



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 life-long 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.

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.

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.

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 reviewed and recently updated during November 2014. The Safety 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.

Brawley Union High School District

Hasmik Danielian, Superintendent

480 North Imperial Avenue
Brawley, CA 92227
Phone: (760) 312-5819

www.brawleyhigh.org

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.



Governing Board

Rusty Garcia
Board President

Cecilia Dial
Board Vice-President

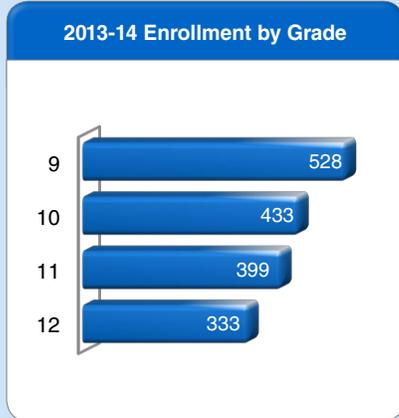
Gabriel Contreras
Clerk of the Board

Ralph Fernandez
Trustee

Carol Sassie
Trustee

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



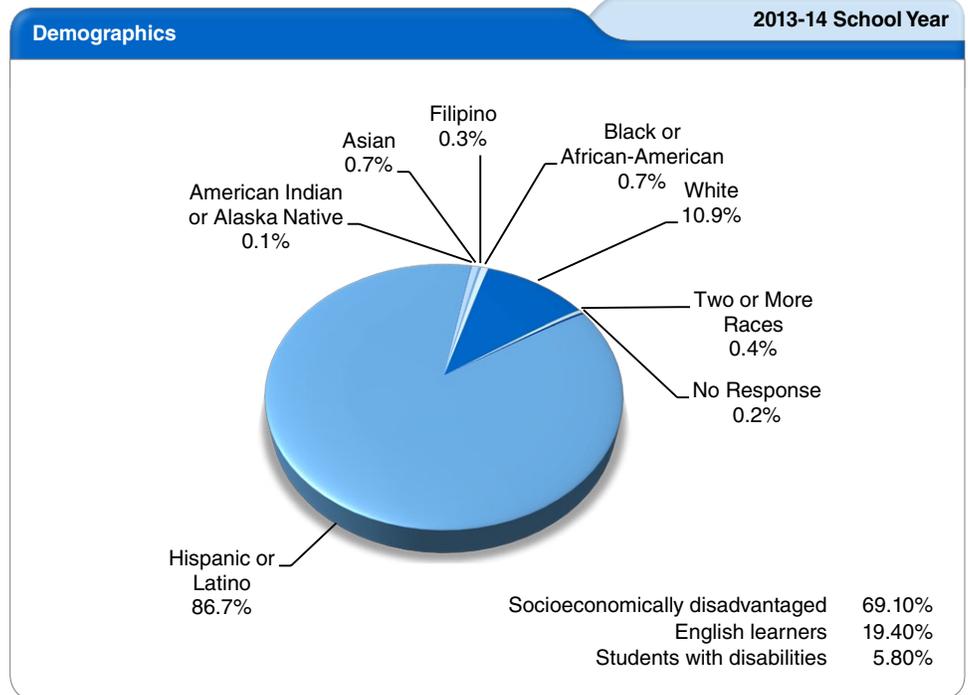
Suspensions and Expulsions

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 Union HS			
	11-12	12-13	13-14
Suspension rates	12.7%	10.9%	9.8%
Expulsion rates	0.4%	0.5%	0.9%
Brawley UHSD			
	11-12	12-13	13-14
Suspension rates	13.7%	12.4%	10.8%
Expulsion rates	0.5%	0.8%	1.2%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

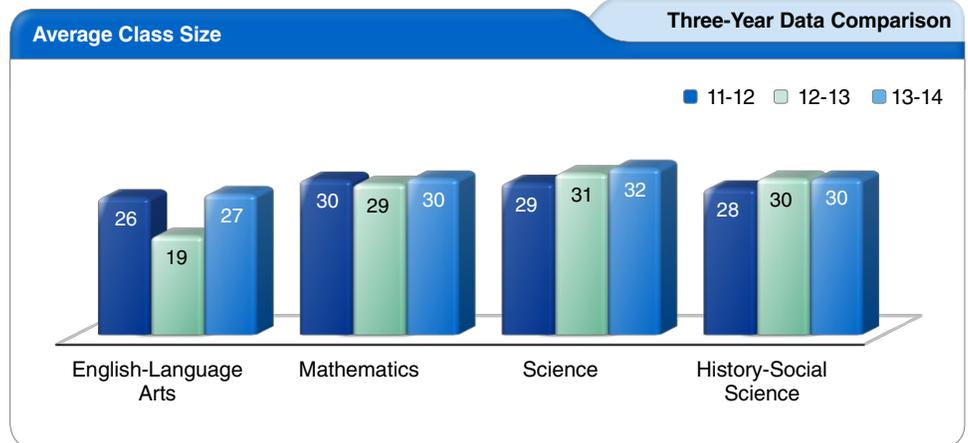
Enrollment by Student Group

The total enrollment at the school was 1,693 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



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.



