

Chapter V: Schoolwide Action Plan: Revised March 21, 2017

Based on the findings of the Brea Canyon High School Focus on Learning process and the goals set forth by the Brea Olinda Unified School District Local Control Accountability Plan, Brea Canyon High School has identified three (3) critical learner needs to guide the Schoolwide Action Plan for the next six (6) years in ensuring that all Brea Canyon Coyotes HOWL to success:

<p>LEA Goal #1: Ensure that all students achieve proficiency in essential areas of skill and knowledge leading to college and career readiness through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate, and think critically with specialized focus on closing the achievement gap for target populations (English Learner, Foster Youth, Socioeconomically Disadvantaged and/or Special Education.)</p>	
<p>Critical Learner Need #1: Brea Canyon High School has a continued need to strive for more rigor and relevance in all curricular areas.</p>	
<p>Actions Identified by LEA LCAP:</p> <ul style="list-style-type: none"> ● By teacher collaboration in professional learning communities, annually increase the percentage of targeted students who demonstrate proficiency in ELA and Math. ● Provide all students with core instructional materials and pilot and adopt standards-aligned instructional materials as they become available. ● Provide coordinated services at school sites to facilitate students progress towards proficiency in English and/or Math for all targets students and/or reclassification for English Learners. 	
<p>Rationale: Brea Canyon High School, through the self-study process, has analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress (AYP) targets. It is clear that Brea Canyon High School has a continued need to strive for more rigor and relevance in all curricular areas.</p>	
<p>Growth Targets:</p>	<ol style="list-style-type: none"> 1. Increase the percentage of students demonstrating proficiency and growth in English Language Arts. 2. Increase the percentage of students demonstrating proficiency and growth in Mathematics. 3. Increase number of students reclassified to fluent English proficient (RFEP).
<p>Schoolwide Learner Outcomes Addressed: (ESLRs)</p>	<ol style="list-style-type: none"> 1. Every student will develop academic skills; these include reading, writing, math proficiency, problem solving, critical thinking skills. 2. Every student will develop communication skills; these include writing, speaking, presenting, creating, and using technology.
<p>Impact on Student Learning: Students will increase their access to academic language which will enhance their strategies in successfully performing in post-secondary educational settings and future career endeavors by developing their 21st century competencies through rigorous and relevant instruction.</p>	

Brea Canyon High School Action Plan Goal #1:

Brea Canyon High School will ensure that all students achieve proficiency in English Language Arts and Mathematics leading to college and career readiness through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate, and think critically through the efforts of Professional Learning Community (PLC) Teams.

Actions to be Taken to Reach Goal	Person(s) Responsible	Tools & Resources	Means to Assess Improvement	Timeline	Methods of Reporting Progress
1. Brea Canyon High School will continue to implement Common Core State Standards (CCSS) in all curricular areas.	District administration; Administration; Teachers	District curriculum pilots; CCSS framework trainings	Attendance/ Participation in curriculum pilots and CCSS professional development	Continuous	PLCs; Staff meetings; Survey responses
2. Maintain 100% student completion of state mandated English Language Arts & Mathematics Smarter Balanced Assessment Consortium (SBAC) Summative and Performance-task assessments.	Administration; Teachers	District data; School assessment protocol and communication	Student completion rates of SBAC summative and performance task assessments	Continuous	PLCs; Staff meetings; District PLCs
3. Increase performance on English Language Arts (ELA) Smarter Balanced Assessment Consortium (SBAC) Summative Assessment by 3%.	Administration; English department	District data; School assessment protocol and communication	SBAC summative results; IAB results; Student grades;	Continuous	PLCs; Staff meeting
4. Increase student performance on Mathematics Smarter Balanced Assessment Consortium (SBAC) Summative Assessment by 3%.	Administration; Math department	District data; School assessment protocol and communication	SBAC summative results; IAB results; Student grades;	Continuous	PLCs; Staff meeting
5. PLC teams will utilize PLC time to analyze	Administration;	CELDT data;	Student work	Continuous	PLCs;

