Brawley Union High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Brawley Union High School
Street	480 North Imperial Ave.
City, State, Zip	Brawley, CA 92227-1625
Phone Number	(760) 312-6073
Principal	Jesse Sanchez
Email Address	jsanchez@brawleyhigh.org
School Website	www.brawleyhigh.org/buhs
County-District-School (CDS) Code	13 63081 1331404

2021-22 District Contact Information

District Name	Brawley Union High School District
Phone Number	(760) 312-5819
Superintendent	Mr. Simon R. Canalez
Email Address	scanalez@brawleyhigh.org
District Website Address	www.brawleyhigh.org

2021-22 School Overview

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.

WE BELIEVE:

* All people have worth.

* All students can learn and succeed by demonstrating academic integrity and passion for self-directed learning.

* All students need encouragement, support, and structure to nurture their potential.

* Together, both school and family are responsible for providing a foundation of rigorous instruction for maximizing academic achievement.

* Every student has the individual ability and responsibility to choose the direction of his or her life and accept responsibility for his or her own choice.

Schoolwide Learner Outcomes (SLOs):

College and Career Readiness:

Students will acquire postsecondary skills through:

*Goal setting and organization *Daily attendance and punctuality *Participating in a rigorous academic experience *Prioritizing & monitoring progress towards personal goals and objectives *Identifying a career path and progressing toward a career goal

Literacy and Communication:

Students will value and demonstrate proficiency in:

*Reading * Writing *Listening *Speaking * Technology

Analytical Skills:

Students will exhibit proficiency in:

* Critical thinking *Problem solving *Creativity *Mathematical application

Standards

Students will master District and Common Core Standards in:

2021-22 School Overview

*English *Mathematics *Science *Social Studies *Career and Technical Education *Physical Education *Foreign Language and Visual *Performing Arts

Social & Personal Responsibility

Students will expand their personal development in:

*Social, Emotional, and Physical Well-Being *Community Involvement * Collaboration *Understanding for Cultural Diversity *Civic Readiness

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	534
Grade 10	507
Grade 11	436
Grade 12	401
Total Enrollment	1,878

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	0.8
Filipino	0.3
Hispanic or Latino	93.6
Two or More Races	0.4
White	4.5
English Learners	17.4
Foster Youth	0.7
Homeless	0.1
Socioeconomically Disadvantaged	76.4
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson (9-11) / 2016-17; Expository Reading and Writing Course (12th Grade)/2014-15	Yes	0%
Mathematics	Houghton Mifflin Harcourt/ 2015-16; Financial Algebra/2017-18; W.H. Freeman and Company/2016-17; Agile Mind/2019; Calculus (AP) - Pearson 2015/16	Yes	0%
Science	CA Science Dimensions The Living Earth, Houghton Mifflin Harcourt 2020; Environmental Science 2007/08; CA Inspire Chemistry, McGrawHill 2020; Earth Science - Holt 2007/08; Biologia –Pearson 2007/08; Conceptual Physics, Pearson 2012. Introduction of the Human Body – Wiley 2007/08; Hole's Essentials of Human Anatomy & Physiology – McGraw Hill 2014/15; Biology in Focus – Campbell 2017/18; College Physics, Savvas 2019 (AP Physics).	Yes	0%
History-Social Science	Modern World History, Houghton Mifflin Harcourt 2019; American History, Houghton Mifflin Harcourt 2019; United States Government, Houghton Mifflin Harcourt 2019; Economics, Houghton Mifflin Harcourt 2018; America's History for the AP Course, Bedford, Freeman, & Worth 2018; Ways of the World, Bedford, Freeman, & Worth, 2016.	Yes	0%
Foreign Language	Encuentros Level 1, 2, 3, Vista Higher Learning 2020; Reflexciones - EMC Pub. 2018/19; Triangulo Aprobado y Tejidos - Wayside Pub. 2015/16; Que Chevere! – Pearson/Prentice Hall 2017/18.	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	Theatrical Design and Production/2012-13; Concise Guide to Jazz, Pearson-Prentice Hall/2015-16; Listen/2015-16	Yes	0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	August 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	415	356	85.78	14.22	51.76
Female	229	198	86.46	13.54	55.32
Male	186	158	84.95	15.05	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	390	335	85.9	14.1	50.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	15	78.95	21.05	71.43
English Learners	66	53	80.3	19.7	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	268	85.08	14.92	47.45
Students Receiving Migrant Education Services	37	33	89.19	10.81	48.48
Students with Disabilities	35	27	77.14	22.86	7.41

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	407	306	75.18	24.82	26.67
Female	225	165	73.33	26.67	26.14
Male	182	141	77.47	22.53	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	383	288	75.20	24.80	24.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	13	72.22	27.78	53.85
English Learners	63	45	71.43	28.57	2.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	309	228	73.79	26.21	19.63
Students Receiving Migrant Education Services	37	30	81.08	18.92	20.69
Students with Disabilities	35	25	71.43	28.57	4.35

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	20.19	N/A	19.59	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	763	639	83.75	16.25	20.19
Female	435	366	84.14		
Male	328	273	83.23		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	716	607	84.78	15.22	19.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	22	62.86	37.14	45.45
English Learners	111	85	76.58	23.42	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	564	469	83.16	16.84	15.04
Students Receiving Migrant Education Services	67	57	85.07	14.93	7.41
Students with Disabilities	62	34	54.84	45.16	0.00

2020-21 Career Technical Education Programs

Ninth graders are provided the opportunity to enroll in Introduction to Computers, where they learn career research with the internet through Career Choices and produce their first résumé as well as a 10 year plan. Through 10th grade advisement, students select their initial career pathway and complete a second career interest inventory.

