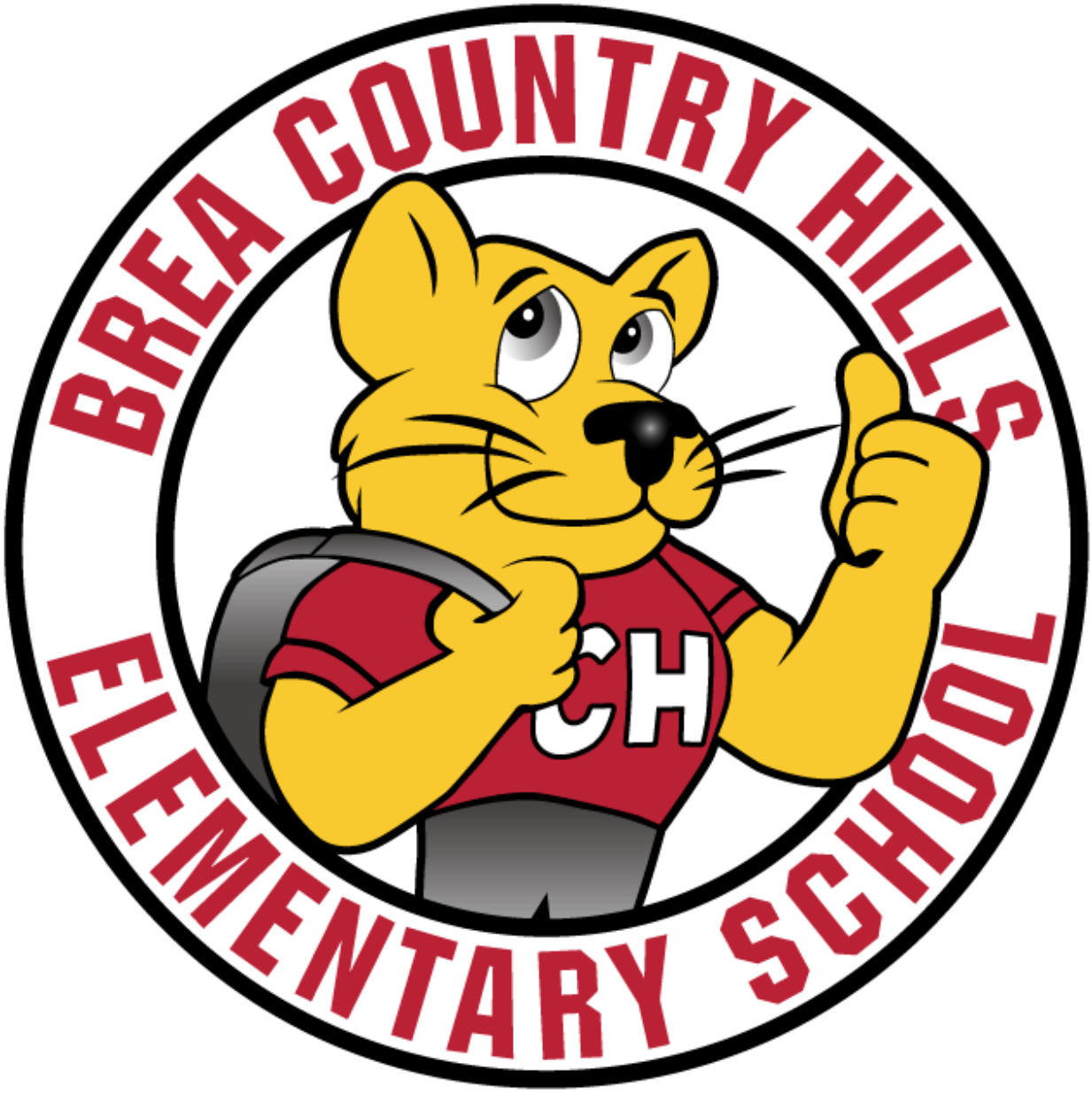
Brea Country Hills Elementary School

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	Brea Country Hills Elementary School
Street	150 N. Associated Road
City, State, Zip	Brea, CA 92821-4669
Phone Number	(714) 990-3221
Principal	Shelley Lopez
Email Address	slopez@bousd.us
School Website	https://countryhills.bousd.us/
County-District-School (CDS) Code	30664496101901

2021-22 District Contact Information

District Name	Brea Olinda Unified School District
Phone Number	(714) 990-7800
Superintendent	Brinda Leon
Email Address	bleon@bousd.us
District Website Address	www.bousd.us

2021-22 School Overview

Welcome to the School Accountability Report Card for Country Hills Elementary School. This document is provided in accordance with Proposition 98, which requires every school in California to issue an Annual School Accountability Report Card. The data contained within these pages will prove useful in informing parents, staff, students and community members about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement. This document is an opportunity to keep our community and the public well informed about our outstanding program. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have.

