Brea Olinda High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

2023-24 School Contact Information

School Name	Brea Olinda High School
Street	789 N. Wildcat Way
City, State, Zip	Brea, CA 92821
Phone Number	714-990-7850
Principal	Joshua Porter
Email Address	jporter@bousd.us
School Website	bohs.bousd.us
County-District-School (CDS) Code	30664493030640

2023-24 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	www.bousd.us

2023-24 School Description and Mission Statement

Brea Olinda High School is situated on a hilltop spanning about 50 acres, and comprises three classroom wings, three gym spaces, and its own stadium. The school's mission is to provide a comprehensive education that promotes high academic achievement, positive self-worth, and responsible citizenship in an environment characterized by mutual respect, trust, and cooperation among students, staff, and parents. With a history dating back to the 1920s, the school offers 5 honors and 27 AP courses, a four-year AVID program, five (5) four-year world language programs (Spanish, French, Chinese, Japanese, and Korean), and seven (7) Career Technical Education programs for students.

The four-year Building Industry Technology Academy (BITA) and Global Information Technology Academy (GITA) are integral parts of BOHS's CTE programs, and Robotics and Broadcasting are recent additions. About 93% of the graduating class each year plans to attend college, whether at two-year or four-year institutions, after high school graduation. Roughly one-third of the students take at least one AP class annually, and the school has administered at least 1000 AP exams to its students in each of the last three years. Brea Olinda High School students have a 72% AP exam passage rate, and approximately 40% of the last three graduating classes have earned at least one passing score on an AP exam during their high school years. The College Board designates over 100 BOHS students as AP Scholars annually. In the 2022/2023 school year, BOHS introduced the AP Capstone Diploma pathway. Students must complete 230 credits to graduate, including three full years of math and science, which exceeds state diploma requirements. Partnerships with Boeing, the City of Brea, the Brea Chamber of Commerce, and other community businesses have offered students opportunities to extend learning beyond the classroom through competitions, internships, coursework, and research. Most Career Technical Education (CTE) courses are articulated so that students can earn community college credit or advanced placement upon successful completion. The BOHS academic program provides ample opportunity for students to develop and achieve school-wide learning outcomes of being critical thinkers, applying knowledge, and becoming technologically capable and socially aware.

2023-24 School Description and Mission Statement

Student support and engagement are key strengths of the BOHS program. Our students actively participate in campus life, whether through ASB, Link Crew, around 80 clubs, and volunteer opportunities. The staff fosters a positive learning environment through the WILD program (Work with Purpose, Initiate Positive Change, Lead by Example, Demonstrate Personal Responsibility), which is the culmination of the PBIS (Positive Behavioral Interventions and Supports) program established in 2017-18. This program outlines Tier 1 (universal), Tier 2 (targeted group), and Tier 3 (individual) systems of support that have a positive impact on every student. The WILD card (Tier 1) is well-known and valued among the BOHS student body, providing universal support to acknowledge students for being "WILD" and contributing to a positive learning environment on a daily basis.

The school has four full-time counseling positions and two school psychologists. It also collaborates with marriage and family therapy (MFT) professionals, and Social Worker to promote mental health and healthy relationships among peers. Additionally, BOHS boasts a robust Link Crew program, primarily connecting incoming ninth graders to the school's programs and peers, as well as an Associated Student Body (ASB) class that fosters a positive school culture through various activities. The campus thrives with service, cultural, and support clubs. Students regularly achieve awards and honors in co-curricular competitions such as Speech & Debate, Mock Trial, Academic Decathlon, Newspaper, and Yearbook. Key Club, Interact, National Honor Society, California Scholarship Federation, and other clubs contribute thousands of hours of community service. Students also excel in performing, visual, and applied arts courses, including marching and jazz bands, pageantry, wind ensemble, four show choirs, four levels of dance and drama, drawing, painting, ceramics, 3-D design, and advanced art studies. Approximately one-third of BOHS students participate in 23 varsity sports teams.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	430
Grade 10	426
Grade 11	435
Grade 12	398
Total Enrollment	1,689