BUHSD offers several CTE pathways to its student population. The following pathways are offered at Brawley Union High School:

- Animal Science
- Plant and Soil Science
- Ornamental Horticulture
- Design, Visual, and Media Arts
- Production and Managerial Arts
- Residential and Commercial Constructions
- Public and Community Health
- Patient Care
- Food Service and Hospitality
- Welding and Materials Joining
- Public Safety

In conjunction with CTE courses, BUHSD offers ROP programs that are offered through the district and comprise a significant component of the CTE program.

BUHSD's CTE Advisory Committee consists of shareholders including BUHSD's superintendent, principals, assistant principal, director of special education, CTE teachers, counselors, students, parents, Imperial Valley Regional Occupational Program superintendent and staff, community business partners, and the Imperial Valley Regional Occupational Advisory Committee.

The primary representatives of the district's Career Technical Education Advisory Committee are Antonio Munguia, (760) 312-5110 and Jesse Sanchez (760) 312-6089.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	670
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.72
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	50.4

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

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

Parent involvement is key in promoting student achievement at Brawley Union High School. Parents are regularly informed of student progress and attendance through updates from school counselors and attendance personnel. All parents are invited to participate in their student's curricular plan. The counseling department maintains an open-door policy for parents to seek information and assistance regarding their students. Parents who wish to participate in Brawley Union High School's leadership teams, school committees, school activities or become volunteers may contact Principal Jesse Sanchez at (760) 312-6073 or jsanchez@brawleyhigh.org.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.2	2.9	1.5	1.3	4.6	3.3	9.0	8.9	9.4
Graduation Rate	98.0	96.6	96.9	94.5	91.6	91.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	388	376	96.9
Female	227	221	97.4
Male	161	155	96.3
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	364	352	96.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	18	100.0
English Learners	82	76	92.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	318	307	96.5
Students Receiving Migrant Education Services	57	56	98.2
Students with Disabilities	37	35	94.6

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1941	1911	201	10.5
Female	1021	1010	83	8.2
Male	920	901	118	13.1
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	0	0.0
Black or African American	16	16	3	18.8
Filipino	6	6	0	0.0
Hispanic or Latino	1815	1788	188	10.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	7	1	14.3
White	87	85	9	10.6
English Learners	360	350	67	19.1
Foster Youth	22	20	5	25.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	1499	1474	190	12.9
Students Receiving Migrant Education Services	189	188	22	11.7
Students with Disabilities	191	189	41	21.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.83	0.00	10.22	0.00	3.47	0.20
Expulsions	0.05	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.09	7.47	2.45
Expulsions	0.63	0.73	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

A revised Comprehensive School Safety Plan was adopted and implemented during the 2021-22 school year. The Safety Committee reviews the plan annually. The School Safety Plan was last updated in the summer of 2021 and was board approved in October 2021. The plan includes emergency routes, maps and emergency procedures such as fire, earthquake, attacks, lockdowns, egress and ingress procedures, school closure 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 quarterly to monitor implementation of the plan.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	21	19	32
Mathematics	26	19	19	22
Science	29	5	27	18
Social Science	30	6	12	24

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	18	21	31
Mathematics	28	13	24	23
Science	30	4	26	18
Social Science	30	6	13	25

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	20	24	33
Mathematics	27	14	28	21
Science	29	8	14	26
Social Science	29	8	8	31

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	375.6

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,936	$1,717	$7,219	$99,610.50
District	N/A	N/A	$4,837	$103,278
Percent Difference - School Site and District	N/A	N/A	39.5	-3.6
State			$8,444	$83,672
Percent Difference - School Site and State	N/A	N/A	-15.6	17.4

2020-21 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 II
- Title III

* Title IV

- Special Education
- Carl D. Perkins Vocational and Technical Education Act funds
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- Regional Occupational Programs (ROP)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,759	$50,546
Mid-Range Teacher Salary	$100,248	$81,807
Highest Teacher Salary	$133,116	$103,463
Average Principal Salary (Elementary)	$0	$0
Average Principal Salary (Middle)	$0	$169,216
Average Principal Salary (High)	$142,122	$140,004
Superintendent Salary	$180,000	$182,878
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	17.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	3
Social Science	6
Total AP Courses Offered	19

Professional Development

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Brawley Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Brawley Union High School District
Phone Number	(760) 312-5819
Superintendent	Mr. Simon R. Canalez
Email Address	scanalez@brawleyhigh.org
District Website Address	www.brawleyhigh.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	496	394	79.44	20.56	48.15
Female	264	214	81.06	18.94	52.94
Male	232	180	77.59	22.41	42.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	466	368	78.97	21.03	47.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	19	82.61	17.39	55.56
English Learners	87	61	70.11	29.89	11.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	381	299	78.48	21.52	44.06
Students Receiving Migrant Education Services	42	35	83.33	16.67	45.71
Students with Disabilities	46	34	73.91	26.09	5.88

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	496	343	69.15	30.85	23.91
Female	264	180	68.18	31.82	23.81
Male	232	163	70.26	29.74	24.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	466	319	68.45	31.55	22.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	18	78.26		44.44
English Learners	87	51	58.62	41.38	2.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	381	257	67.45	32.55	17.28
Students Receiving Migrant Education Services	42	31	73.81	26.19	20.00
Students with Disabilities	46	31	67.39	32.61	3.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.