Our Vision: Country Hills Elementary School is a community of lifelong learners who see education as the foundation for developing productive, responsible, resilient citizens focused on bright futures in the 21st century.
Our Mission: Country Hills Elementary School provides a nurturing environment that supports students while growing strong in character and striving to reach their full potential. Country Hills Cougars **ROAR** - show **RESPECT** for themselves, others and their school, **OWN** their actions and attitude, **ACHIEVE** academic and personal goals, and are **RESPONSIBLE** for making positive, safe choices.

School Profile - Country Hills Elementary School is located inside a City of Brea park and uses the park facilities for school recreational activities and programs. The school opened in 1981 and houses Preschool, TK and Kindergarten through sixth grade. Our site hosts the Futures, Jr. Program for elementary school students. The Department of Child Development Services offers an extended day care program in a structured environment before and after school as well as during extended school holiday periods. Country Hills Elementary School is dedicated to ensuring the academic success of every student and providing a California Standards-based comprehensive educational experience with 21st Century Learning opportunities in a safe, positive learning environment. Go Cougars!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	65
Grade 2	80
Grade 3	77
Grade 4	73
Grade 5	79
Grade 6	70
Total Enrollment	528

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	29.2
Black or African American	1.5
Filipino	4.2
Hispanic or Latino	35.4
Two or More Races	5.3
White	24.4
English Learners	12.9
Foster Youth	0.2
Homeless	0.6
Socioeconomically Disadvantaged	22.5
Students with Disabilities	11.4

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

Brea Olinda Unified School District held a Public Hearing in October 2018, and determined that each school within 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. 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. All textbooks and instructional materials used within the District are aligned with the California Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or the local governing board and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Year and month in which the data were collected	1/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advanced Adoption Year: 2017	Yes	0
Mathematics	Grades K-6 GO Math HMH Adoption Year: 2015	Yes	0
Science	Grades K-6 Inspire Science Adoption Year: 2020	Yes	0
History-Social Science	Grades K-6 Harcourt Brace Adoption Year: 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Students feel comfortable and safe on school grounds before, during and after school. During school hours, students are supervised by school faculty and staff. The school facility includes sufficient classroom space to meet the needs of an enrollment of approximately 627 students. The playground sufficiently provides play areas for students with the assistance of staggered scheduling to facilitate efficient use of the playground. To ensure optimal learning opportunities, faculty and staff coordinate classroom facility usage to include flexible grouping and intervention instruction. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Brea Olinda Unified School District Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings
This school has 27 classrooms, a multipurpose room, a library/media lab and a school office with staff lounge, adult restrooms, teacher workroom and health office. The main campus was built in 1981. Portable classrooms and library/media lab were added soon thereafter.

Maintenance and Repair
Safety concerns are the number one priority of Facilities and Maintenance . District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. As of January 2019, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Current Facilities Inspection was completed in January 2020 by the Principal. A Facility Condition Assessment was conducted on April 27, 2018 by EMG with specific repairs and detailed assessment of the site's condition.

Cleaning Process and Schedule
The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District office and fulfilled by our full-time day and night custodians. The Principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report	12/2021

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		While all are safe/functional, the age of our facilities continue to expand and require updating which is ongoing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Installation of a complete fire suppression system recommended. by EMG.
Structural: Structural Damage, Roofs	X			Roof Replacement recommended by EMG.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Asphalt pavement mill & overlay and replace concrete pavement recommended by EMG.

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	273	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	67	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	95	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	80	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	20	NT	NT	NT	NT
Socioeconomically Disadvantaged	72	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

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	273	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	67	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	95	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	80	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	20	NT	NT	NT	NT
Socioeconomically Disadvantaged	72	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	269	249	92.57%	7.43%	66.70%
Female	127	123	96.85%	3.15%	72.40%
Male	142	141	99.30%	0.70%	61.70%
American Indian or Alaska Native	0	0	NA	N/A	N/A
Asian	64	64	100%	0%	75.00%

Black or African American	4	4	100%	0%	0.00%
Filipino	8	8	100%		50%
Hispanic or Latino	95	92	96.84%	3.16%	58.7
Native Hawaiian or Pacific Islander	0	0	NA	NA	NA
Two or More Races	17	17	100%	0%	76.5
White	79	77	97.40%	2.60%	71%
English Learners	18	18	100%	0%	66.7
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	71	68	95.77%	4.23%	55.90%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	33	29	87.88%	12.12%	20.70%

