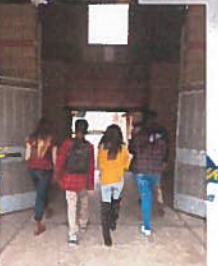
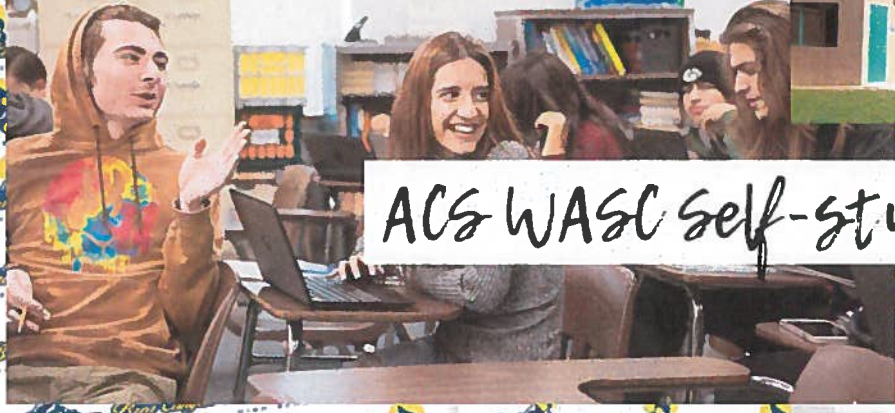


ACS WASC self-study Report 2016-17

Brea Canyon High School



BREA CANYON HIGH SCHOOL



**BREA CANYON HIGH SCHOOL
SELF-STUDY REPORT**

**689 N. Wildcat Way
Brea, CA 92821**

BREA OLINDA UNIFIED SCHOOL DISTRICT

March 27-29, 2017

BREA CANYON HIGH SCHOOL

689 N. Wildcat Way
Brea, CA 92821
Office: 714.990.7882
Fax: 714.993.7587
Independents Studies: 714.990.7559

BREA OLINDA UNIFIED SCHOOL DISTRICT

Board of Education

Nicole Colon, President
Carrie Flanders, Vice President
Kevin J. Hobby, Clerk
Bill R. Hall, Member
Gail Lyons, Member
Rodd Todd, Member
Paul Ruiz, Member

District Administration

Dr. Brad Mason, Superintendent
Anne Flesher, Assistant Superintendent of Educational Services & Personnel
Jean Aldrete, Assistant Superintendent of Business Services

Brea Canyon High School Faculty & Staff

Eric Barrientos, Principal
Andrew Babbitt, At-Risk Counselor
Mayra Meza, Administrative Assistant

Teha Hooghkirk, Art
Cindy Johnson, RSP/English
Terry Kegel, English/Gov't
Bryson Burns, Social Sciences/Econ/OYO
Steven Orme, Mathematics/Student Leadership
Robert Very, Sciences/Health/PE
Matthew Swindle, Ed.D, BCHS & BOHS Ind. Study

Letty Minor, Records Clerk
Veronica Garza, Paraprofessional
Sabrina Sandoval, School Psychologist
Juan Romo, Custodian

Support Personnel

Officer Shannon Buckels, School Resource Officer, Brea Police Department
Mrs. Barbara Estrella, Speech and Language

TABLE OF CONTENTS

Preface	03
Chapter I: Progress Report	04
Chapter II: Student/Community Profile and Supporting Data and Findings	10
Chapter III: Self-Study Findings	34-108
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	34
B: Standards-based Student Learning: Curriculum	51
C: Standards-based Student Learning: Instruction	63
D: Standards-based Student Learning: Assessment and Accountability	79
E: School Culture and Support for Student Personal and Academic Growth	92
Prioritized Areas of Growth Needs from Categories A through E	108
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	109
Chapter V: Schoolwide Action Plan	110
Appendices	116

Preface

As the new principal of Brea Canyon High School (BCHS), it has been a dutiful task in not only understanding the culture and processes of this model continuation high school, but also working to continue the excellence established by my predecessor who dedicated fourteen (14) years of service to the Brea Olinda School District (BOUSD) and to Brea Canyon High School specifically. In my six (6) months of service with Brea Canyon High School, I have come to appreciate the dedication of the staff and faculty of BCHS and their fervor for improving student learning and student achievement. Their efforts extend beyond the classroom to an interpersonal level, making Brea Canyon High School a very special place to be an administrator, team member, and Coyote. Three (3) years ago the Focus on Learning (FoL) model was used at Brea Canyon High School during our Mid-Cycle Progress Report in ensuring our continued efforts in meeting the criteria of our targeted critical needs. Of the seven (7) teachers that continued our FoL process in 2014, two (2) have left BOUSD; our Science/PE teacher left to serve as an administrator in the Orange Unified School District ; and our History/OYO teacher was hired as an AP US History teacher at Troy High School with the Fullerton Joint Union High School District. Additionally, a new school psychologist joined the leadership team in 2016, along with a 50% At-Risk Counselor (2015) who was a staff member at BCHS during the time of our mid-cycle self-report, but as a LCFF Aide. The combined efforts and expertise of our new and veteran staff have contributed to the FoL process for this 2016-17 full self-study report. Input from students, staff, families, and community stakeholders was solicited since our mid-cycle through an array of mediums– from community climate surveys, School Site Council, Local Control and Accountability Plan (LCAP) surveys conducted by the district, to parent orientations/meetings and individual informational sessions.

During the 2015-16 school year, Brea Canyon High School began its process of applying for recognition from the California Department of Education as a model continuation high school. Through the FoL process and tireless efforts by the BCHS staff and administration, Brea Canyon High School was recognized as a “Model Continuation High School” on March 28, 2016. This acknowledgement I further demonstrates how the school-wide processes of Brea Canyon High School strive to promote student personal, emotional, and academic success in addressing the whole student. These school-wide processes are expressed through the BCHS Mission Statement and the BCHS Expected Schoolwide Learning Results (ESLRs).

I would like to express my gratitude and appreciation to not only the Brea Canyon High School staff and faculty for their tireless dedication, but also to our Coyote students and families, and to the Brea Olinda Unified School District leadership and personnel in providing an honest and thorough assessment, through multiple lenses, of the processes and programs of our school. Their combined input helps Brea Canyon High School ensure that we are doing the things we say we are doing in providing a rigorous and appropriate learning environment that is building essential 21st century competencies within all Brea Canyon High School students in preparation to be college and career ready for an ever-evolving global and digital workforce.

In fourteen (14) years of personal experience with alternative programs, both on the county and comprehensive levels, Brea Canyon High School, in its entirety, has been almost like a homecoming. The staff, faculty, students, and families have made this first year feel not only welcoming and collaborative, but productive and progressive in their willingness to try new interventions and procedures aimed to only further strengthen the excellence of Brea Canyon High School's model program.

