

Brea Canyon High School Coyotes...



to Success!

Chapter 1

Progress Report

BCHS Coyotes are *Honorable, Organized, Well-rounded, Learners*

Chapter I: Progress Report

Significant Developments

Changes in the Brea Olinda Unified School District & Brea Canyon High School

Since the 2010 Self-Study, the Brea Olinda Unified School District (BOUSD) has undergone significant changes in staffing, technology, and instruction. In 2012, due to budgetary cuts at the state level, the Brea Olinda Unified School District instituted furlough days and shortened the school year by nine (9) instructional days for three (3) years leading into the 2014-15 school year where the school calendar was fully restored.

Staffing

There have been a few changes in District personnel since the 2013-14 mid-cycle progress report. The principal of Brea Junior High, Pam Gallarda, retired in 2013-14 whereby Superintendent Skip Roland recommended Kelly Kennedy, the seasoned thirteen (13) year principal at Olinda Elementary, to fill Gallarda's shoes. This move, in turn, caused shifts in other principal positions at Olinda Elementary and Brea Country Hills Elementary. Robert Rendon, principal at Brea Country Hills Elementary replaced Kelly Kennedy at Olinda Elementary. Patricia Walsh, teacher at Olinda Elementary, was hired by the BOUSD as principal at Brea Country Hills Elementary. In the same year, Superintendent Dr. Arthur "Skip" Roland retired along with the Assistant Superintendent of Business Services. Additional retirements continued in the 2015-16 school year with Carol Christman, principal at Brea Canyon High School & Coordinator of Student Services, and Susan Metcalf, principal at Fanning Elementary. The following additions to the Brea Olinda Unified School District Administrative Leadership ensued in filling the vacancies left behind:

- 2015-16: *Superintendent, Dr. Brad Mason*
- 2015-16: *Assistant Superintendent of Business Services, Jean Aldrete*
- 2015-16: *Communications Specialist, Nichole Pichardo (new position)*
- 2015-16: *Administrative Director of Technology Services, Derrick Chan*
- 2016-17: *Principal & Coordinator of Student Services, Eric Barrientos*
- 2016-17: *Principal, Theresa Stevens*
- 2016-17: *Assistant Principal, Kristen Risberg*

Brea Canyon High School has undergone changes in staffing since the last reported shifts in the 2014 mid-cycle progress report. In 2015, BCBS welcomed a new administrative assistant and a new Science teacher. Additionally, in the 2015-16 school year, BCBS was able to acquire a 50% At-Risk Counselor, who was formerly an LCFF aide on site. His LCFF Aide position was filled by the school's Independent Studies Aide - her position still remains vacant. Finally in 2016-17, new additions to Brea Canyon included a new school psychologist, a new History/Social Sciences teacher, and a new principal.

Board of Education Members have remained unchanged since the 2014 mid-cycle progress report until the 2016-17 school year where new board member, Paul Ruiz, replaced board member Rodd Todd in the November elections. Board Member, Joe Rollino, resigned from the board, where the BOUSD held public interviews for candidates from November ballot. Rodd Todd was chosen to return as a board of education member until 2018-19 when the seven member board of education will be dropped to a five (5) member board.

Curriculum, Instruction, & Technology

In June 2010, the California State Board of Education adopted Common Core State Standards (CCSS). The Brea Canyon High School (BCBS) administration and staff began the implementation process of

BREA CANYON HIGH SCHOOL ACS WASC/CDE Self-Study Report 2017

CCSS through district-wide professional development provided by the Orange County Department of Education (OCDE) in the Spring of 2013. All teachers attended three seminars/workshops centered on Habits of Mind for English Language Arts (ELA), literacy in History/Social Sciences, and Mathematics.

In the same year, BOUSD invested in acquiring Chrome Carts for all of its nine (9) schools - Brea Canyon received two (2) carts to be shared between all classrooms. In addition to the Chrome carts provided to BCHS by the district, administration and staff decided to utilize Title I funds to purchase an additional three (3) carts in order to have students be one-to-one (1:1) with technology in every core class. This 1:1 school-wide initiative allowed for the universal spread of digital technologies that has enabled BCHS students to communicate and exchange information in building their ability to process multiple forms of information to accomplish tasks that may be distributed across contexts that include home, school, the workplace, and social networks. It also allowed for better instructional practices in preparing students for the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) assessment for all 11th grade students. All BCHS teachers participated in a two (2) day training in Chromebook and Google functionality (including Google Apps for Education and Gmail.) The Brea Olinda Unified School District became a Google District in this same year.