*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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	269	257	95.54%	4.46%	57%
Female	127	118	92.91%	7.09%	62%
Male	142	139	97.89%	2.11%	53%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	79	76	96.20%	3.80%	74%
Black or African American	8	7	87.50%	12.50%	33%
Filipino	8	8	100%	0%	50%
Hispanic or Latino	95	92	96.80%	3.20%	38%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0%
Two or More Races	17	15	88.20%	11.80%	60%
White	79	76	96.20%	3.80%	67%
English Learners	18	18	100%	0%	57%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	1	1	100%	0%	0%
Socioeconomically Disadvantaged	71	68	95.77%	4.23%	44%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	33	29	87.88%	12.12%	28%

*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	NT	N/A	42.27	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	71	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	27	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	17	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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

Parents and the community are very supportive of the educational program at Country Hills Elementary. We have a very active PTA, and many parents choose to serve on PTA committees and volunteer in our classrooms. Family, school, district, and community resources available to assist all students include:

- SSC / School Site Council
- ELAC / English Learners Advisory Council
- PTA / Parent Teacher Association Events & Activities
- Student Council
- Monthly Flag Assemblies
- Book Fairs
- Special Events & Assemblies
- Performing Arts Assemblies & Classes
- Student Success Team
- PBIS / Positive Behavior Interventions and Supports
- PAL / Peer Assistance Leadership
- School Psychologist and Speech & Language Pathologist
- Character Education Program / Project Wisdom
- Resources for GATE
- Service Learning Projects
- School Garden
- Art Masters art program
- Music program
- Cougar Choir
- Ukulele with Mr. A
- Robotics Club
- After school programs such as Chess Masters, Spotlight Kids Theater, Lady IT, Imagiscience
- After school Clubs such as Cougar Chorus, Robotics Club, Computer Science Club

2021-22 Opportunities for Parental Involvement

- English Learner Materials/Resources available to parents
- Brea Community Center Programs
- BEST Track Meet
- University Outreach Participation / Student Teachers and Observers
- Family Fun Nights
- Dine out Events
- Red Ribbon Week
- Classroom Field Trips
- Room Parents
- CSUF Student Teacher Partnerships
- STEM Night
- Spring Carnival

Anyone interested in becoming involved in our school activities may contact our school office at (714) 990-3221 and you will be directed to the appropriate person for more information.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	569	556	30	5.4
Female	276	270	12	4.4
Male	293	286	18	6.3
American Indian or Alaska Native	0	0	0	0.0
Asian	164	158	1	0.6
Black or African American	9	9	2	22.2
Filipino	23	22	0	0.0
Hispanic or Latino	198	197	14	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	33	31	3	9.7
White	142	139	10	7.2
English Learners	84	83	2	2.4
Foster Youth	3	3	0	0.0
Homeless	12	12	2	16.7
Socioeconomically Disadvantaged	144	142	13	9.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	79	6	7.6

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	0.00	0.00	1.62	0.29	3.47	0.20
Expulsions	0.00	0.00	0.03	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	0.64	0.80	2.45
Expulsions	0.00	0.00	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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school annually evaluates and updates the plan. Safety procedures are reviewed with school and District staff in the fall, at the start of each school year. Development of the safety plan was a joint effort of District & school staff, School Site Council and PTA. Brea Police Department and Brea Fire Department were consulted in the development and review of our plan. Parents receive and have web access to our Parent/Student Handbook with information about our campus.

Our action plan has four primary goals. They are: 1) All students and staff members are provided a safe learning and teaching environment. 2) All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities. 3) District programs and approved community resources are made available to students and parents. 4) Our school will provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. The plan provides students and staff a means of ensuring a safe and orderly learning environment.

Parents and visitors are welcome and required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure to sign out. During lunch, recess and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and

2021-22 School Safety Plan

orderly environment.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	8		
1	28		2	
2	29		3	
3	26		3	
4	30		2	
5	32		1	2
6	25		3	
Other	8	1		

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	8		
1	30		3	
2	28		3	
3	31		2	
4	34			1
5	33			
6	35			2
Other	22	1	2	

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	8		
1	22	1	2	
2	27		3	
3	31		2	
4	30		2	
5	24		3	
6	22	1	2	
Other	21	1	1	

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	

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.9

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	$5322	$560	$4762	$78,622.00
District	N/A	N/A	$6,300	$85,395
Percent Difference - School Site and District	N/A	N/A	-27.8	-8.3
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-55.8	-3.0

2020-21 Types of Services Funded

Two District-funded LCFF aides work with English Learners and for Response to Intervention as needed.