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	.18%
Asian	23.8%
Black or African American	1.7%
Filipino	3.6%
Hispanic or Latino	39.4%
Native Hawaiian or Pacific Islander	.36%
Two or More Races	5.3%
White	25.7%
English Learners	5.2%
Foster Youth	.53%
Homeless	.36%
Migrant	0
Socioeconomically Disadvantaged	44%
Students with Disabilities	10.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.50	83.29	213.00	86.10	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.42	1.00	0.40	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	6.26	15.50	6.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.94	7.00	2.83	12115.80	4.41
Unknown	4.20	6.04	10.80	4.39	18854.30	6.86
Total Teaching Positions	70.30	100.00	247.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.90	79.58	216.00	84.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.39	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	5.00	9.00	3.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	1.93	3.70	1.46	11953.10	4.28
Unknown	10.30	13.47	27.00	10.52	15831.90	5.67
Total Teaching Positions	76.60	100.00	256.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.40	3.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.40	3.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60
Local Assignment Options	2.00	0.80
Total Out-of-Field Teachers	2.00	1.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.2	6.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Brea Olinda Unified School District held a Public Hearing on September 7, 2023 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 State Content Standards and Frameworks and have been approved by the Board of Education. 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	November, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections California - Houghton Mifflin Harcourt - 2017 (for grades 9 - 11) Literature: Poetry, Lit, Drama - Longman - 1999 (AP English Literature course) Conversations in American Literature - Bedford St. Martin's - 2015 (AP English Language course)	Yes	0
Mathematics	Algebra 1 - Houghton Mifflin Harcourt - 2015 Algebra 2 - Houghton Mifflin Harcourt- 2015 Calculus for AP - Cengage Learning - 2016 Functions, Statistics & Trigonometry - Addison Wesley - 1998 Geometry - Houghton Mifflin Harcourt- 2015 Precalculus – 6th Edition Graphical, Numerical, Algebraic- Pearson Education - 2004 Stats: Modeling the World – 2nd Edition - Pearson Education - 2007 Financial Algebra: Advanced Algebra with Financial Applications (2nd edition) - Cengage - 2018	Yes	0

Science	Biology – AP 9th Edition - Pearson Education - 2011 Experience Biology - Savvas - 2020 Experience Chemistry - Savvas - 2021 Experience Physics - Savvas - 2022 Friedland/Relyea Environmental Science for AP 1st edition - W.H. Freeman - 2012	Yes	0
History-Social Science	• McGraw-Hill Education 9th Grade - 12th Grade: Impact California Social Studies (2023) ○ World History & Geography ○ US History & Geography ○ Principles of American Democracy ○ Principles of Economics ○ AP American History • Cengage AP Social Studies (2023) ○ AP Micro/Macro - Principles of Economics AP Edition ○ AP Gov - American Government AP Edition ○ AP Euro - Western Civilization AP Edition ○ AP Comparative - Intro to Comparative Politics AP Edition	Yes	0

