

Brawley Union High School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 9-12

480 North Imperial Avenue Brawley, CA 92227-1625

Phone: (760) 312-5819 Fax: (760) 312-6074

Website: www.brawleyhigh.org

Antonio Munguia
Superintendent

Simon Canalez
Principal

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 that 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 Expected School-wide Learning Results. 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 that 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:

- 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 through sophomore advisement. The PULSE (Parent University Leading Students to Excellence) Program is a great way for parents to learn how to get involved with their students' education. In the interest of fostering communication between the Brawley Union High School administration and parents, a Parent Advisory Committee (PAC) was formed during the 2009-10 school year. 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 Bette Hardy, Lead Counselor, at (760) 312-6078.

School Safety

A revised Comprehensive School Safety Plan was adopted and implemented during the 2009-10 school year. The Safety Committee reviews the plan annually. The School Safety Plan was reviewed and recently updated during March 2010. 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



480 North Imperial Avenue
Brawley, CA 92227

Phone: (760) 312-5819

Fax: (760) 344-9520

www.brawleyhigh.org

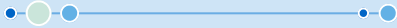
Mission Statement

Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instructional programs and by providing social development opportunities for students to prepare to become productive citizens.

This will be accomplished through a shared commitment between home and schools and community.

Vision Statement

Through a rigorous standards-based curriculum that emphasizes relevance and technology, our vision is to challenge and empower all students to graduate prepared for their post-secondary plans with the ultimate goal of becoming productive citizens in a global economic society.

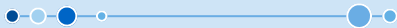


Professional Development

The major areas of focus for staff development include curriculum and instruction, school discipline and safety, technology, student assessment and data, 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/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 the Imperial County Office of Education.

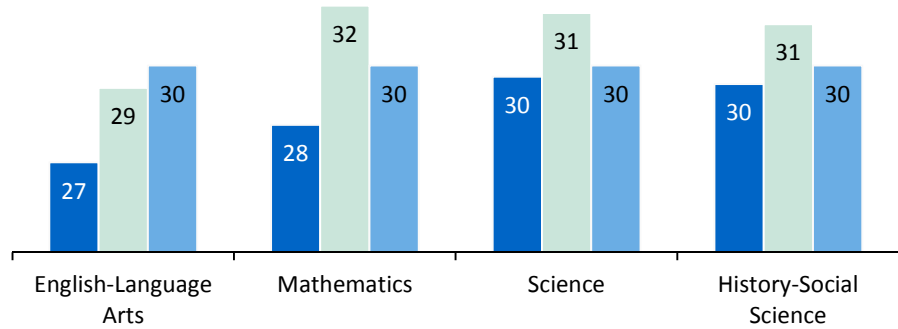
For the previous three school years, the district has had five days each year dedicated to staff and professional development.



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

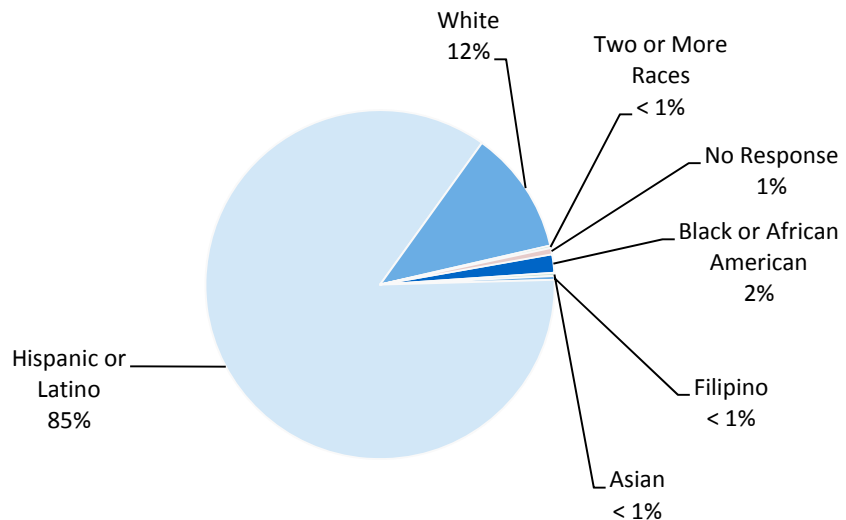


Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	19	32	27	10	29	35	17	42	8
Mathematics	6	34	15	2	16	30	17	32	3
Science	7	21	23	2	16	29	16	26	7
History-Social Science	7	18	18	5	9	28	18	23	4