Services provided at Country Hills School include:

- Access to Technology
- Enrichment Programs - Robotics, Choir, Ukulele, Band, etc.
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings, {Book Club, flexible math groups,
- Parent Education/Family Nights
- Social Services
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication
- Gifted and Talented Education (GATE)
- Programs and support for English Learner Students
- Special Education
- Translation for Home-School Communication -Weekly Newsletter

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	$45,963	$51,029
Mid-Range Teacher Salary	$85,846	$78,583
Highest Teacher Salary	$109,894	$99,506
Average Principal Salary (Elementary)	$129,484	$124,576
Average Principal Salary (Middle)	$134,566	$131,395
Average Principal Salary (High)	$155,984	$144,697
Superintendent Salary	$258,440	$240,194
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

have been committed to offering both diverse and enriching professional development opportunities to both classified and certificated employees. In the 2020-2021 professional development opportunities were tied to distance learning and hybrid instruction as required by the effects of the COVID 19 pandemic,

All curriculum development by Country Hills Elementary and Brea Olinda Unified School District is aligned to the California Standards and the school's Single Plan for Student Achievement. At the District level, a team specializing in curriculum and instruction development identifies where and why students are not meeting proficiency levels and develops a plan to increase achievement in identified areas. After District goals and expectations are set, this team reaches out to schools through needs assessment surveys regarding individual school concerns and needs. Using results from the survey, combined with data analysis from standardized tests and District assessments, the committee creates a plan that is implemented at all schools. The District is also utilizing four Instructional Coaches to support teachers in their 21st-century learning environments.

Country Hills Elementary develops its own goals and plan for professional development to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting standards for student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Country Hills School's students.

District specialists and school leadership teams reviewed and updated achievement plans using student assessment data (CAASPP testing and District assessment results) and survey responses. Findings were used to choose staff development workshops for District-wide implementation and supplemental school-level activities. Two mandatory District staff development days are held in addition to District and school-sponsored in-services and workshops.

Country Hills Elementary School staff participated in the following training activities held during the past three school years:

- Benchmark Advanced training
- Step Up to Writing training
- Go Math training
- Google Applications for Education training
- Socratic Seminar training & modeling
- Social Thinking training
- Self-Regulation training
- PBIS / Positive Behavior Interventions & Supports
- PAL / Peer Assistance Leadership
- CUE Conference attendance
- Illuminate Ed In-service and Implementation
- Imagine Learning ELA program to support English Learners and other struggling students
- NGSS workshops
- iReady Software trainings
- Edlio Website training
- GATE Certification for teachers in grades 4-6
- Mindfulness with Roni Habib
- Trauma-Informed Schools
- Restorative Practices
- School-wide and Grade-Level Professional Learning Communities
- District-Wide Grade Level Professional Learning Communities
- Grade level attendance at Curriculum Workshops offered by BOUSD
- Leadership Team Meetings to facilitate student learning and social-emotional growth
- Horizontal and Vertical Grade Level Articulation
- Implementation of California State Standards
- Analysis of Student Performance Data and Grade Level Goals
- Analysis of Current Practice
- iReady Trainings

Professional Development

- ELPAC Training
- CAASPP Training
- Zoom Training
- Google Classroom
- PearDeck

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			

Brea Olinda Unified 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	Brea Olinda Unified School District
Phone Number	(714) 990-7800
Superintendent	Brinda Leon
Email Address	bleon@bousd.us
District Website Address	www.bousd.us

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	3184	1272	39.95	60.05	65.48
Female	1560	631	40.45	59.55	70.16
Male	1624	641	39.47	60.53	60.88
American Indian or Alaska Native	--	--	--	--	--
Asian	803	304	37.86	62.14	83.50
Black or African American	41	19	46.34	53.66	63.16
Filipino	104	47	45.19	54.81	74.47
Hispanic or Latino	1192	465	39.01	60.99	53.45
Native Hawaiian or Pacific Islander	13	6	46.15	53.85	--
Two or More Races	153	59	38.56	61.44	69.49
White	873	368	42.15	57.85	63.86
English Learners	252	71	28.17	71.83	24.29
Foster Youth	--	--	--	--	--
Homeless	50	28	56.00	44.00	85.71
Military	170	91	53.53	46.47	61.11
Socioeconomically Disadvantaged	843	336	39.86	60.14	51.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	395	132	33.42	66.58	18.32

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	3184	1266	39.76	60.24	47.70
Female	1560	625	40.06	59.94	47.92
Male	1624	641	39.47	60.53	47.49
American Indian or Alaska Native	--	--	--	--	--
Asian	803	306	38.11	61.89	75.08
Black or African American	41	17	41.46	58.54	11.76
Filipino	104	47	45.19	54.81	67.39
Hispanic or Latino	1192	462	38.76	61.24	28.63
Native Hawaiian or Pacific Islander	13	6	46.15	53.85	--
Two or More Races	153	61	39.87	60.13	58.33
White	873	363	41.58		46.83
English Learners	252	73	28.97	71.03	20.55
Foster Youth	--	--	--	--	--
Homeless	50	26	52.00	48.00	53.85
Military	170	90	52.94	47.06	47.78
Socioeconomically Disadvantaged	843	332	39.38	60.62	30.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	395	129	32.66	67.34	5.43

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.