

Brea Junior 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 Junior High School
Street	400 North Brea Blvd.
City, State, Zip	Brea, CA 92821-3399
Phone Number	714-990-7500
Principal	Kelly Kennedy
E-mail Address	kkennedy@bousd.us
Web Site	http://bjhs.bousd.us/
CDS Code	30664496058911

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)

Brea Junior High School provides a welcoming environment where the top priorities are student safety and academic achievement. With this focus, staff, parents and students work together to develop and maintain a safe and nurturing campus environment. We plan our curriculum, instruction, assessments, and staff development to better meet the needs of all our students. We hold both staff and students accountable for their work, as we provide curriculum and instruction that meets the National Common Core Standards. All teachers work in Professional Learning Communities to determine essential standards, compose benchmark assessments and evaluate student progress. Through direct input from colleagues and the support of district office personnel, teachers work together to determine best teaching practices for student success. As our assessment data and standards drive our curriculum, teachers use this information to differentiate instruction in order for our students to reach proficiency and beyond. Intervention opportunities are offered to all students who need extra support in order to achieve academic proficiency, and enrichment challenges are given to all students to excel. Our school community operates on the belief that all students can achieve!

School Vision

The vision of Brea Junior High School, in partnership with the home and community, is to prepare students to be lifelong learners and responsible, contributing citizens in a culturally diverse, safe society. Students will develop their full potential in an educationally challenging environment where they will be treated with respect, given equal access to a rich, meaningful curriculum, and challenged to meet expectations of excellence.

Statement of Purpose

Brea Bobcats are a compassionate and courageous community of learners who commit to excellence in academics, citizenship, and personal P.R.I.D.E.

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

Grade Level	Number of Students
Grade 7	451
Grade 8	407
Total Enrollment	858

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.5
Asian	18.2
Filipino	3.1
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.6
White	36.9
Two or More Races	1.9
Socioeconomically Disadvantaged	30.2
English Learners	5.8
Students with Disabilities	8.5
Foster Youth	0.1

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	38	39	39	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 2016

Brea Olinda Unified School District held a Public Hearing on October 10, 2016, 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 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	Holt 7th grade Literature and Language Arts 1st Course Adoption Year: 2003 Holt 8th grade Literature and Language Arts 2nd Course Adoption Year: 2003 Step Up To Writing - 7th/8th Adoption Year: 2014	Yes	0
Mathematics	Houghtin Mifflin Harcourt Go Math K-8th Go Math Algebra 7th/8th Go Math Geometry (8th grade) Adoption Year: 2015	Yes	0
Science	Grades 7-8 CPO Science Adoption Year: 2007	Yes	0
History-Social Science	McDougal Littell 7th grade World History Adoption Year: 2006 McDougal Littell 8th grade Creating America Adoption Year: 2006	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt 7th/8th grades En Espanol, Uno Adoption Year: 2004	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety for all students before, during, and after school is a top priority. Campus supervision is continuous throughout the day beginning each morning at 7:30 a.m. Three administrators, one full-time campus supervisor, one lunch-time supervisor and certificated teachers on a rotating basis are assigned areas of supervision to include all entrances to campus, internal hallways, courtyard, blacktop, grounds and restroom areas. All visitors are directed by posted signs to report directly to the main office before entering campus where they must sign in and be approved for campus access. Visitors are given a badge which must be worn on campus. All staff members, including substitutes, are required to wear an identification badge on campus. A comprehensive safety plan for daily supervision and emergency situations is updated and reviewed regularly with all staff members throughout each school year.

Maintaining a safe and well maintained school is a top priority. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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. 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. In addition, the district governing board has adopted cleaning standards for all school in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Site custodians work on an assigned schedule to maintain a trash-free, clean campus and cafeteria area at all times. Holiday and summer work days allow for additional stripping and waxing of floors and hallways, cleaning of carpets and blinds, pressure washing of walls and sidewalks, kitchen detailing, and steam cleaning of locker rooms. BJH is a safe and well maintained school environment.