Enrollment and Demographics

The total enrollment at the school was 1,707 students for the 2009-10 school year.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
Reading	<i>The Edge</i> , Hampton Brown (9-12)	2010-11
Reading	<i>Language Arts</i> , Pearson (9-12)	2010-11
AP English Language	Bedford St. Martins	2008-09
AP English Literature	McDougal Littell	2006-07
Mathematics	<i>Math Intervention</i> , Kaplan	2007-08
Mathematics	<i>Algebra Readiness</i> , McDougal Littell	2007-08
Mathematics	<i>Algebra I/II & Geometry</i> , McDougal Littell	2006-07
Mathematics	<i>Advanced Math</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	<i>Introduction to Biology</i> , McDougal Littell	2007-08
Science	<i>Bilingual Introduction to Biology</i> , 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	<i>Bilingual Biology</i> , Prentice Hall	2007-08
Science	<i>Bilingual Chemistry</i> , Merrill	2006-07
Science	<i>Anatomy & Physiology</i> , 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	<i>Beginning/Intermediate Spanish</i> , 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

Note: This data was most recently collected and verified in October 2010.

Brawley Union High School District held a Public Hearing on October 13, 2010, and determined the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*.

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Textbooks and Instructional Materials

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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 that 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 Content Standards and Frameworks and have been approved by the Board of Trustees.

Brawley Union High School District follows the State 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:

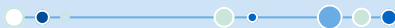
Brawley Union HS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%



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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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/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 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, 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 ensures classrooms, restrooms, and campus grounds are cleaned on a daily basis. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that 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% of the student restrooms were in good working order.

Deferred Maintenance: The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$81,315 for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget.

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 condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
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			08/20/2010
Date of the Most Recent Completion of the Inspection Form			08/20/2010

Note: At the time of this school facility inspection, no deficiencies were found.

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

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Brawley Union HS			Brawley Union HSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	40%	39%	42%	37%	37%	39%	46%	50%	52%
Mathematics	17%	20%	21%	16%	19%	20%	43%	46%	48%
Science	34%	37%	33%	33%	36%	32%	46%	50%	54%
History-Social Science	35%	36%	39%	31%	34%	35%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	39%	20%	32%	35%
All Students at the School	42%	21%	33%	39%
Male	38%	21%	37%	44%
Female	45%	21%	29%	34%
Black or African American	40%	5%	❖	42%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	38%	19%	31%	36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	65%	31%	48%	60%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	32%	17%	28%	30%
English Learners	8%	10%	15%	8%
Students with Disabilities	10%	12%	4%	6%
Students Receiving Migrant Education Services	26%	17%	25%	22%

❖ 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.

Standardized Testing and Reporting Program

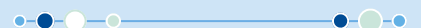
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.





API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, for which information is available.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	4	4	4
Similar Schools API Rank	6	6	3

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	29	4	12
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	32	9	9
Native Hawaiian or Pacific Islander	■	■	■
White	27	-11	25
Two or More Races	■	■	■
Socioeconomically Disadvantaged	44	6	5
English Learners	42	-7	4
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Brawley Union HS	Brawley Union HSD	California
All Students	718	704	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	703	691	715
Native Hawaiian or Pacific Islander	■	■	753
White	821	810	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	681	670	712
English Learners	632	626	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Brawley Union HS	Brawley Union HSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 1	Year 1
Number of Schools Identified for Program Improvement		2
Percent of Schools Identified for Program Improvement		66.7%

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	
Grade 9	
Four of Six Standards	22.6%
Five of Six Standards	20.4%
Six of Six Standards	29.4%

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

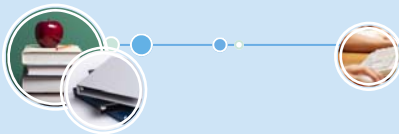
Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Brawley Union HS		Brawley Union HSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	No		No	

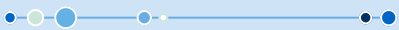
Academic Counselors and School Support Staff

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	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	6.0
Ratio of Students Per Academic Counselor	285:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0
Other	0.0



“The counseling department maintains an open door policy for parents to seek information and assistance regarding their students.”



Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma 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			
Group	Graduating Class of 2010		
	Brawley Union HS	Brawley Union HSD	California
All Students	93%	88%	94.5%
Socioeconomically Disadvantaged	❖	90%	91.3%
English Learners	❖	❖	98.5%
Students with Disabilities	❖	❖	53.4%
Black or African American	❖	❖	89.7%
American Indian or Alaska Native	92%	87%	95.3%
Asian	❖	❖	97.4%
Filipino	97%	94%	98.2%
Hispanic or Latino	❖	❖	91.6%
Native Hawaiian or Pacific Islander	92%	86%	95.2%
White	80%	70%	98.1%
Two or More Races	88%	79%	❖

❖ 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 not available from the state at this time.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Brawley Union HS			Brawley Union HSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	95.08%	86.98%	81.76%	93.37%	80.98%	81.34%	80.61%	80.21%	78.59%
1-year Dropout Rate	1.93%	2.41%	3.26%	2.88%	4.09%	3.94%	5.46%	4.88%	5.69%

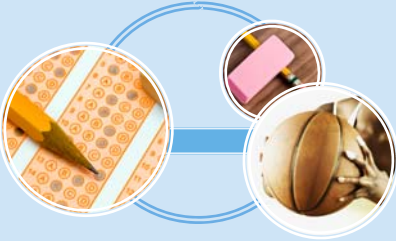


“Parent involvement is key in promoting student achievement at Brawley Union High School. Parents are regularly informed of student progress and attendance through updates from school counselors and attendance personnel.”