	• Houghton Mifflin Harcourt (2023) ○ Psychology in Action		
Foreign Language	Adventures in Japanese Book 1 4th Edition - Cheng & Tsui - 2015 Adventures in Japanese Book 2 4th Edition - Cheng & Tsui - 2016 Adventures in Japanese Book 3 4th Edition - Cheng & Tsui - 2017 Dekiru: An Ap Japanese Preparation Course - Cheng & Tsui - 2018 Adventures in Japanese Book 4 - Cheng & Tsui - 2004 Discovering French Nouveau 1 - McDougal Litell - 2007 Discovering French Nouveau 2 - McDougal Litell - 2007 Discovering French Nouveau 3 - McDougal Litell - 2007 Themes AP French Language and Culture - Vista Higher Learning - 2016 En Espanol Uno - McDougall Littell - 2004 En Espanol Dos - McDougall Littell - 2004 En Espanol Tres - McDougall Littell - 2004 Abriendo Paso Temas y Lecturas - Pearson Education - 2014 Abriendo Paso Gramatica - Pearson Education - 2014 Integrated Chinese Level 1 - Part 1 – 2nd Edition - Cheng & Tsui - 2005 Integrated Chinese Level 1 Part 2 – Expanded 2nd Edition - Cheng & Tsui - 2005 Integrated Chinese Level 2 - Cheng & Tsui - 2006 Dynamic Korean 1 - Foundation for Korean Language and Culture in the USA - 2016 Dynamic Korean 2 - Foundation for Korean Language and Culture in the USA - 2016 Dynamic Korean 3 - Foundation for Korean Language and Culture in the USA - 2016 **Carnegie Learning - Spanish - ¡Qué Chévere!** • ¡Qué Chévere! 1 • ¡Qué Chévere! 2 • ¡Qué Chévere! 3 • ¡Qué Chévere! 4	Yes	0

Carnegie Learning - French - T'es branché?

- T'es branché? 1
- T'es branché? 2
- T'es branché? 3
- T'es branché? 4

Cheng-Tsui - Chinese - INTEGRATED CHINESE

- INTEGRATED CHINESE 1
- INTEGRATED CHINESE 2
- INTEGRATED CHINESE 3
- INTEGRATED CHINESE AP

Cheng-Tsui - Japanese - Adventures in Japanese

- Adventures in Japanese 1
- Adventures in Japanese 2
- Adventures in Japanese 3
- Adventures in Japanese AP 4

Foundation for Korean Language and Culture in the USA - Korean - EPIC KOREAN

- EPIC KOREAN 1
- EPIC KOREAN 2
- EPIC KOREAN 3
- EPIC KOREAN 4H

Health	Health - Pearson Prentice Hall - 2007 APEX Online Health	Yes	0
Visual and Performing Arts	Music: The Art of Listening - McGraw Hill - 2003 Java Methods 2nd AP Edition with GridWorld - Skylight Publishing - 2011 Art Through the Ages (15th Edition) - Cengage Learning - 2016	Yes	0

School Facility Conditions and Planned Improvements

BOHS places the highest level of importance on the safety of its students and staff members. We have three (3) campus supervisors who provide student and campus supervision from 6:30 AM to 4:00 PM daily. All of our counselors and administrators are assigned supervision areas of responsibility to monitor on a daily basis during in-person learning. One (1) School Resource Officer from the Brea Police Department is assigned to support all nine (9) BOUSD schools. Six (6) surveillance cameras are strategically placed on campus to dissuade vandalism. We have full time locker room attendants in both our female and male physical education locker rooms, who monitor gym areas and locker rooms for safety and cleanliness during the school day.

Our visitor policy is posted around campus on permanent signs. All adult visitors are required to sign in at the front office where they are screened for safety through our RAPTOR system. A visitor's pass is issued upon approval of the visit, which includes the completion of a visitor health survey and a temperature check, and the visitor is required to wear the pass so it is visible while on campus. High school age visitors or individuals near in age to high school students are not allowed to visit students. Young adults desiring to visit staff members must have an appointment that does not encroach on instructional time with the staff member. Violators are issued a verbal and written warning that we have a closed campus. Persistent violators are susceptible to arrest.

