repair

Safety concerns are the number one priority of Facilities and Maintenance. 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 2018, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Current Facilities Inspection was completed in January 2018 by the Principal.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District office and fulfilled by our full-time day and night custodians. The Principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: 1/11/2018				
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: 1/11/2018				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	66	66	66	66	48	48
Mathematics (grades 3-8 and 11)	66	68	58	61	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	330	324	98.18	66.36
Male	162	159	98.15	60.38
Female	168	165	98.21	72.12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	86	80	93.02	78.75
Filipino	13	13	100	61.54
Hispanic or Latino	95	95	100	58.95
White	105	105	100	64.76
Two or More Races	22	22	100	81.82
Socioeconomically Disadvantaged	79	78	98.73	43.59
English Learners	97	92	94.85	61.96
Students with Disabilities	40	39	97.5	17.95
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	328	99.7	67.99
Male	161	160	99.38	68.13
Female	168	168	100	67.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	86	85	98.84	81.18
Filipino	13	13	100	69.23
Hispanic or Latino	95	95	100	56.84
White	105	105	100	67.62
Two or More Races	22	22	100	81.82
Socioeconomically Disadvantaged	78	78	100	48.72
English Learners	97	97	100	68.04
Students with Disabilities	39	38	97.44	26.32
Foster Youth	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75	72	80	76	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.9	16.3	12.5

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

Parents and the community are very supportive of the educational program at Country Hills Elementary. We have a very active PTA, and many parents choose to serve on PTA committees and volunteer in our classrooms. Family, school, district, and community resources available to assist all students include:

- SSC / School Site Council
- ELAC / English Learners Advisory Council
- PTA / Parent Teacher Association Events & Activities
- Student Council
- Monthly Flag Ceremony
- Special Events & Assemblies
- Student Success Team
- PBIS / Positive Behavior Interventions and Supports
- PAL / Peer Assistance Leadership
- School Psychologist and Speech & Language Pathologist
- Character Education Program / Project Wisdom
- Resources for GATE
- Service Learning Projects
- School Garden
- Art Masters art program
- Athletes In Action partnership with BOHS
- Afterschool programs such as Chess Masters, Spotlight Kids Theater, Lady IT, Imagiscience
- Afterschool Clubs such as Cougar Chorus, Robotics Club, Computer Science Club, Spirit Squad
- English Learner Materials/Resources available to parents
- Brea Community Center Programs
- BEST Track Meet
- University Outreach Participation / Student Teachers and Observers

Anyone interested in becoming involved in our school activities may contact our school office at (714) 990-3221 and you will be directed to the appropriate person for more information.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2	1.0	1.2	1.7	2.0	2.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. The school annually evaluates and updates the plan. Safety procedures are reviewed with school and District staff in the fall, at the start of each school year. Development of the safety plan was a joint effort of District & school staff, School Site Council and PTA. Brea Police Department and Brea Fire Department were consulted in the development and review of our plan. Parents receive and have web access to our Parent/Student Handbook with information about our campus.

Our action plan has four primary goals. They are: 1) All students and staff members are provided a safe learning and teaching environment. 2) All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities. 3) District programs and approved community resources are made available to students and parents. 4) Our school will provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. The plan provides students and staff a means of ensuring a safe and orderly learning environment.

Parents and visitors are welcome and required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure to sign out. During lunch, recess and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

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 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	2	2		13	8			15	6		
1	29		3		22		3		30		2	
2	26		3		27		3		26		3	
3	27		3		27		2		27		3	
4	33		1	2	31		2	1	33		1	1
5	33		1	2	29		3		28		3	
6	32		3		32		3		28		3	
Other	12	1			12	1			11	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5322	\$560	\$4762	\$78,622
District	N/A	N/A	\$6,300	\$77,297
Percent Difference: School Site and District	N/A	N/A	-27.8	1.7
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-32.0	5.4

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

Types of Services Funded (Fiscal Year 2016-17)

Two District-funded LCFF aides work with English Learners and for Response to Intervention as needed.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,854	\$46,511
Mid-Range Teacher Salary	\$77,897	\$73,293
Highest Teacher Salary	\$100,067	\$92,082
Average Principal Salary (Elementary)	\$115,184	\$113,263
Average Principal Salary (Middle)	\$122,534	\$120,172
Average Principal Salary (High)	\$142,037	\$131,203
Superintendent Salary	\$204,000	\$213,732
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

All curriculum development by Country Hills Elementary and Brea Olinda Unified School District is aligned to the California Standards and the school’s Single Plan for Student Achievement. At the District level, a team specializing in curriculum and instruction development identifies where and why students are not meeting proficiency levels and develops 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 committee creates a plan that is implemented at all schools. The District is also utilizing four Teachers on Special Assignment (TOSAs) to support teachers in their 21st-century learning environments.

Country Hills Elementary develops its own goals and plan for professional development to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting standards for student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Country Hills School's students.

District specialists and school leadership teams reviewed and updated achievement plans using student assessment data (CAASPP testing and District assessment results) and survey responses. Findings were used to choose staff development workshops for District-wide implementation and supplemental school-level activities. Two mandatory District staff development days are held in addition to District and school-sponsored in-services and workshops.

Country Hills Elementary School staff participated in the following training activities held during the past three school years:

- Benchmark Advanced training
- Step Up to Writing training
- Go Math training
- Google Applications for Education training
- Socratic Seminar training & modeling
- Social Thinking training
- Self-Regulation training
- PBIS / Positive Behavior Interventions & Supports
- PAL / Peer Assistance Leadership
- Tiger Woods Academy STEM Conference attendance
- CUE Conference attendance
- Illuminated Ed In-service and Implementation
- Imagine Learning ELA program to support English Learners and other struggling students
- Front Row Math program training
- NGSS workshop
- School Messenger Website training
- GATE Conference attendance
- School-wide and Grade-Level Professional Learning Communities
- District-Wide Grade Level Professional Learning Communities
- Grade level attendance at Curriculum Workshops offered by BOUSD
- Leadership Team Meetings to facilitate student learning and social-emotional growth
- Horizontal and Vertical Grade Level Articulation
- Implementation of California State Standards
- Analysis of Student Performance Data and Grade Level Goals
- Analysis of Current Practice