California English Language Development Test (CELDT) to determine targeted groups for reclassification.	Teachers	Illuminate Ed data; AERIES data;	samples; Student grades; CELDT scores		Staff meetings; District PLCs
6. Create Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Block (IAB) Committee for IAB implementation.	Administration; Math department; ELA department	TOSA support/trainings; District PD; PLCs	Formation of committee; Meeting minutes; Frequency and results of IABs	Formation of committee by end of 2016-17 to begin implementation of IABs in 2017-18	PLCs; Staff meetings; Leadership team meetings
7. PLC teams will incorporate scoring of IABs and analyze student IAB data to research best practices and incorporate new strategies for remediation and/or enrichment of targeted students.	Administration; Teachers	BCHS Google classroom; Illuminate reports; AERIES reports; District data; State assessment data; TOSA support	Student IAB results; Student work samples; Use of Coyote Den; PLCs	Continuous	PLC meeting worksheets; Observations; Survey feedback
8. PLC teams will collaboratively create at least one interdisciplinary culminating activity/assessment per quarter that includes real-world based performance-tasks focusing on building writing and reasoning across curricular areas.	Administration; Teachers	BCHS Google classroom; Defined STEM pilot; BCHS Writing Rubric; CCSS/CCR standards; ESLRs; Community/business	Formative & summative assessment results; Culminating activity results; Student survey(s) results evaluating activities	2016-21 (quarterly)	PLC meeting worksheets; Observations; Survey feedback

LEA Goal #2: Ensure access to rigorous and relevant 21st century learning tools, resources, and skills for all students and skills for all staff and students to maximize collaboration, improve communication, inspire creativity, cultivate critical thinking, and expand learning beyond the classroom setting preparing them for college and careers.

Critical Learner Need #2: Brea Canyon High School has a continued need to identify and develop alternative methods of assessments and curriculum delivery utilizing 21st century learning tools, resources, and skills for all students.

Actions Identified in LEA LCAP:

- Establish K-12 training aligned with 21st century skills and Common Core State Standards.
- Offer basic, intermediate, and advanced levels of interactive technology training and 21st century skills.
- Use formal and informal observations to provide formative feedback for use of interactive technology by staff to order to enhance student learning and engagement.
- Identify ways to use iPads, smartphones, or other technology as tools for teaching and learning.

Rationale: Brea Canyon High School, through the self-study process, has determined that although significant strides have been made in providing equal accessibility to technology for all BCHS students on campus, there is still a need to meet academic proficiency in utilizing technology as an instructional and assessment tool in demonstrating 21st century competencies and college and career readiness standards.

Growth Targets:

1. Increase percentage of students "At/Near Standard" on English Language Arts (ELA) Smarter Balanced Assessment Consortium (SBAC) Summative Assessment by 3%.
2. Increase percentage of students "At/Near Standard" on Mathematics Smarter Balanced Assessment Consortium (SBAC) Summative Assessment by 3%.
3. Prepare & transition students to new California Science Test (CAST) online test based on the California Next Generation Science Standards

Schoolwide Learner Outcomes Addressed: (ESLRs)

2. Every student will develop communication skills; these include writing, speaking, presenting, creating, and using technology.

Impact on Student Learning: Through the use of technology in developing 21st century competencies, BCHS students will be able to effectively develop appropriate communication skills to not only perform proficiently in formative, summative, and standardized assessments, but to also be prepared to successfully compete in a digital workforce and/or technologically evolving post-secondary educational institutions.

Brea Canyon High School Action Plan Goal #2:

Brea Canyon High School will embed technology as an instructional and assessment tool to improve 21st century competencies and college and career readiness standards with all students.

Actions to be Taken to Reach Goal	Person(s) Responsible	Tools & Resources	Means to Assess Improvement	Timeline	Methods of Reporting Progress
1. Create Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Block (IAB) Committee for IAB implementation.	Administration; Math department; ELA department	TOSA support/trainings; District PD; PLCs	Formation of committee; Meeting minutes; Frequency and results of IABs	Formation of committee by end of 2016-17 to begin implementation of IABs in 2017-18	PLCs; Staff meetings; Leadership team meetings
2. Implement use of periodic Interim Assessment Blocks (IABs) for English Language Arts (ELA) Smarter Balanced Assessment Consortium (SBAC) Summative Assessment.	Administration; ELA department; IAB committee	SBAC IABs; TOSA support for IAB training, proctoring and scoring	Comparison of IAB results; District data; SBAC data	2017-19 (1 IAB yearly) 2019-21 (2 IABs yearly)	PLCs; Staff meetings; District PLCs
3. Implement use of periodic Interim Assessment Blocks (IABs) for Mathematics Smarter Balanced Assessment Consortium (SBAC) Summative Assessment.	Administration; Math department; IAB committee	SBAC IABs; TOSA support for IAB training, proctoring and scoring	Comparison of IAB results; District data; SBAC data	2017-19 (1 IAB yearly) 2019-21 (2 IABs yearly)	PLCs; Staff meetings; District PLCs
4. Pilot California Science Test (CAST).	District Administration; Administration; Science department	District professional development; TOSA support; SBAC resources; Chromebooks;	CAST scores	Spring 2016-17 (12th grade cohort)	PLCs; Staff Meetings; District PLCs/staff development
5. Adopt NGSS aligned Sciences curriculum.	District Administration;	NGSS standards; NGSS framework	Pilot leading curriculum options	To Be Determined;	PLCs; Staff

