

Brawley Union High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Brawley Union High School
Street	480 North Imperial Ave.
City, State, Zip	Brawley, CA 92227-1625
Phone Number	(760) 312-6073
Principal	Jesse Sanchez
E-mail Address	jsanchez@brawleyhigh.org
Web Site	www.brawleyhigh.org
CDS Code	13 63081 1331404

District Contact Information	
District Name	Brawley Union High School District
Phone Number	(760) 312-5819
Superintendent	Mr. Simon R. Canalez
E-mail Address	scanalez@brawleyhigh.org
Web Site	www.brawleyhigh.org

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

The mission of Brawley Union High School is to challenge and empower all students to graduate as self directed, productive citizens who are effective communicators, critical thinkers, risk takers and lifelong learners.

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

Grade Level	Number of Students
Grade 9	496
Grade 10	438
Grade 11	392
Grade 12	361
Total Enrollment	1,687

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.3
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.1
White	7.4
Socioeconomically Disadvantaged	72.1
English Learners	16.4
Students with Disabilities	10.4
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	65	63	61	70
Without Full Credential	2	4	8	8
Teaching Outside Subject Area of Competence (with full credential)	4	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson (9-11) / 2016-17 Expository Reading and Writing Course (12th Grade)/2014-15	Yes	0%
Mathematics	Integrated Mathematics 1, 2, 3/ 2015-16 Financial Algebra/2017-18 The Practice of Statistics, W.H. Freeman and Company / 2016-17	Yes	0%
Science	Biology, Pearson-Hall / 2007-08 Environmental Science/2007-08 Chemistry/2007-08	Yes	0%
History-Social Science	World Cultures, Pearson-Prentice Hall/2006-07 The Americans, McDougal Littell/2006-07 Economics Principles in Actions, Pearson/2006-07	Yes	0%
Foreign Language	Avancemos 1, 2, 3, McDougal Littell/2008-09 Avancemos 3, McDougal Littell/2014-15	Yes	0%
Health	Health, Glencoe/2014-15	Yes	0%
Visual and Performing Arts	Theatrical Design and Production/2012-13 Concise Guide to Jazz, Pearson-Prentice Hall/2015-16 Listen/2015-16	Yes	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

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: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	65.0	63.0	57.0	56.0	48.0	50.0
Mathematics (grades 3-8 and 11)	30.0	34.0	24.0	27.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	358	95.47	63.41
Male	171	168	98.25	55.36
Female	204	190	93.14	70.53
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	330	314	95.15	61.78
White	34	33	97.06	75.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	244	93.85	59.84
English Learners	104	99	95.19	35.35
Students with Disabilities	30	26	86.67	11.54
Students Receiving Migrant Education Services	18	16	88.89	50.00

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	361	96.52	33.52
Male	170	169	99.41	32.54
Female	204	192	94.12	34.38
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	329	317	96.35	31.55
White	34	33	97.06	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	259	247	95.37	27.53
English Learners	104	103	99.04	12.62
Students with Disabilities	30	26	86.67	3.85
Students Receiving Migrant Education Services	18	17	94.44	23.53

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

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

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

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

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

Career Technical Education Programs (School Year 2017-18)

Career path preparation begins in elementary school, where students are introduced to careers through guest speakers, field trips, job shadowing, work-based activities and career days which focus on the five Brawley Union High School career pathways.

Ninth graders are provided the opportunity to enroll in Introduction to Computers, where they learn career research with the internet through Career Choices and produce their first résumé as well as a 10 year plan. Through 10th grade advisement, students select their initial career pathway and complete a second career interest inventory. Students may select from a total of 21 career pathway classes (including ROP programs) in the industry sector such as: Agriculture and Natural Resources, Arts and Communications, Information Technology, Health Science and Medical Technology, Education Child Development and Family Services, Marketing and Sales, Building Trades and Construction, and Manufacturing and Product Development.

Capstone career path courses focus on internships which are offered through the Brawley Union High School internship program, Imperial Valley Regional Occupational Program (IVROP) internship, Brawley Union High School work experience, Special Education Work Ability, Imperial County Workforce Investment Act training, and Migrant Education work experience.

BUHSD offers several CTE courses to its student population. The following courses are offered at Brawley

Union High School:

- Animal Science
- Plant Science
- Medical Terminology
- Graphic Design I and II
- Introduction to Welding

*Welding Fabrication

- Introduction to Agriculture
- Environmental Agriculture
- Advanced Computerized Applications
- Electrical Applications
- Introduction to Law Enforcement

*Law Enforcement Principles

*Public Health

- Culinary Arts I and II

*Exploring Computer Science

*AP Computer Science

*Computer Applications

*Computer Office Systems

In conjunction with CTE courses, BUHSD offers nine ROP programs that are offered through the district and comprise a significant component of the CTE program. The ROP programs focus on the internship aspect of career preparation and are open to students who are 16 years and older and also to adults. BUHSD offers the following ROP programs:

- ROP Graphic Arts
- ROP Stage and Theatre
- ROP Nursing

* ROP Office Occupations

- ROP Landscape
- ROP Construction
- ROP Welding

* ROP Law Enforcement

BUHSD’s CTE Advisory Committee consists of shareholders including BUHSD’s superintendent, principal, deputy principal, director of special education, career specialist, CTE teachers, counselors, students, parents, Imperial Valley Regional Occupational Program superintendent and staff, community business partners, Workforce Investment Board (WIB), WIB director, and the Imperial Valley Regional Occupational Advisory Committee.