Career Technical Education Participation

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



“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.”



Career Technical Education Participation

Career Technical Education Data	
	2009-10 Participation
Number of Pupils Participating in CTE	304
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	100%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	66%

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 tenth 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
- Pre-School
- Developmental Psychology
- Electronics

In conjunction with CTE courses, BUHSD offers nine Regional Occupation Program (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. BUHS District 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

BUHSD's CTE Advisory Committee is comprised of shareholders including: BUHSD 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 Brenda Haley who can be reached at (760) 312-6077.

California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Brawley Union HS	48.7%	47.8%	51.9%	44.5%	46.1%	48.9%
Brawley Union HSD	47.1%	46.3%	50.2%	43.5%	45.2%	47.3%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	49.8%	24.8%	25.5%
All Students at the School	48.1%	25.7%	26.2%
Male	53.3%	22.4%	24.3%
Female	42.6%	29.2%	28.2%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	50.7%	24.6%	24.6%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	31.2%	27.1%	41.7%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	57.8%	25.4%	16.8%
English Learners	68.7%	23.1%	8.2%
Students with Disabilities	96.4%	3.6%	0.0%
Students Receiving Migrant Education Services	58.1%	24.4%	17.4%

❖ 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 High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but 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 an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
Brawley Union HS			
07-08	08-09	09-10	
0.213	0.182	0.234	
Brawley Union HSD			
07-08	08-09	09-10	
0.286	0.218	0.254	
Expulsion Rate			
Brawley Union HS			
07-08	08-09	09-10	
0.013	0.012	0.005	
Brawley Union HSD			
07-08	08-09	09-10	
0.015	0.011	0.006	



Course Enrollment for UC/CSU Admission

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

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	40.1%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	27.5%



CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	52.7%	32.5%	14.8%
All Students at the School	51.1%	33.6%	15.3%
Male	47.6%	35.2%	17.1%
Female	54.9%	31.8%	13.3%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	52.5%	33.3%	14.2%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	39.6%	35.4%	25.0%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	57.5%	31.0%	11.6%
English Learners	62.6%	29.3%	8.2%
Students with Disabilities	96.4%	0.0%	3.6%
Students Receiving Migrant Education Services	61.2%	29.4%	9.4%

❖ 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.

Courses Required for UC/CSU Admission

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 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 more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

Teacher Qualifications

Teacher Credential Information				
	Brawley Union HSD	Brawley Union HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	79	56	63	69
Without Full Credential	3	17	6	3
Teaching Outside Subject Area of Competence		2	2	3

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Brawley Union HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	3
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Brawley Union HS	95.9%	4.1%
All Schools in District	96.8%	3.2%
High-Poverty Schools in District	25.0%	75.0%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 11% of the school's students were enrolled in a total of eight AP courses offered.

Advanced Placement Courses	
English	2
Foreign Language	1
Mathematics	1
Science	2
Social Science	2



Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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
- Title V
- Special Education
- Carl Perkins Funds
- Economic Impact Aid (EIA)
- Gifted and Talented Education (GATE)
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- California High School Exit Examination (CAHSEE) Intervention
- ROP

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of February 2011.

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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		
Category	Brawley Union HSD	Similar Sized District
Beginning Teacher Salary	\$44,520	\$41,782
Mid-Range Teacher Salary	\$76,798	\$65,939
Highest Teacher Salary	\$101,841	\$85,680
Average Principal Salary	\$110,885	\$116,780
Superintendent Salary	\$125,000	\$147,560
Teacher Salaries — Percent of Budget	41.40%	36.40%
Administrative Salaries — Percent of Budget	6.50%	6.20%

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	
	Brawley Union HS
Total Expenditures Per Pupil	\$5,970
Expenditures Per Pupil From Restricted Sources	\$1,288
Expenditures Per Pupil From Unrestricted Sources	\$4,682
Annual Average Teacher Salary	\$84,972

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Brawley Union HS	\$4,682	\$84,972
Brawley Union HSD	\$1,504	\$76,418
California	\$5,681	\$67,234
School and District — Percent Difference	+67.9%	+10.1%
School and California — Percent Difference	-21.3%	+20.9%