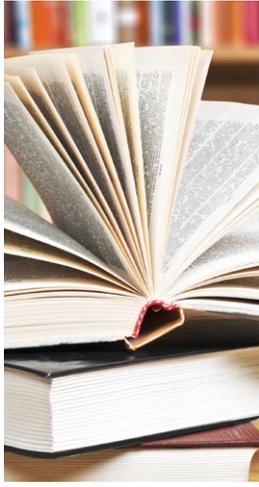# SARC

OUR MESSAGE

OUR SCHOOL

OUR TEACHERS

Brawley Union High School

2014-15
School Accountability Report Card

Published in 2015-16

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Brawley UHSD

School Mission Statement

Our mission is to provide a safe and secure learning environment for all students, focusing on student achievement through high-quality instruction. This will be accomplished through a shared commitment by the board, staff and community.

Principal's Message

At Brawley Union High School, our staff strives to provide a positive and safe educational atmosphere conducive to learning for all students. Rigor, relevance and fidelity to California standards are the driving principles of our curriculum. I encourage you to take an active role in your child's education. We realize that strong BUHS parent relationships are a huge factor in the educational success of our students.

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. This will be accomplished through a partnership between a qualified staff and community shareholders.

The shareholders of BUHS believe all students have the ability to achieve at high levels. The mission statement is a reflection of this core belief and directly correlates to our Schoolwide Learner Outcomes. BUHS analyzes multiple layers of data annually to ascertain new critical academic needs. This leads to appropriate changes to academic instruction resulting in opportunities for academic growth for all students. Annually, BUHS revisits the Single School Plan to ensure current educational practices and procedures are being driven by relevant student data and educational research.

Parental Involvement

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

- Involve parents in their child's education
- Foster shared responsibility among students, parents and staff
- Link families with school and community resources
- Encourage 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 BUHS Parent Connection program was established in 2013 in the interest of fostering parental involvement. The program focuses on providing stakeholders with relevant information regarding school programs and initiatives. 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.

Professional Development

The major areas of focus for staff development include curriculum and instruction, school discipline and 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. The district also participates in professional development opportunities provided through Pivot Learning Partners.

Professional Development Days		Three-Year Data	
	2013-14	2014-15	2015-16
Brawley HS	3 days	3 days	3 days

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## Governing Board

District Mission Statement

Our mission is to provide a safe and secure learning environment for all students, focusing on student achievement through high-quality instruction. This will be accomplished through a shared commitment by the board, staff and community.

District Vision Statement

To prepare students to become productive citizens, the Board of Education is committed to increasing student achievement through the implementation of standards-based instructional programs delivered by a high-quality staff and clearly identified performance benchmarks.
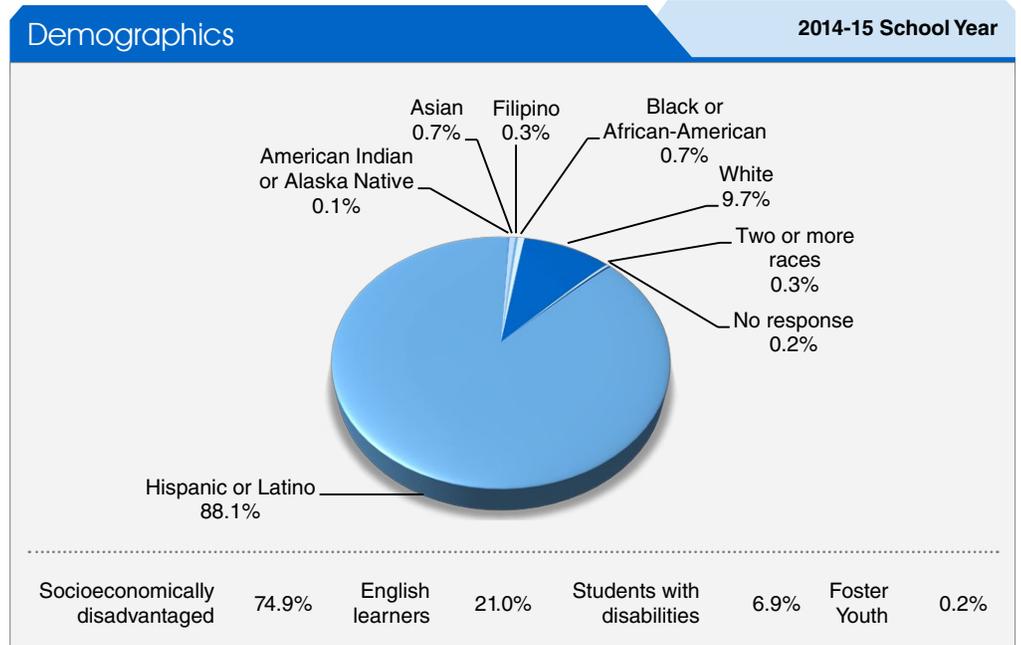
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