	Administration; Science department; Governing board		determined by Science curriculum adoption committee; assessment of pilot effectiveness	presently scheduled for 2018-19	meetings; District PLCs
6. Create/Implement digital pre/post assessment for students in all Mathematics courses to determine need in addressing claims and targets for remediation/SBAC.	Administration; Math department	TOSA support; Math department PLCs with BOHS; Apex Learning	Pre/post assessment results	Begin research of pre/post assessment options available in 2016-17; Pilot pre/post assessment options in 2017-18; Implement pre/post assessment benchmarks in 2018-19	

LEA Goal #3: Cultivate a positive, safe and respectful school environment that promotes engagement and school connectedness which includes a system of communication and support for students, parents, and staff.

Critical Learner Need #3: Brea Canyon High School has identified a need to build connectedness and inclusion of all stakeholders (district, governing board, parents, students, staff, and community and business partners) in school events, assessment of student achievements, and input to school processes.

Actions Identified in LEA LCAP:

- Implement and communicate a consistent district-wide approach for supporting student behavior.
- Engage stakeholders in participating and planning the educational program of students.
- Utilize technology tools, website, social media, and newsletters to inform parents, promote involvement and solicit input.

Rationale: Brea Canyon High School, through the self-study process, has determined that although significant gains have been made in building connectedness with its parents, community and other stakeholders there is still a need for inclusion of a broader-stakeholder base in the assessment of school wide processes and student achievement.

Growth Targets:

1. Increase and maintain parent and community participation.
2. Increase student attendance rates.
3. Increase number of graduating seniors enrolled into a postsecondary institution by 1%.
4. Decrease percentage of behavior referrals and suspension rates.
5. Implement a broader-based outreach for refinement and assessment of school processes.

Schoolwide Learner Outcomes Addressed: (ESLRs)

3. Every student will develop positive citizenship skills; these include cooperation, respect for cultural diversity, responsibility for choices, career planning and participation in school and community.

Impact on Student Learning: Through the inclusion, participation, and input of a broader-stakeholder base, Brea Canyon High School students will be empowered in their learning and achievement as a result of a more well-rounded program that emphasizes academic success, college and career readiness, and positive citizenship.

Brea Canyon High School Action Plan Goal #3:
Brea Canyon High School will continue to strive for improved communication with its parents, community and other stakeholders by including a broader-stakeholder base in the assessment of schoolwide processes and student achievement in cultivating a positive,

safe and respectful school environment.

Actions to be Taken to Reach Goal	Person(s) Responsible	Tools & Resources	Means to Assess Improvement	Timeline	Methods of Reporting Progress
1. Reevaluate On Your Own (OYO) graduation requirement course to include more 21st century and college and career preparedness criteria.	Administration; OYO teacher; All staff	OYO Google classroom; OYO curriculum/ rubrics; Chromebook; Governing board members; Business community; District leadership	OYO presentations/ portfolios; OYO interview panel assessments; OYO PLCs	Begin course needs evaluation 2016-17. Implement amendments to course in 2017-18. Determine next steps in 2018-19. Evaluate new course standards 2019-21.	Board meetings; Staff meetings; Principal newsletters; Completion of course; Graduation rates
2. Establish a baseline of graduating seniors enrolled in a 2-year community college.	Principal & Counselor	FCC partnership with BOHS; college breakfasts/lunches for admin/counselors	Student enrollment into postsecondary education institutions	Begin with 2016-17 pilot FCC partnership	PLCs; Staff meetings
3. Utilize .2 guidance counselor from Brea Olinda High School to hone in on graduating senior cohorts in building Fullerton Community College partnership at Brea Canyon High School.	Principal & Counselor	FCC partnership with BOHS; FCC 100F COUNS course; BOHS/BCHS PLCs	Number of BCHS students enrolled at FCC; Number of students taking FCC placement exams; Number of FAFSA	Begin baseline in 2016-17; Continuous	PLCs; Staff Meetings

			applications completed; AERIES notes for students meeting with counselor		
4. Decrease suspension rate to ≤ 5% through implementation of schoolwide Positive Behavioral Interventions & Supports (PBIS) tiers system.	All staff	PBIS coaches forums; District funding; PBIS leadership	Behavior referrals; Suspension rates; Target groups levels of intervention; Number of Coyote Card/Coupon distributions; Number of quarterly Coyote recognitions	Tier 1 implementation completed by 2016-17. Tier 2 implementation by end of 2017-18. Tier 3 implementation by 2018-19	PLCs; Staff Meetings; Suspension rates; Number of minor/major referrals
5. Decrease truancy rate by 2%.	Administration; Office staff				