In 2014-15 school year, all teachers across the district received training in using two different data student management systems: Illuminate Education and an updated version of the Eagle Software the district was utilizing to AERIES.NET. These systems were designed for teachers to manage their student classroom attendance, gradebooks, grades, and student assessment data. Illuminate Education is the system of choice for the primary schools of the district whereas AERIES.NET is the preferred system for the secondary schools.

In the 2014-15 school year, the faculty of Brea Canyon High School, and teachers district-wide, received professional development in the area of project-based learning strategies through the Buck Institute and OCDE. Performance-task oriented instructional strategies continue to be at the forefront of our school-wide goals and professional learning community (PLC) instructional planning time.

Program Enhancements and Initiatives

The Brea Olinda Unified School District (BOUSD) has had several of its nine (9) schools already be fully implemented with Positive Behavioral Interventions & Supports (PBIS) for students; however, all schools that have not previously been through PBIS implementation are presently either in Tier I or Tier II of the implementation process. By the 2018-19 school year, all nine (9) BOUSD schools will be in full implementation of PBIS in supporting student academic and socio-emotional success.

In the 2016-17 school year, Laurel Elementary has been changed to a magnet school emphasizing Science, Technology, Engineering & Mathematics (STEM) project-based learning and has been rebranded as Laurel Elementary Magnet School of Innovation & Career Exploration (ICE). Additionally, Brea Junior High (BJH) implemented two (2) Advancement via Individual Determination (AVID) sections as a Tier I intervention for students in ensuring their academic success as they transition to high school. The program is doing so well, that Brea Olinda High School (BOHS) will be sending a team of teachers, counselors, and administrators to the AVID conference in the summer of 2017 in order to offer AVID sections at BOHS in order to support the incoming 9th grade AVID students for the 2017-18 school year.

In 2016, through the diligent efforts of principal, Carol Christman, and the BCHS faculty & staff, Brea Canyon High School (BCHS) was recognized by the California Department of Education as a Model Continuation High School. Beginning with the 2016-17 school year, Brea Canyon High School will be

informing the California Department of Education (CDE) on their intent to continue the recognition of Model Continuation High School until the 18-19 school year where BCHS will submit their eligibility once again to the CDE.

Progress Report on Schoolwide Action Plan

Goal #1: To develop and implement a school-wide math program.

Schoolwide Progress

Brea Canyon High School has made progress in developing several tasks to address the goal of developing and implementing a school-wide math program. From 2010 leading up to 2014, all faculty was involved in engaging students across disciplines in a Problem of the Day (POD) activity. Every Wednesday during PLC planning, the math department teacher would address a POD the students would complete during silent sustained reading (SSR) in second period. The teacher would subsequently demonstrate how to properly solve the problem presented to the students. A math committee was developed to address the tasks of creating PODs and pre/post-assessments to measure student growth/areas of need for the mathematics department.

PODs and the Math committee assessments were geared to address not only needs of the individual students, but to also help prepare students better for the California High School Exit Exam (CAHSEE). Since the CAHSEE Program closed in October of 2015, there has been some changes in the advancement of this goal for BCHS. Although the need to have a diagnostic tool of measuring student growth in this area is still a need of the school, it is no longer a school-wide need, rather a department specific need. With the onset of the Smarter Balanced Assessment Consortium (SBAC) in 2014-15, a future diagnostic model in discussion is the use of Interim Block Assessments (IBAs) quarterly leading up to the SBAC in Spring.

The mathematics courses at Brea Canyon High School are pure which allows future diagnostic tools to be more prescriptive to specific course objectives. Because the math courses are pure, it allows for the implementation of our CCSS aligned curriculum of HMH Collections in 2015 to occur faster and without complications. This core curriculum has been a major contributor in having more rigor and relevance in every course, which was a task in the BCHS school-wide action plan.

Goal #2: To improve writing skills across curriculum.

Schoolwide Progress

There were four (4) tasks Brea Canyon High School (BCHS) developed to improve writing skills across curriculum: 1) develop school-wide writing prompts; 2) explore strategies to motivate and stimulate student performances on CST and CAHSEE testing; 3) provide all staff with thinking maps strategies and maps; and 4) Sustained Silent Reading (SSR).

BCHS has continued to implement school-wide writing prompts since the school's last self-study report. Three (3) times a year all teachers in all classrooms have their students write, using the same writing prompt decided by the English department during PLC. PLC periods are to be used, in part, to grade all student writing products using school-wide writing rubric and compare results from previous samples. In 2016-17, this development was placed on hold due to some personnel changes; specifically, new administration and one new teacher. Brea Canyon High School intends to

reimplement this school-wide action plan goal in its 2016 self-study report. Modifications to this goal may include refining school-wide writing rubric, incorporation of interdisciplinary writing components—that is, producing writing components related to subject-specific criteria through interdisciplinary performance tasks that are more closely tied to what a student will see on a Smarter Balanced Assessment Consortium (SBAC) performance task.