BOHS campus opened in July 1989 and is thirty years of age. It is a large campus consisting of nine major buildings. There are eighty-four classrooms, one district food service kitchen and cafeteria, three (3) gymnasiums, one (1) aquatics building and pool, two (2) baseball fields, two (2) softball fields, one (1) football stadium, one (1) four-hundred seat theater, eight (8) student locker rooms, sixteen (16) student restrooms (evenly split between male and female), nine (9) universal staff restrooms, twenty-three (23) staff offices and three (3) staff workrooms. BOHS has one Assistant Principal who serves as the plant manager, responsible for monitoring all issues pertaining to site safety concerns, facility maintenance and plant operations. The site is cleaned and sanitized daily by a two (2) person day crew and a five (5) person night custodial crew. A field maintenance staff member and two (2) locker room attendants monitor athletic facilities and coordinate with administration on any work orders that need to be submitted in the district system to be addressed by the district Maintenance and Operations astaff. All safety concerns are addressed immediately. Any issues that cannot be resolved by district personnel are contracted out to the appropriate repair agencies. When all work is completed, a task completion report is generated and returned to the site administrator responsible for monitoring the facility needs.

Year and month of the most recent FIT report	January 2023

School Facility Conditions and Planned Improvements

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		Some areas are in need of new paint and minor wall repair. Cracks have been patched and some flooring has been replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		There have been multiple electrical issues in classrooms across campus. Additionally, there is an outdated electrical system in the Performing Arts Center (PAC) that is currently being maintained by our Theater Technician; however, the system needs to be replaced in order to effectively and safely maintain the electrical needs of the PAC as we start to see the utilization of the PAC begins to reach its capacity usage post-pandemic. Building C experienced two (2) electrical blackouts in January. Although the issue has been resolved, MOT has determined there may be a deeper electrical issue that may need to be addressed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Currently, there is a telephone communication issue with our main Fire sprinkler system that began after work was done to replace fire sprinkler heads in the months of November and December. The issue appears to be an issue with telephone lines on campus. Currently being reviewed by both IT and MOT departments.
Structural: Structural Damage, Roofs		X		Severe cracking on all courts; only court with minimal cracking is court adjacent to the pool. Tennis Courts have been temporally repaired, but will require annual maintenance. Evaluating next steps with the District regarding concerns to pathways. There are several cracks and separation areas in classroom buildings. Degree of separation varies.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Concrete stairway leading down to visitor seating has several areas of shifting grounds that has caused cracking and uneven footing. Although most have been smoothed out, this will be an on going effort to maintain. Visible tears in the top layer/synthetic material all around perimeter of long jump/triple-jump area affecting integrity of area for athletics use. Irrigation irregularities with sprinkler system does not allow for even distribution of water across fields causing overwatering in some areas and dry areas on others - drainage is a concern as a result. As a result of rain runoff from the hills, walkway/ramp leading down to softball fields is continuously filled with debris and dirt during rain season creating potential ADA violations. Annual review and contract to flatten lifted concrete and fill cracks in walkways and athletic

School Facility Conditions and Planned Improvements

				facilities.

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).

College and Career Ready
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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	65	64	63	47	46
Mathematics (grades 3-8 and 11)	47	44	58	58	33	34

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	390	94.89	5.11	64.62
Female	189	179	94.71	5.29	72.07
Male	222	211	95.05	4.95	58.29
American Indian or Alaska Native	0	0	0	0	0
Asian	89	88	98.88	1.12	75.00
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	161	149	92.55	7.45	55.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	124	119	95.97	4.03	67.23
English Learners	15	14	93.33	6.67	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	18	94.74	5.26	61.11
Socioeconomically Disadvantaged	110	100	90.91	9.09	59.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	34	89.47	10.53	8.82

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	390	94.89	5.11	44.10
Female	189	178	94.18	5.82	38.20
Male	222	212	95.50	4.50	49.06
American Indian or Alaska Native	0	0	0	0	0
Asian	89	89	100.00	0.00	69.66
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	161	149	92.55	7.45	28.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	124	118	95.16	4.84	41.53
English Learners	15	14	93.33	6.67	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	18	94.74	5.26	61.11
Socioeconomically Disadvantaged	110	100	90.91	9.09	32.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	34	89.47	10.53	5.88