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 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 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	68	64	67	66	44	48
Mathematics	61	55	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	7	460	446	97.0	67.9
	8	408	402	98.5	59.1
Male	7	230	218	94.8	61.5
	8	222	219	98.7	55.0
Female	7	230	228	99.1	74.1
	8	186	183	98.4	63.9
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	90	86	95.6	83.7
	8	69	68	98.5	92.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	12	12	100.0	75.0
	8	14	14	100.0	71.4
Hispanic or Latino	7	165	161	97.6	52.8
	8	155	153	98.7	39.5
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	169	165	97.6	73.9
	8	149	147	98.7	64.0
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	129	126	97.7	43.6
	8	138	137	99.3	36.8
English Learners	7	25	23	92.0	13.0
	8	19	16	84.2	
Students with Disabilities	7	45	43	95.6	25.6
	8	35	35	100.0	11.8
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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	7	460	449	97.6	58.6
	8	408	405	99.3	51.1
Male	7	230	220	95.7	54.5
	8	222	221	99.5	51.6
Female	7	230	229	99.6	62.5
	8	186	184	98.9	50.5
Black or African American	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	90	88	97.8	80.7
	8	69	69	100.0	88.4
Filipino	7	12	12	100.0	91.7
	8	14	14	100.0	64.3
Hispanic or Latino	7	165	161	97.6	43.5
	8	155	153	98.7	32.0
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	169	166	98.2	60.2
	8	149	148	99.3	53.4
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	129	126	97.7	34.9
	8	138	138	100.0	25.4
English Learners	7	25	25	100.0	16.0
	8	19	19	100.0	10.5
Students with Disabilities	7	45	43	95.6	13.9
	8	35	35	100.0	14.3
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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)	81	85	79	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	408	405	99.3	79.3
Male	222	221	99.6	82.4
Female	186	184	98.9	75.5
Asian	69	69	100.0	94.2
Filipino	14	14	100.0	92.9
Hispanic or Latino	155	153	98.7	71.9
White	149	148	99.3	80.4
Socioeconomically Disadvantaged	138	138	100.0	68.1
English Learners	19	19	100.0	36.8
Students with Disabilities	35	35	100.0	51.4

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.4	13.9	65.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

As a high-performing school in a community that values involvement with their local schools, Brea Junior High strongly believes that the combined partnership between home and school is essential to positive academic and social growth for all students. Students, parents, and staff begin each school year with a commitment to mutual responsibilities in supporting the educational success for each student. The Brea Junior High School-Parent Compact is an important document signed by students, parents and school staff at the beginning of each school year to demonstrate the individual activities each partner will do in order to establish and reach positive outcomes. Emergency and high priority communications are made with parents through the School Messenger System using phone, text, and e-mail contacts for immediate communication. The school website at <http://bjhs.bousd.us> is updated daily with news and school information. Brea Junior High School office staff and all school personnel put customer service for students and their families as their highest priority.

Parents and the community are very supportive of the educational program and the Parent Teacher Association (P.T.A.) and the School Site Council (SSC) are two ways parents may be involved on our campus. The P.T.A. is an active group that provides many hours of service including: assisting with Fall registration, sponsors dances, runs book fairs, holds fundraisers, and readily volunteer whenever called upon. Over the past two years, P.T.A. donations have helped contribute to the purchase of a new technology on campus and has put many hands-on items, such as individual white boards and classroom equipment in classes for daily use. Our SSC is a group of parents, students, and staff members representing all student groups (EL, GATE, Special Education, At Risk, and Regular Education). This group gives input into the Comprehensive School Safety Plan, Single Plan for Student Achievement, School-Parent Compact, Parent Involvement Policy, English Language Advisory Committee, and on the spending of categorical funds. They also serve as a community liaison for communicating goals and the good news of daily junior high life with the local community. Persons interested in volunteering may call Kelly Kennedy at 714-990-7500 for information.