Grade	Enrollment
9	449
10	509
11	373
12	346
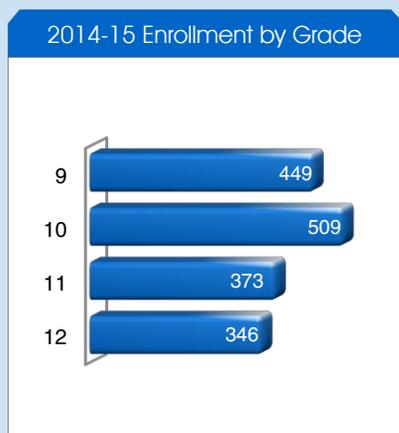
Enrollment by Student Group

The total enrollment at the school was 1,677 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.
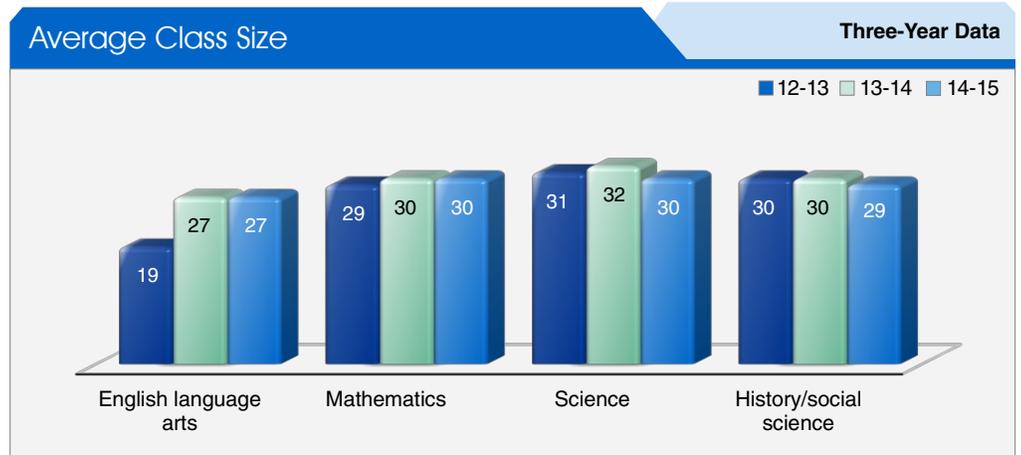
Demographics

2014-15 School Year

- American Indian or Alaska Native 0.1%
- Asian 0.7%
- Filipino 0.3%
- Black or African-American 0.7%
- White 9.7%
- Two or more races 0.3%
- No response 0.2%
- Hispanic or Latino 88.1%

Socioeconomically disadvantaged	74.9%	English learners	21.0%	Students with disabilities	6.9%	Foster Youth	0.2%

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Brawley HS

	12-13	13-14	14-15
Suspension rates	10.9%	9.8%	8.0%
Expulsion rates	0.5%	0.9%	0.5%

Brawley UHSD

	12-13	13-14	14-15
Suspension rates	12.4%	10.8%	8.0%
Expulsion rates	0.8%	1.2%	0.6%

California

	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data

Legend: 12-13, 13-14, 14-15

Subject	12-13	13-14	14-15
English language arts	19	27	27
Mathematics	29	30	30
Science	31	32	30
History/social science	30	30	29

Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	18	21	37	18	21	33	18	22	30
Mathematics	7	18	23	6	18	25	7	18	24
Science	1	18	27	2	12	30	4	24	22
History/social science	3	23	18	7	9	27	5	19	17

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

| Adequate Yearly Progress Criteria			2014-15 School Year
	Brawley HS	**Brawley UHSD**	**California**
Met overall AYP	Yes	No	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	✶	✶	Yes
Met graduation rate	Yes	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year
	Brawley HS	**Brawley UHSD**
Program Improvement status	In PI	In PI
First year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		33.30%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