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.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	52.39	51.50	48.70	47.78	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	797	770	96.61	3.39	51.37
Female	370	355	95.95	4.05	51.27
Male	427	415	97.19	2.81	51.45
American Indian or Alaska Native	0	0	0	0	0
Asian	177	176	99.44	0.56	65.91
Black or African American	15	14	93.33	6.67	7.14
Filipino	31	30	96.77	3.23	63.33
Hispanic or Latino	304	287	94.41	5.59	39.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	72.22
White	248	242	97.58	2.42	54.36
English Learners	27	26	96.30	3.70	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	33	32	96.97	3.03	37.50
Socioeconomically Disadvantaged	204	193	94.61	5.39	36.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	63	94.03	5.97	3.17

2022-23 Career Technical Education Programs

Brea Olinda High School offers 7 Career Technical Education (CTE) pathways for students that are aligned to the California Model Frameworks for Career Technical Education. Options for students taking CTE coursework include the following pathways: Building and Construction Trades, Information and Communication Technologies , Patient Care/ Health Sciences , Art Media and Entertainment , Hospitality and Engineering and Robotics. Most pathways include college articulated courses, work based learning, and professional certification.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	727
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.8
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.82
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	68.16

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	82.72%	81.48%	79.42%	79.42%	79.42%

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.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Brea Olinda High School through the following organizations:

- Athletic and Performing Arts Booster Clubs
- Brea Education Foundation
- English Learner Advisory Committee
- Guidance Advisory Council
- Coffee with the Principal
- School Site Council

Anyone interested in becoming involved in school activities may contact our school office at (714) 990-7850 x1200. Parents also stay connected with the school through the BOHS website and BOHS Twitter, Facebook, and Instagram accounts.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.3	5.1	3	3.9	6.3	3.8	9.4	7.8	8.2
Graduation Rate	93.9	93.7	94.5	93.4	92.2	93.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	400	378	94.5
Female	187	178	95.2
Male	213	200	93.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	93	88	94.6
Black or African American	--	--	--
Filipino	16	16	100.0
Hispanic or Latino	147	139	94.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	130	122	93.8
English Learners	16	15	93.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	146	139	95.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	42	35	83.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1742	1731	262	15.1
Female	817	812	141	17.4
Male	925	919	121	13.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	395	393	28	7.1
Black or African American	28	28	4	14.3
Filipino	70	70	8	11.4
Hispanic or Latino	667	662	108	16.3
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	62	62	8	12.9
White	511	507	104	20.5
English Learners	95	93	17	18.3
Foster Youth	7	6	4	66.7
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	447	440	100	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	204	200	50	25.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.22	1.81	2.18	0.29	1.66	2.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.06	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.18	0.06
Female	1.35	0.12
Male	2.92	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.01	0
Black or African American	3.57	0
Filipino	0	0
Hispanic or Latino	2.7	0.15
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.23	0
White	2.35	0
English Learners	2.11	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.36	0.22
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.92	0.49

2023-24 School Safety Plan

The School Safety Plan is presented to the School Site Council annually for review and approval. The 2023-2024 School Safety Plan was reviewed and approved in November, 2023.

All visitors are screened for safety through our RAPTOR system and provided a visitor's pass before entering campus beyond the main office. Procedures for signing in as a visitor adjust throughout the year, depending on applicable health and safety guidelines in place. Visitors are required to return to the school office upon departure to sign out. During lunch, breaks, and before and after school, assigned staff members, including campus supervisors, monitor the school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly environment. For the safety of its students, BOHS is a closed campus, including during the lunch period. Students and staff are all issued school ID cards and are required to sign and out of classes during class time. During the 2023 school year, we added one more full time campus supervisor to the team and had a new walkie-talkie communication system.

BOHS has also adopted the use of Titan Alert, a communication system used by all staff to communicate important updates or safety concerns, and is connected with the Brea PD SRO phone.

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;

2023-24 School Safety Plan

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.

Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

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	22	35	20	28
Mathematics	19	38	22	23
Science	22	28	18	24
Social Science	20	30	14	24

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	42	22	27
Mathematics	19	45	25	20
Science	21	32	11	29
Social Science	16	49	16	23

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	32	24	22
Mathematics	21	28	24	19
Science	22	25	21	21
Social Science	19	34	18	20

2022-23 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	420.25

2022-23 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	$8,097	$1,375	$6,721	$94,603
District	N/A	N/A	$6,300	$88,171
Percent Difference - School Site and District	N/A	N/A	6.5	10.8
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	1.9	12.9

Fiscal Year 2022-23 Types of Services Funded

In addition to general fund State funding, Brea Olinda Unified receives State and Federal categorical funding for special programs. For the 2020-21 school year, the District received student funding in Federal and State aid, as well as support from the local education foundation, for the following categorical, special education, and support programs available at Brea Olinda High School:

- Special Education
- Vocational Education Act / Perkins Grant (to support Career Technical Education programs)
- Career Technical Education Implementation Grant (CTEIG)
- LCFF Supplemental (support Advancement Via Individual Determination, or AVID)
- Access to Technology
- Counseling (Behavioral, Social, and Emotional)
- Project Kinship

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,052	$54,190
Mid-Range Teacher Salary	$84,652	$85,111
Highest Teacher Salary	$114,888	$104,999
Average Principal Salary (Elementary)	$135,369	$132,492
Average Principal Salary (Middle)	$140,682	$140,987
Average Principal Salary (High)	$163,074	$153,884
Superintendent Salary	$237,647	$255,503
Percent of Budget for Teacher Salaries	35.75%	32.09%
Percent of Budget for Administrative Salaries	4.79%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	45.3

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	2
English	3
Fine and Performing Arts	1
Foreign Language	4
Mathematics	4
Science	5
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

Professional Development

In the last three years, staff development has been focused on strengthening practice as professional learning communities, California dashboard (particularly, how students are deemed prepared for college and career), and social emotional support and well-being. District-wide, full day professional learning occurred on the BOHS campus, using our Performing Arts Center and various classrooms. When BOHS transitioned to distance learning in March 2020, professional development occurred via Zoom and webinars so instructional coaches could support teachers in using technology to continue working with students. Use of technology and engaging students in learning through the use of Zoom, Google Classroom, and other online instructional and assessment tools (e.g. Google Forms, Illuminate, Quizzizz) continue to

Professional Development

be a focus for both BOHS and BOUSD. Each year, BOHS staff and school site council reviews and updates the Single Plan for Student Achievement (SPSA) to reflect the changing needs of BOHS students based on data such as college and career readiness, CAASPP test scores (state testing), and AP participation and test scores.

In the last three years, BOHS staff members have participated in professional development including:

- Advanced Placement Workshops and Summer Institutes (including AP Computer Science Principles and AP Physics C)
- Aeries Software
- AVID (Advancement Via Individual Determination)
- Google Apps for Education
- Illuminate Education
- Next Generation Science Standards (NGSS)
- Orange County CTE Meetings
- Co-Teaching Model (Special Education)
- UC/CSU Requirements & Admission
- CAASPP Interim Assessment Blocks
- Multi-Tiered Systems of Support (MTSS)
- Positive Behavioral Interventions & Supports (PBIS)
- Social Emotional Learning
- BOHS counselors have attended regional training in collaboration from similar schools

Professional development has occurred in full day district staff development (two days per school year in the past three years), after school sessions offered by the BOUSD instructional coaches, during staff meetings, via Zoom or webinar, and at off-site locations facilitated by organizations such as College Board and Orange County Department of Education.

In the summer of 2023 the District's leadership team, which includes all site principals, participated in a workshop through the Franklin Covey Leadership Series based on the Four Disciplines of Execution for Educators, with the addition of Trust and Inspire. This was a two day series with a facilitator from the Franklin Covey organization. This professional development fed into each of the school sites developing their own wildly important goals (WIGs) and continuing conversations about advancing student achievement, wellness and safety.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2