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	5.7	4.3	4.2	2.3	1.7	2.0	4.4	3.8	3.7
Expulsions	0.2	0.3	0.1	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Built in 1916 and with modernizations completed in 2005, Brea Junior High is situated on 23 acres. The school buildings consists of a cafeteria, staff lounge, school offices, auditorium, library/media center, 29 permanent classrooms, and 14 portables. The facility strongly supports teaching and learning through its classroom space, library and computer labs, mobile laptop carts, and school-wide plan for student safety and discipline. Many people visit the campus to volunteer in the classroom and participate in school events. 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, snack break, before school and after school, administrators, teachers, and one part-time campus supervisor monitor students and school grounds, including the cafeteria and sport fields, to ensure a safe and orderly environment. All students are required to carry a hall pass when out of class. All school personnel, including substitutes, are required to wear an identification badge so that students and staff recognize adults on campus.

The Comprehensive Safe School Plan was developed by site staff 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 within the district includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, suspension/expulsion procedures, teacher notification policies, discrimination/harassment policies, dress code policies, procedures for safe ingress and egress, positive school climate/safe and orderly environment, conduct policies/school discipline, hate crime reporting procedures, and Brea Olinda School District Immediate Crisis Response Information. Staff reviews of procedures and practice drills are conducted regularly to make sure that staff and students are familiar with emergency procedures. Brea Police Department, as well as local emergency services, collaborate with site administrators to facilitate best practices and communication.

The school staff and members of School Site Council evaluate the Safety Plan annually and update it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed formally with school and District staff in the fall, at the start of each school year, and revisions are made as necessary to insure safety. The plan was last updated and reviewed with school staff and approved by our School Site Council in the fall.

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
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	100.0

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	32	2	8	19	31	3	15	11	31	3	15	11
Mathematics	32	2	10	17	30	4	13	13	30	4	13	13
Science	32	2	5	22	31	2	13	14	31	2	13	14
Social Science	35	2		25	33	2	4	21	33	2	4	21

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	440
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2.5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,050	\$536	\$4,514	\$72,165
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	-28.3	-4.6
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-20.5	0.9

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund State funding, Brea Olinda Unified School District received State and Federal categorical funding for special programs including:

* Common Core Funding (LCFF)

- Economic Impact Aid
- Home-to-School Transportation
- Instructional Materials
- Special Education
- Mandated Costs Reimbursements

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/>.

Professional Development (Most Recent Three Years)

All curriculum development by Brea Junior High and Brea Olinda Unified School District is aligned with the National Common Core Standards. In support of the Common Core Standards, the District's formal Professional Development Plan and the school's Single Plan for Student Achievement are aligned with these standards. Staff development is conducted in a professional ongoing manner through the Professional Learning Communities. Each Professional Learning Community is composed of all members of each department who meet every Wednesday of the school year for a 45-minute professional growth meeting. Each weekly meeting of Professional Learning Community members is used for the purpose of identifying best teaching practices, setting goals for student achievement based on identifying the essential standards of the National Common Core Standards, composing curriculum pacing guides, common formative assessments and rubrics, analyzing common assessment data and using results to motivate student learning. School-wide emphasis was made on transitioning to Common Core State Standards with focus on developing Habits of Mind and Depth of Knowledge for instruction.

Brea Junior High develops its own plan for training activities to improve instruction and to increase student proficiency based on data accumulated from formal standardized assessments, informal student assessment, and the outcome of Professional Learning Community results. The California Department of Education requires schools to develop their own school improvement plan (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 Junior High's students. Professional development included in the plan is provided through after school workshops, conference attendance, staff development days, and during school-wide PLC opportunities.

During the past three school years, District specialists, Teachers On Special Assignments (TOSA's) and school leadership teams provided the following professional development opportunities:

- Professional Learning Communities
- School-wide PLCs with Representatives from Orange County Department of Education for Common Core State Standards Introduction
- Technology Workshops featuring Illuminate Data and Google Education
- Positive Behavioral Supports and Interventions (PBIS)
- Department Planning
- UCI Writing Project
- Special Education Staff Training
- Document-based questioning (DBQ's)
- Science, Technology, Engineering and Mathematics (STEM Training)
- Next Generation Science Standards (NGSS)
- Advancement Via Individual Determination (AVID)