The primary representative of the district’s Career Technical Education Advisory Committee is Antonio Munguia, and he can be reached at (760) 312-5110.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	983
% of pupils completing a CTE program and earning a high school diploma	62
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	29.4

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.5	25.5	22.4

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Brawley Union High School is committed to promoting parent, community and business partnerships that are conducive to the following:

- Involving parents in their child’s education
- Fostering shared responsibility among students, parents and staff
- Linking families with school and community resources
- Encouraging broad-based representation in the decision-making process

Parent involvement is key in promoting student achievement at Brawley Union High School. Parents are regularly informed of student progress and attendance through updates from school counselors and attendance personnel. All parents are invited to participate in their student’s curricular plan. The counseling department maintains an open-door policy for parents to seek information and assistance regarding their students. Parents who wish to participate in Brawley Union High School’s leadership teams, school committees, school activities or become volunteers may contact Principal Jesse Sanchez at (760) 312-6089 or jsanchez@brawleyhigh.org.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.9	2.2	3.1	2.9	3.0	3.3	10.7	9.7	9.1
Graduation Rate	97.8	97.0	95.5	95.9	94.7	92.1	82.3	83.8	82.7

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

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

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	96.1	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	100.0	95.7	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	97.3	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	96.5	88.6
English Learners	95.0	87.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	100.0	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.5	7.4	4.4	7.6	8.1	5.1	3.7	3.7	3.5
Expulsions	0.4	0.3	0.2	0.4	0.5	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

A revised Comprehensive School Safety Plan was adopted and implemented during the 2010-11 school year. The Safety Committee reviews the plan annually. The School Safety Plan was last updated in March 2018 and will be reviewed again in March 2019. The plan includes emergency routes, maps and emergency procedures such as fire, earthquake, attacks, lockdown, egress and ingress procedures, and other important procedures to keep the students and staff safe and secure. The School Safety Plan is available to the community and is located in the Counseling Center, Administration Office and Discipline Office. The Safety Committee meets monthly to monitor implementation of the plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	17	29	25	27.0	18	16	32	26.0	14	40	14
Mathematics	29.0	7	21	22	25.0	13	23	11	25.0	17	31	11
Science	31.0	5	16	25	29.0	9	17	20	30.0	5	21	19
Social Science	30.0	4	11	25	31.0	5	10	25	29.0	6	23	13

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.00	354.40
Counselor (Social/Behavioral or Career Development)	1.00	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	1.54	N/A
Social Worker	0.00	N/A
Nurse	1.00	N/A
Speech/Language/Hearing Specialist	0.44	N/A
Resource Specialist (non-teaching)	0.96	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6968	1165	8133	92097
District	N/A	N/A	4318	\$95,412
Percent Difference: School Site and District	N/A	N/A	61.3	5.0
State	N/A	N/A	\$7,125	\$79,496
Percent Difference: School Site and State	N/A	N/A	21.2	17.2

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

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

Types of Services Funded (Fiscal Year 2017-18)

In addition to general state funding, Brawley Union High School District receives state and federal funding for the following categorical, special education and support programs:

- Title I, Part A
- Title I, American Recovery and Reinvestment Act of 2009 (ARRA)
- Title II
- Title III
- Special Education
- Carl D. Perkins Vocational and Technical Education Act funds
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- Regional Occupational Program (ROP)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,525	\$48,783
Mid-Range Teacher Salary	\$91,318	\$80,177
Highest Teacher Salary	\$118,898	\$104,535
Average Principal Salary (Elementary)	\$0	\$128,506
Average Principal Salary (Middle)	\$0	\$154,350
Average Principal Salary (High)	\$127,082	\$133,486
Superintendent Salary	\$165,000	\$181,868
Percent of Budget for Teacher Salaries	35.0	32.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	12	18.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The major areas of focus for staff development include curriculum and instruction, multi tiered system of support, positive behavior intervention, school safety, technology, student assessment and data analysis, student support services, and school-site accountability. The methods used to deliver professional development involve staff-development days, department and collaboration meetings, and grade-level and course-subject area meetings. Teachers are supported during the implementation through staff meetings, teacher-administrator meetings, student-performance data analysis and reporting. Each teacher is assigned a peer teacher coach to assist them in developing teaching strategies and lessons relevant to their classes and student population. The district also participates in professional development opportunities provided through Imperial County Office of Education.