Since the introduction of the SBAC in 2014 and the elimination of the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE) there is a need to alter this component of the BCHS action plan. Being one-to-one with Chromebook accessibility in every classroom has introduced the possibility of Interim Block Assessments (IBAs) in every classroom as a tool to explore strategies to increase student performance on the SBAC Summative and Performance Task components.

In 2013-14, the BCHS faculty received professional development on the use of thinking maps across disciplines and the research-based data demonstrating its effectiveness with the student population at BCHS. Since that time, we have had two (2) new teachers who have not received the thinking maps professional development and a new administrator. Teachers who received the professional development training continue to use thinking maps and related strategies with the students of Brea Canyon. Administration is currently looking into acquiring formal thinking maps PD for new teachers and refresher for staff from last training; digital thinking map development is a favorable component to help students build their own thinking maps using Google Apps for Education with the 1:1 Chromebook component we now have available since the last self-report .

Sustained Silent Reading (SSR) was a component of the school-wide writing goal where students would read, discuss reading, and then complete SSR summary sheet. This component of the goal is one the faculty wished to continue up through the 2013-14 school year. SSR was not brought back for the 2015-16 school year and has not been in discussion for reimplementaion. This is a component that will have to be reassessed for building school-wide action plan for this self-report.

Goal #3: To prepare students for the world of work

Schoolwide Progress

Brea Canyon High School (BCHS) continues to pursue more direction in preparing students for the world of work. Currently, BCHS is laboring in pursuing Career Technical Education (CTE) courses or other career-oriented academic pathway options that are prevalent in our surrounding comprehensive districts. The BCHS graduation requirement course, On Your Own (OYO), continues to be the driving force in career preparedness for our students. The requirements of the OYO course are currently being reviewed and revised to embed more College and Career Readiness (CCR) standards in the objectives of the course and ensuring that the student culminating activities involve reflection on the individual student's behavior and emotions that have contributed to conflicts in their own educational development and the work and positive core self-evaluation it took to overcome those challenges. Brea Canyon High School has seen courses designed to better prepare students post-secondary options diminish over the last three (3) years as Road Trip Nation and Career Cruising elective courses are no longer offered. OYO and Career Exploration are the only BCHS courses currently available for students to explore post-secondary interests/goals. BCHS continues to partner with local United States Armed Forces recruiting offices to administer the Armed Forces Vocational Aptitude Battery (ASVAB) to BCHS students interested in either: 1) applying for a branch of the US Armed Forces; or 2) obtaining real data identifying possible post-secondary career options based on assessment results.

BCHS is currently piloting two different online programs and modifying its PLC objectives in addressing the world of work preparedness goal. Designated PLC time is now also incorporating a collaborative component that has a quarterly-rotating schedule of interdisciplinary planning between departments in addressing project-based, performance-task oriented, culminating experiences for students at the end of every quarter. These performance-tasks are intended to extend the classroom learning into real-world scenarios in future career settings. In aiding with the development of these culminating experiences, BCHS is piloting Defined STEM. Defined STEM provides online, authentic project-based, engaging real-world lessons that empower students to develop the critical thinking and problem-solving skills they need to be successful. Additionally, BCHS is piloting Apex Learning online curriculum to provide students with UC approved, "a-g" course options for credit recovery and blended-learning elective course opportunities. BCHS is currently using Apex Psychology, CTE Intro to Health Science, and College & Career Preparedness to address our Goal #3.

Goal #4 : Common Core Standards (CCSS)

Schoolwide Progress

This addendum to the Brea Canyon High School Schoolwide Action Plan was included in the 2014 mid-cycle progress report. The purpose of its inclusion was to address funds that became available as a result of the Local Control Funding Formula (LCFF) in 2014. As a result, the Brea Olinda Unified School District (BOUSD) implemented a district-wide CCSS professional development, curriculum adoption for English Language Arts (ELA) and Mathematics, and acquired technology to aide in the integration of a variety of 21st century skills into current curriculum, assessments, and instruction in order to improve student achievement. Since the 2014 mid-cycle progress report, BCHS has continued to move forward with CCSS implementation and the building of rigor and relevant 21st century competencies for students in the following areas:

