

# Brea Country Hills Elementary 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Brea Country Hills Elementary School
<b>Street</b>	150 N. Associated Road
<b>City, State, Zip</b>	Brea, CA 92821-4669
<b>Phone Number</b>	(714) 990-3221
<b>Principal</b>	Mrs. Trish Walsh
<b>E-mail Address</b>	<a href="mailto:pwalsh@bousd.us">pwalsh@bousd.us</a>
<b>Web Site</b>	<a href="http://www.countryhills.bousd.us">www.countryhills.bousd.us</a>
<b>CDS Code</b>	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 2016-17)

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 to grades kindergarten through sixth grade and now houses a preschool and TK class as well. 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 2015-16)

Grade Level	Number of Students
Kindergarten	105
Grade 1	70
Grade 2	81
Grade 3	69
Grade 4	98
Grade 5	72
Grade 6	98
<b>Total Enrollment</b>	<b>593</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	28.3
Filipino	3.2
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	0
White	31.5
Two or More Races	6.1
Socioeconomically Disadvantaged	21.1
English Learners	22.3
Students with Disabilities	5.9
Foster Youth	0.2

## 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	23	23	21	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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	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 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
<b>Reading/Language Arts</b>	Grades K-5 Houghton Mifflin Adoption Year: 2009 Grade 6 Holt Adoption Year: 2003	Yes	0
<b>Mathematics</b>	Grades K-6 GO Math HMH Adoption Year: 2015	Yes	0
<b>Science</b>	Grades K-6 Houghton Mifflin Science Adoption Year: 2007	Yes	0
<b>History-Social Science</b>	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 usage 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 2017, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Current Facilities Inspection was completed in January 2017 with Assistant Superintendent Business Services and 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)**

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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	64	66	67	66	44	48
Mathematics	54	66	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	3	74	70	94.6	67.1
	4	100	99	99.0	67.7
	5	73	72	98.6	70.8
	6	99	99	100.0	61.6
Male	3	36	34	94.4	55.9
	4	45	44	97.8	61.4
	5	41	40	97.6	62.5
	6	49	49	100.0	55.1
Female	3	38	36	94.7	77.8
	4	55	55	100.0	72.7
	5	32	32	100.0	81.3
	6	50	50	100.0	68.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	16	14	87.5	71.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	34	33	97.1	78.8
	5	22	22	100.0	81.8
	6	24	24	100.0	75.0
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	29	28	96.5	64.3
	4	26	26	100.0	50.0
	5	15	15	100.0	60.0
	6	32	32	100.0	46.9
<b>White</b>	3	20	19	95.0	68.4
	4	31	31	100.0	74.2
	5	26	25	96.2	80.0
	6	30	30	100.0	56.7
<b>Two or More Races</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	16	15	93.8	6.7
	4	25	25	100.0	36.0
	5	17	17	100.0	47.1
	6	19	19	100.0	36.8
<b>English Learners</b>	3	13	12	92.3	33.3
	4	20	19	95.0	36.8
	5	--	--	--	--
	6	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--
	6	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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
<b>All Students</b>	3	74	70	94.6	77.1
	4	100	100	100.0	63.0
	5	73	72	98.6	65.3
	6	99	99	100.0	61.6
<b>Male</b>	3	36	34	94.4	76.5
	4	45	45	100.0	57.8
	5	41	40	97.6	62.5
	6	49	49	100.0	65.3
<b>Female</b>	3	38	36	94.7	77.8
	4	55	55	100.0	67.3
	5	32	32	100.0	68.8
	6	50	50	100.0	58.0
<b>Black or African American</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>American Indian or Alaska Native</b>	4	--	--	--	--
<b>Asian</b>	3	16	14	87.5	78.6
	4	34	34	100.0	76.5
	5	22	22	100.0	77.3
	6	24	24	100.0	83.3
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	29	28	96.5	78.6
	4	26	26	100.0	46.1
	5	15	15	100.0	53.3
	6	32	32	100.0	43.8
<b>White</b>	3	20	19	95.0	73.7
	4	31	31	100.0	64.5
	5	26	25	96.2	68.0



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	30	30	100.0	60.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	16	15	93.8	53.3
	4	25	25	100.0	32.0
	5	17	17	100.0	41.2
	6	19	19	100.0	42.1
English Learners	3	13	12	92.3	66.7
	4	20	20	100.0	45.0
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	75	75	72	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	73	71	97.3	71.8
Male	41	40	97.6	72.5
Female	32	31	96.9	71.0
Asian	22	21	95.5	71.4
Hispanic or Latino	15	15	100.0	60.0
White	26	25	96.2	84.0
Socioeconomically Disadvantaged	17	17	100.0	47.1

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
5	22.2	37.5	29.2

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)**

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
- Classroom Parties
- Student Success Team
- PBIS / Positive Behavior Interventions and Supports
- School Psychologist and Speech & Language Pathologist
- Character Education Program / Project Wisdom
- Resources for GATE
- Service Learning Projects

- Meet the
- Masters art program
- Athletes In Action partnership with BOHS
- Afterschool programs such as Chess Masters, Spotlight Kids Theater & Comic Creators
- Afterschool Clubs such as Cougar Chorus, Fitness Club & Computer Science Club
- 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 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
<b>Suspensions</b>	0.7	0.2	1.0	2.3	1.7	2.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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 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 (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	29		4		23	2	2		25		4	
1	29		2		29		3		19	1	2	
2	29		3		26		3		26		3	
3	30		3		27		3		26		2.5	
4	32		3		33		1	2	31		3	
5	36			2	33		1	2	27		2.5	
6	29	1		3	32		3		32		2	1
Other					12	1			12	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 2015-16)

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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,651	\$486	\$4,165	\$78,622
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	-33.9	4.0
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-26.6	9.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

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

**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 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 their 21st-century learning environments.

Country Hills Elementary develops its own goals and plan for training and 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:

- 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
- 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
- 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
- Horizontal and Vertical Grade Level Articulation
- Implementation of California State Standards
- Analysis of Student Performance Data and Grade Level Goals
- Analysis of Current Practice