✶ Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.
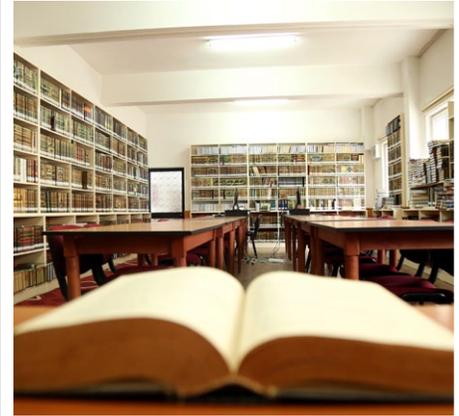
California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 9	
Four of six standards	17.9%
Five of six standards	19.5%
Six of six standards	41.1%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Brawley HS			Brawley UHSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44%	48%	38%	45%	48%	37%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	37%
All students at the school	38%
Male	40%
Female	38%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	36%
Native Hawaiian or Pacific Islander	❖
White	54%
Two or more races	❖
Socioeconomically disadvantaged	32%
English learners	10%
Students with disabilities	17%
Students receiving Migrant Education services	32%
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Brawley HS	Brawley UHSD	California
English language arts/literacy	32%	28%	44%
Mathematics	13%	10%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level							2014-15 School Year

| English Language Arts: Grade 11 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
Group				Level 1	Level 2	Level 3	Level 4
All students	340	325	95.6%	26%	36%	25%	7%
Male		156	45.9%	29%	36%	25%	4%
Female		169	49.7%	24%	36%	25%	9%
Black or African-American		4	1.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	0.6%	❖	❖	❖	❖
Filipino		1	0.3%	❖	❖	❖	❖
Hispanic or Latino		274	80.6%	27%	38%	23%	6%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		42	12.4%	21%	24%	38%	14%
Two or more races		1	0.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		218	64.1%	29%	38%	21%	6%
English learners		42	12.4%	57%	26%	7%	0%
Students with disabilities		11	3.2%	73%	18%	9%	0%
Students receiving Migrant Education services		47	13.8%	26%	30%	26%	4%
Foster youth		◈	◈	◈	◈	◈	◈

| Mathematics: Grade 11 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
Group				Level 1	Level 2	Level 3	Level 4
All students	340	311	91.5%	52%	31%	10%	2%
Male		148	43.5%	51%	32%	10%	2%
Female		163	47.9%	53%	29%	10%	2%
Black or African-American		4	1.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	0.6%	❖	❖	❖	❖
Filipino		1	0.3%	❖	❖	❖	❖
Hispanic or Latino		259	76.2%	54%	32%	8%	1%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		43	12.6%	37%	23%	26%	9%
Two or more races		1	0.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		208	61.2%	57%	28%	9%	1%
English learners		40	11.8%	75%	15%	0%	0%
Students with disabilities		10	2.9%	❖	❖	❖	❖
Students receiving Migrant Education services		45	13.2%	38%	47%	9%	0%
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   Level 2 = Standard nearly met   Level 3 = Standard met   Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ★

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	English Language Arts			Mathematics			Three-Year Data
	12-13	13-14	14-15	12-13	13-14	14-15	
Brawley HS	51%	50%	52%	53%	53%	54%	
Brawley UHSD	50%	50%	50%	52%	52%	53%	
California	57%	56%	58%	60%	62%	59%	

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level	English Language Arts			Mathematics			2014-15 School Year
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All students in the district	50%	23%	27%	47%	37%	16%	
All students at the school	48%	24%	28%	46%	38%	16%	
Male	53%	23%	23%	47%	37%	16%	
Female	43%	24%	33%	45%	39%	16%	
Black or African-American	❖	❖	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	❖	❖	
Hispanic or Latino	50%	24%	27%	47%	39%	14%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖	
White	37%	24%	39%	40%	28%	33%	
Two or more races	❖	❖	❖	❖	❖	❖	
Socioeconomically disadvantaged	57%	22%	21%	52%	37%	12%	
English learners	92%	7%	2%	78%	21%	1%	
Students with disabilities	89%	4%	7%	83%	17%	0%	
Students receiving Migrant Education services	71%	14%	15%	58%	33%	9%	
Foster youth	◈	◈	◈	◈	◈	◈	

★ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Career Technical Education Programs

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 Internet career research through Career Locker and produce their first résumé. 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 WorkAbility, 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 BUHS:

- Animal Science
- Plant Science
- Medical Terminology
- Graphic Arts
- Marketing
- Drafting
- Introduction to Agriculture
- Environmental Agriculture
- Advanced Computerized Applications
- Parenting
- Preschool
- Developmental Psychology
- Electronics

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 Landscape
- ROP Office Occupations
- ROP General Construction
- ROP Welding
- ROP Careers with Children
- ROP Retail Trades
- ROP Corrections

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.