- BOUSD adoption of CCSS aligned HMH Collections Mathematics consumable texts for students taking Algebra 1, Geometry, & Algebra 2 on BCHS campus
- California Mathematics Framework professional development
- Next Generation Science Standards professional development opportunities
- Document Based Question (DBQ) professional development training for History/Social Science teaching staff in World History and US History (with curriculum)
- California History/Social Sciences Framework professional development
- Expository Writing and Reading Course (ERWC) training for Lit/Comp 4 (senior English) teacher
- ERWC Lit/Comp 4 course implemented at BCHS for 2016-17 school year
- Pilot of HMH Collections ELA CCSS aligned curriculum - Fall, 2016-17
- Pilot of "Defined STEM" in development of lesson design for interdisciplinary culminating performance tasks for all students - quarterly, 2016-17

Brea Canyon High School continues to strive to full CCSS compliance, including the embedding of College & Career Readiness standards and 21st century competencies, in all areas of instruction. With the adoption of CCSS aligned Mathematics curriculum, History DBQ professional development & curriculum, and with the adoption of CCSS aligned curriculum for English Language Arts curriculum in 2017, Brea Canyon High School is moving in the right direction for providing its students with appropriate rigor and relevance in all curricular areas. The next step for BCHS and the district is moving forward with full implementation of Next Generation Science Standards, in acquiring more current curriculum in the Sciences ensuring all science classes are aligned to CCSS/NGSS.

Schoolwide Critical Areas for Follow-up

The following recommendations were made by the Self-Study Report WASC visiting committee in 2010:

1. Identify and develop alternative methods of assessments and curriculum delivery
2. Strive for more rigor and relevance in all curricular areas
3. Continue to dedicate more PLC time to teacher-driven data analysis
4. Explore opportunities for trainers/colleagues to share specific remediation direct instruction techniques

Ongoing Follow-up Process

Brea Canyon High School has undergone several changes as our self-study report will identify in the sections to follow. With California State Standards shifting to the Common Core State Standards and the drive for college and career readiness through the push of 21st century competencies and college and career readiness standards, many of the critical areas for follow-up aimed at Brea Canyon High School are being addressed with this shift in pedagogical paradigm. Specifically, the strive for more rigor and relevance in all curricular areas is one that has been directly addressed through the CCSS shift and through the adoption of CCSS aligned curriculum by the district.

Assessments have been an area of flux at Brea Canyon High School due to a shift in state testing and accountability measures. The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. In 2014-15, the Brea Olinda Unified School District began the shift to the Smarter Balanced Summative Assessments. Further, 2014 was the last year Brea Canyon High School administered the California High School Exit Exam (CAHSEE). In 2016-17, Brea Canyon High School, in alignment with state initiatives, will no longer administer the California State Standards Test for Science (CST Science) to its 10th graders. The California Department of Education is developing a new science assessment based in the CA Next Generation Science Standards (NGSS). The CAASPP System includes federally required science assessments in grades five (5) and eight (8) and, once in high school, for grades ten (10), eleven (11), or twelve (12). Therefore, the CAASPP System will roll-out of the new California Science Test (CAST). Brea Olinda High School will be piloting the CAST in the Spring of 2017 with grade twelve (12) students. These changes in state testing and accountability measures have directly affected assessment and accountability measures at Brea Canyon High School. Items identified in the Brea Canyon High School Schoolwide Action Plan from 2010 & 2014 have a need to be altered: school-wide writing processes need to be altered from the CAHSEE-based formats they once focused upon; Mathematics Problems of the Day are no longer implemented since the end of the CAHSEE and STAR tests, rigor and relevance is being addressed through implementation of CCSS instructional processes; 1:1 student to technology availability has provided the opportunity to enhance curriculum and instruction in all academic areas and provides possibilities of utilizing SBAC Interim Block Assessment (IBA) tools as future benchmarks or assessment tools for our BCHS students.

Brea Canyon High School has also started to shift in how professional learning community (PLC) time is being utilized. Where PLCs in past practices may have been utilized as staff meetings or as forums to discuss site-based issues, PLCs have started to include more development in performance-task oriented instruction and an interdisciplinary approach to performance-task design. PLC time is being teacher-led and student-centered on its focus in data analysis, lesson design, and assessment development. Further, district TOSA team members have joined in PLC time to aide in lesson-design and to assist with online resources to help in the development of interdisciplinary planning.

BCHS has made strides in addressing its critical areas and the teachers and staff of Brea Canyon High School remain optimistic about the important work being done to engage and support all BCHS

BREA CANYON HIGH SCHOOL ACS WASC/CDE Self-Study Report 2017

students. There are still areas of improvement that must be addressed, but there is an exciting energy and willingness on behalf of the administration, staff, and faculty to explore change. Brea Canyon High School students may HOWL to success, but its staff, teachers, administrator, parents and community of BCBS who are doing everything in their power to ensure that their howl is mighty and proud.