Number of Classrooms by Size		Three-Year Data Comparison								
Subject		2011-12			2012-13			2013-14		
		Number of Students								
		1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		12	22	10	18	21	37	18	21	33
Mathematics		2	9	8	7	18	23	6	18	25
Science		5	12	10	1	18	27	2	12	30
History/social science		6	6	13	3	23	18	7	9	27

California Assessment of Student Performance and Progress Results: 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 Comparison								
	Brawley Union HS			Brawley UHSD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	63%	46%	49%	61%	45%	48%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	48%
All students at the school	49%
Male	48%
Female	51%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	45%
Native Hawaiian or Pacific Islander	❖
White	81%
Two or more races	❖
Socioeconomically disadvantaged	40%
English learners	11%
Students with disabilities	20%
Students receiving Migrant Education services	34%

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Brawley Union HS			Brawley UHSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	45%	47%	50%	42%	44%	46%	54%	56%	55%
Mathematics	28%	23%	22%	25%	21%	20%	49%	50%	50%
History/social science	45%	45%	45%	40%	41%	41%	48%	49%	49%

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

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).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

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.



Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	6	6	5
Similar Schools API Rank	5	4	3

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Brawley Union HS – Actual API Change		
	Brawley Union HS	Brawley UHSD	California	10-11	11-12	12-13
All students	760	744	790	39	5	-9
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	797	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	749	732	743	40	7	-8
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	838	831	852	17	8	-14
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	731	714	742	41	5	-5
English learners	686	672	717	54	-9	0
Students with disabilities	476	483	616	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Brawley Union HS	Brawley UHSD
Met overall AYP	No	No
Met participation rate		
English language arts	Yes	Yes
Mathematics	Yes	Yes
Met percent proficient		
English language arts	No	No
Mathematics	No	No
Met graduation rate	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 (API or graduation rate) 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 percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI 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	2014-15 School Year	
	Brawley Union 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 identified for Program Improvement		1
Percent of schools identified for Program Improvement		33.30%

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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.

For the previous three school years, we had three days each year dedicated to staff and professional development.

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	
2013-14 School Year	
Grade 9	
Four of six standards	18.90%
Five of six standards	19.10%
Six of six standards	32.10%

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 Perkins Funds
- Economic Impact Aid (EIA)
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- California High School Exit Examination (CAHSEE) Intervention
- ROP

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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	6.000
Ratio of students per academic counselor	282:1
Support Staff	
	FTE
Social/behavioral or career development counselors	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	1.000
Social worker	0.000
Nurse	1.000
Speech/language/hearing specialist	0.400
Resource specialist (non-teaching)	0.935

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 Comparison			
	Brawley UHSD	Brawley Union HS		
Teachers	14-15	12-13	13-14	14-15
With full credential	76	65	66	67
Without full credential	4	3	3	4
Teaching outside subject area of competence	1	1	0	1

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 Comparison		
	Brawley Union HS		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	2	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended 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 2013-14 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	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Brawley Union HS	97.93%	2.07%
All schools in district	96.27%	3.73%
High-poverty schools in district	96.27%	3.73%
Low-poverty schools in district	◇	◇

◇ Not applicable.

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.

	Three-Year Data Comparison					
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
Brawley Union HS	58%	51%	50%	61%	53%	53%
Brawley UHSD	57%	50%	50%	59%	52%	52%
California	56%	57%	56%	58%	60%	62%

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.

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	2013-14 School Year					
	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	50%	26%	23%	48%	33%	19%
All students at the school	50%	26%	24%	47%	34%	19%
Male	56%	25%	19%	48%	36%	16%
Female	43%	28%	29%	46%	31%	22%
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	54%	26%	20%	50%	35%	16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	18%	25%	57%	23%	25%	52%
Two or more races	❖	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	60%	25%	15%	56%	33%	11%
English learners	95%	5%	0%	77%	23%	0%
Students with disabilities	96%	4%	0%	92%	8%	0%
Students receiving Migrant Education services	62%	17%	21%	53%	34%	13%

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



Career Technical Education Participation

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

Career Technical Education Data	
Brawley Union HS	
2013-14 Participation	
Number of pupils participating in CTE	573
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	58%



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 resume. 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 Work Force Investment Act training, Migrant Education work experience, and Cal-SAFE.

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 BUHS District and comprise a significant component of the Career Technical Education 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 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.

Graduates and Dropouts

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

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
Brawley Union HS	91.03%	92.62%	96.48%	8.20%	6.50%	3.50%
Brawley UHSD	87.68%	89.33%	92.97%	10.30%	8.20%	5.90%
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

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.

“Brawley Union High School is committed to promoting parent, community, and business partnerships...”

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage 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. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Brawley Union HS	Brawley UHSD	California
All students	102.02%	90.20%	84.56%
Black or African-American	100%	120%	75.90%
American Indian or Alaska Native	❖	❖	77.82%
Asian	100%	100%	92.94%
Filipino	100%	100%	92.20%
Hispanic or Latino	101.69%	88.09%	80.83%
Native Hawaiian or Pacific Islander	❖	❖	84.06%
White	102.44%	102.33%	90.15%
Two or more races	133.33%	133.33%	89.03%
Socioeconomically disadvantaged	102.53%	86.39%	82.58%
English learners	88.06%	73.68%	53.68%
Students with disabilities	108.33%	80.77%	60.31%

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 the 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.