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit http://data1.cde.ca.gov/dataquest.

UC/CSU Admission	
Brawley HS	
2013-14 and 2014-15 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2013-14	99.05%
Percentage of graduates who completed all courses required for UC/CSU admission in 2012-13	31.52%

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Brawley HS	
2014-15 Participation	
Number of pupils participating in CTE	516
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	33%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	1.20%
Number of AP courses offered at the school	11
Number of AP Courses by Subject	
Computer science	0
English	3
Fine and performing arts	0
Foreign language	1
Mathematics	1
Science	2
Social science	4

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

"At Brawley Union High School, our staff strives to provide a positive and safe educational atmosphere conducive to learning for all students."

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements	Brawley HS	Brawley UHSD	California
Graduating Class of 2014			
Group	Brawley HS	Brawley UHSD	California
All students	104.80%	91.38%	84.60%
Black or African-American	150.00%	150.00%	76.00%
American Indian or Alaska Native	❖	❖	78.07%
Asian	200.00%	100.00%	92.62%
Filipino	100.00%	100.00%	96.49%
Hispanic or Latino	106.16%	91.22%	81.28%
Native Hawaiian or Pacific Islander	❖	❖	83.58%
White	95.65%	94.12%	89.93%
Two or more races	100.00%	75.00%	82.80%
Socioeconomically disadvantaged	108.04%	93.50%	81.36%
English learners	87.27%	76.92%	50.76%
Students with disabilities	100.00%	96.43%	61.28%
Foster youth	◈	◈	◈

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Graduation Rate			Dropout Rate		
Three-Year Data						
	11-12	12-13	13-14	11-12	12-13	13-14
Brawley HS	92.62%	96.48%	96.67%	6.50%	3.50%	3.30%
Brawley UHSD	89.33%	92.97%	92.96%	8.20%	5.90%	5.40%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
Foreign Language	AP Spanish Language: *Triángulo Aprobado* and *Tejidos*, Wayside Publishing	2015-16
Mathematics	*AP Calculus*, Pearson	2015-16
Mathematics	*Integrated Mathematics 1, 2, 3*; Houghton Mifflin	2015-16
Reading	*Edge*, Hampton-Brown (9-12)	2010-11
Reading	*Language Arts*, Pearson (9-12)	2010-11
AP English language	Bedford/St. Martin's	2008-09
AP English language	McDougal Littell	2006-07
Mathematics	Math Intervention, Kaplan	2007-08
Mathematics	*Algebra Readiness*, McDougal Littell	2007-08
Mathematics	*Algebra 1, 2* and *Geometry*; McDougal Littell	2006-07
Mathematics	Advanced Mathematics, Houghton Mifflin	2006-07
Mathematics	*AP Statistics*, Pearson/Addison-Wesley	2007-08
Science	Introduction to Biology, McDougal Littell	2007-08
Science	Bilingual Introduction to Biology, McDougal Littell	2007-08
Science	*Life Science*, Pearson/Prentice Hall	2007-08
Science	*Environmental Science*, Holt	2007-08
Science	*Biology*, Pearson/Prentice Hall	2007-08
Science	Bilingual Biology, Prentice Hall	2007-08
Science	Bilingual Chemistry, Merrill	2006-07
Science	*Principles of Anatomy & Physiology*, Wiley	2007-08
Science	AP Environmental Science, Thomson	2007-08
Science	AP Biology, Pearson/Benjamin Cummings	2007-08
History/social science	*Geography*, McDougal Littell	2007-08
History/social science	*World Cultures*, Prentice Hall	2006-07
History/social science	U.S. History, McDougal Littell	2006-07
History/social science	*Civics*, Prentice Hall	2006-07
History/social science	*Economics*, Prentice Hall	2006-07
History/social science	AP U.S. History, Pearson/Prentice Hall	2007-08
History/social science	AP *World Cultures*, Pearson/Longman	2008-09
Foreign Language	Beginning/Intermediate Spanish, McDougal Littell	2008-09
Foreign Language	Spanish Grammar, Glencoe/McGraw-Hill	2006-07
Foreign Language	Intro to Spanish Literature, Glencoe/McGraw-Hill	2006-07
Foreign Language	AP Spanish Literature, McDougal Littell	2006-07

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing in October 2015, and determined the district has sufficient and good-quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. 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.