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

Advanced Placement Courses

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

Advanced Placement Courses	
2013-14 School Year	
Percent of total enrollment enrolled in AP courses	0.80%
Number of AP courses offered at the school	10
Number of AP Courses by Subject	
Computer Science	0
English	3
Fine and performing arts	0
Foreign language	1
Mathematics	1
Science	1
Social science	4



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 dq.cde.ca.gov/dataquest.

UC/CSU Admission	
Brawley Union HS	
2012-13 and 2013-14 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2013-14	56.22%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2012-13	25.42%

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing on October 10, 2013, and determined the district has sufficient and good quality textbooks, instructional materials, or 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 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	
2014-15 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%

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
Reading	<i>Edge</i> , Hampton-Brown (9-12)	2010-11
Reading	<i>Language Arts</i> , Pearson (9-12)	2010-11
AP English Language	Bedford/St. Martin's	2008-09
AP English Language	McDougal Littell	2006-07
Mathematics	<i>Math Intervention</i> , Kaplan	2007-08
Mathematics	<i>Algebra Readiness</i> , McDougal Littell	2007-08
Mathematics	Algebra 1, 2, and Geometry; McDougal Littell	2006-07
Mathematics	<i>Advanced Mathematics</i> , Houghton Mifflin	2006-07
Mathematics	<i>AP Statistics</i> , Pearson/Addison-Wesley	2007-08
Mathematics	<i>AP Calculus</i> , Prentice Hall	2006-07
Science	Introduction to Biology, McDougal Littell	2007-08
Science	Bilingual Introduction to Biology, McDougal Littell	2007-08
Science	<i>Life Science</i> , Pearson/Prentice Hall	2007-08
Science	<i>Environmental Science</i> , Holt	2007-08
Science	<i>Biology</i> , Pearson/Prentice Hall	2007-08
Science	Bilingual Biology, Prentice Hall	2007-08
Science	<i>Bilingual Chemistry</i> , Merrill	2006-07
Science	Anatomy & Physiology, John Wiley & Sons	2007-08
Science	<i>AP Environmental Science</i> , Thomson	2007-08
Science	<i>AP Biology</i> , Pearson/Benjamin Cummings	2007-08
History–Social Science	<i>Geography</i> , McDougal Littell	2007-08
History–Social Science	<i>World Cultures</i> , Prentice Hall	2006-07
History–Social Science	<i>U.S. History</i> , McDougal Littell	2006-07
History–Social Science	<i>Civics</i> , Prentice Hall	2006-07
History–Social Science	<i>Economics</i> , Prentice Hall	2006-07
History–Social Science	<i>AP U.S. History</i> , Pearson/Prentice Hall	2007-08
History–Social Science	<i>AP World Cultures</i> , Pearson/Longman	2008-09
Foreign Language	Beginning/Intermediate Spanish, McDougal Littell	2008-09
Foreign Language	<i>Spanish Grammar</i> , Glencoe/McGraw-Hill	2006-07
Foreign Language	<i>Intro to Spanish Literature</i> , Glencoe/McGraw-Hill	2006-07
Foreign Language	<i>AP Spanish Literature</i> , McDougal Littell	2006-07

Quality of Textbooks

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

Quality of Textbooks		2014-15 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	

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 and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, 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				2014-15 School Year
Items Inspected	Repair Status	Items Inspected	Repair Status	
Systems	Fair	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			08/18/2014	
Date of the most recent completion of the inspection form			08/18/2014	

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		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Piping to sewer needs repair (science upper storage room). Planned repair in July 2015.	
Interior	The wall to Room 28 needs repair. Planned repair in July 2015.	
Restrooms/fountains	Minor repairs; paper towel dispenser. Repairs made in July 2014.	

Currency of Textbook Data

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

Currency of Textbooks	
2014-15 School Year	
Data collection date	10/2014



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 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.

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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$5,909
Expenditures per pupil from restricted sources	\$854
Expenditures per pupil from unrestricted sources	\$5,054
Annual average teacher salary	\$76,883



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

The financial data displayed in this SARC is from the 2012-13 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 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	2012-13 Fiscal Year	
	Brawley UHSD	Similar Sized District
Beginning teacher salary	\$43,785	\$42,325
Midrange teacher salary	\$75,531	\$66,555
Highest teacher salary	\$100,161	\$86,253
Average high school principal salary	\$120,114	\$117,349
Superintendent salary	\$160,000	\$154,891
Teacher salaries — percent of budget	44%	36%
Administrative salaries — percent of budget	8%	6%

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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Brawley Union HS	\$5,054	\$76,883
Brawley UHSD	\$1,477	\$78,245
California	\$4,690	\$70,245
School and district — percent difference	+242.2%	-1.7%
School and California — percent difference	+7.8%	+9.4%

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

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 the 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 <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.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 School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.