Brawley Union High School District sets a high priority upon ensuring sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the district are aligned with the California State Board of Education Content Standards and Frameworks and have been approved by the district's board of trustees.

Brawley Union High School District follows the Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. In addition to textbooks, students have access to experimental kits, manipulatives, workbooks, audio libraries, films and videotapes.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

School Facilities

Brawley Union High School provides a safe, clean environment for students, staff and volunteers, which promotes productivity and stimulates learning. Brawley Union High School was built in 1913. Its facilities are located on 17 acres and include classrooms, a cafeteria/multipurpose room, two gymnasiums, a fitness center, library, performing arts center, music room, and the family resource center, which are all up-to-date and provide adequate space for students and staff.

Safety: All visitors are required to report to the office for permission to be on campus. Students are to remain on campus during school hours. Brawley Union High School employs six campus supervisors who assist administrators and staff with campus supervision before, during, and after school, and for other school activities.

Recent renovations: During the 2009-10 school year, Brawley Union High School received major renovations to its bell, intercom and fire alarm system. Palmer Auditorium saw renovations to its doors and hardware, electrical and lighting systems, and the entrance was made Americans with Disabilities Act (ADA) compliant.

Cleaning process: A team of custodians and groundskeepers ensure classrooms, restrooms and campus grounds are cleaned on a daily basis. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure all classrooms and facilities are well maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment. At the time of this report, 100 percent of the student restrooms were in good working order.

"Rigor, relevance and fidelity to California standards are the driving principles of our curriculum."

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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.

School Facility Good Repair Status			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Fair
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/21/2015
Date of the most recent completion of the inspection form			8/21/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2015-16 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Restrooms/fountains	Light fixtures need to be replaced - November 30, 2015.

School Safety

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 2015 and will be reviewed again in March 2016. 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.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Brawley UHSD	Brawley HS		
Teachers	15-16	13-14	14-15	15-16
With full credential	79	66	67	70
Without full credential	0	3	4	0
Teaching outside subject area of competence (with full credential)	0	0	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Brawley HS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	2	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Brawley HS	97.91%	2.09%
All schools in district	96.32%	3.68%
High-poverty schools in district	96.32%	3.68%
Low-poverty schools in district	✧	✧

✧ Not applicable.

"Our mission is to provide a safe and secure learning environment for all students, focusing on student achievement through high-quality instruction."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	6.00
Average number of students per academic counselor	266
Support Staff	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.44
Resource specialist (nonteaching)	1.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	$6,094
Expenditures per pupil from restricted sources	$782
Expenditures per pupil from unrestricted sources	$5,312
Annual average teacher salary	$78,518
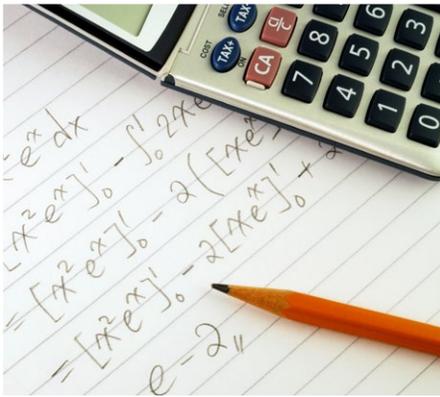
Types of Services Funded

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, ARRA
- Title II
- Title III
- Special Education
- Carl D. Perkins Vocational and Technical Education Act Funds
- Economic Impact Aid (EIA)
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- California High School Exit Examination (CAHSEE) Intervention
- Regional Occupational Program (ROP)

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Brawley UHSD	**Similar Sized District**
Beginning teacher salary	$44,661	$43,455
Midrange teacher salary	$77,041	$69,035
Highest teacher salary	$102,164	$89,886
Average high school principal salary	$124,376	$121,551
Superintendent salary	$166,400	$158,898
Teacher salaries: percentage of budget	39%	35%
Administrative salaries: percentage of budget	6%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Brawley HS	$5,312	$78,518
Brawley UHSD	$2,272	$81,711
California	$5,348	$72,798
School and district: percentage difference	+133.9%	-3.9%
School and California: percentage difference	-0.7%	+7.9%

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.