

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

BREA OLINDA HIGH SCHOOL

**789 Wildcat Way
Brea, CA 92821**

Brea Olinda Unified School District

March 2-4, 2015

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Chapter I: Student/Community Profile

Brea Olinda High School (BOHS) is the only comprehensive high school in the Brea Olinda Unified School District and serves most of the Brea community. The current fifty-acre high school complex opened in 1989 and was the first public high school in California built without state aid and at no cost to local taxpayers. In 1994, BOHS became the first school in California connected to the Internet and now sponsors a Global Information Technology Academy (GITA).

Recognized as both a California Distinguished and National Blue Ribbon School, BOHS is known for excellence in the “Four A’s”--academics, arts, activities, and athletics. Seven National Merit Scholars, eight Hispanic National Merit Scholars and four finalists have been produced in the last six years. When it was the requirement, BOHS consistently met federal Adequate Yearly Progress (AYP) targets and California Academic Performance Index (API) growth targets until the 2012-2013 school year. With scores of extracurricular clubs and programs, students routinely earn recognition and honors in various competitions. Although some schools in the district are Title 1 schools, Brea Olinda High School is not designated as a Title 1 school.

Brea celebrates a very diverse student population, and presently has an enrollment of 1,888 students in 2014-2015. The student body is equally divided with 50% male and 50% female students, 34.1% Caucasian, 21.8% Hispanic, 11.8% Asian, 1.6% African-American, 2.8% Filipino , 27.1% two or more races or ethnicities, .6% other. Although BOHS is not designated as a Title 1 school, 19.8% of the students were on free and reduced lunch during the 2013-2014 school year, a percentage which is steadily increasing each year—the 2014-15 percentage is 23.5%.

California Standardized Test Scores

BOHS students scored higher than the state of California in most subject areas on the CST exams. BOHS staff worked to move students up a band each year using a “Faces to the Data” approach, with the goal of moving all students to the Proficient band. In English/Language Arts, the percentage of Proficient or Advanced has remained relatively steady. Math scores are mixed, but there has been a 10 point decrease from 2010-2013. Social science and science scores slightly decreased overall as well.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71	70	71	73	75	73	54	56	55
Mathematics	57	54	47	66	67	65	49	50	50
Science	85	86	80	81	82	80	57	60	59
History-Social Science	66	63	61	65	64	65	48	49	49

Note: Scores are not shown 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.

CAHSEE Statistics

The California High School Exit Exam is taken each spring by sophomores. who do not pass are required to re-take the test until they pass. An extrem percentage of BOHS students pass both portions of the exam on the first administration each year.

California High School Exit Exam (CAHSEE) <i>10th Grade Census Administration</i>				
	2011	2012	2013	2014
# Taking ELA Portion	480	464	477	465
% Passed ELA	94%	94%	93%	95%
# Taking Math Portion	480	455	465	467
% Passed Math	97%	98%	95%	97%

Academic Performance Index

Brea Olinda High School has an Academic Performance Index of 846. Since the beginning of No Child Left Behind (NCLB) reporting criteria, BOHS consistently met all targets school-wide and for significant subgroups until the 2012-2013 reporting year in which the school fell short with a couple of subgroups. During this time, the school spent considerable time in PLC groups examining test scores and putting “faces to the data” in an effort to move all subgroups to the proficient and advanced bands. As the NCLB percentage target rose (approaching the 100% standard of 2014), BOHS recognized that, although the school showed improvement most every year, they were going to come up short at some point. For them, it was just prior to the 2014 100% standard.

The school continued to focus on data-driven instruction, and in 2012-13 began to look at CCSS, and examine the difference in CST and the CCSS transition.

In 2010, Hispanic and socioeconomically disadvantaged subgroups showed an increase in API scores, with scores for all groups fluctuating over the ensuing three school years.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	73	65	80	65
All Student at the School	71	47	80	61
Male	66	48	79	67
Female	77	46	82	56
Black or African American	59	48		47
American Indian or Alaska Native				
Asian	82	73	88	76
Filipino	70	40	79	57
Hispanic or Latino	63	33	74	51
Native Hawaiian/Pacific Islander				
White	73	48	82	63
Two or More Races	88	47		
Socioeconomically Disadvantaged	56	36	76	47
English Learners	19	29	19	12
Students with Disabilities	44	29	74	21
Students Receiving Migrant Education Services				

CELDT Scores

BOHS students who take the CELDT exam, score significantly higher than the state average. Over the past three years, average scores have declined, mainly because students are re-designated more efficiently than in the past. BOHS students continue to exceed the state average.

English Language Development Test (CELDT)

Number (top row) and Percent of Students (bottom row) at Each Overall Performance Level

Performance Level	2011					2012					2013				
	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total
Advanced	1		4	4	9		1	2	8	11			1	4	5
	9.0	0.0	22.0	18.0	13.0	0.0	6.0	11.0	57.0	17.0	0.0	0.0	11.0	24.0	8.0
Early Advanced	5	7	8	8	28	7	6	4	1	18	12	11	5	6	34
	45.0	41.0	44.0	36.0	41.0	44.0	38.0	21.0	7.0	28.0	60.0	65.0	56.0	35.0	54.0
Intermediate	4	4	5	8	21	7	5	10	4	26	7	4	1	4	16
	36.0	24.0	28.0	36.0	31.0	44.0	31.0	53.0	29.0	40.0	35.0	24.0	11.0	24.0	25.0
Early Intermediate		5		1	6	2	3	3	1	9	1	2	1	3	7
	0.0	29.0	0.0	5.0	9.0	13.0	19.0	16.0	7.0	14.0	5.0	12.0	11.0	18.0	11.0
Beginning	1	1	1	1	4		1			1			1		1
	9.0	6.0	6.0	5.0	6.0	0.0	6.0	0.0	0.0	2.0	0.0	0.0	11.0	0.0	2.0
Number Tested	11	17	18	22	68	16	16	19	14	65	20	17	9	17	63
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Advanced Placement and Honors Classes

BOHS offers the Distinguished Scholar Program which recognizes students who take at least ten honors or Advanced Placement courses in grades 9-12 including three courses in grade 12. The following are honors and Advanced Placement courses offered at BOHS.

English

Lit/Comp 1 Honors
 Lit/Comp 2 Honors
 AP English Language
 AP English Literature

World Languages

AP French 4
 AP Japanese 4
 AP Spanish 4
 AP Chinese 4

Mathematics

Pre-Calculus Honors
 AP Calculus AB
 AP Calculus BC
 AP Statistics

Science

Honors Biology
 AP Biology
 Honors Chemistry
 AP Chemistry
 AP Physics 1
 AP Physics C (Electricity &
 Magnetism)
 AP Physics C (Mechanics)
 AP Environmental Science

History/Social Studies

AP European History
 AP United States History
 AP US Government &
 Politics
 AP Comparative
 Government
 AP Economics (Macro)
 AP Economics (Micro)

Visual & Applied Arts

GITA 1/Comp Science 1
 GITA 2/Comp Science 2
 GITA 3/Comp Science 3
 AP Computer Science

The number of students taking AP tests and the number of tests taken has increased over the last four years without a drop in the percent of students passing. The number of AP Scholars has increased over the last five years.

Advanced Placement Tests					
Year	2010	2011	2012	2013	2014
# of Test-Takers	466	443	444	429	466
# of Tests Taken	921	906	929	877	923
Total % Passed	72.5%	75.2%	76.1%	72.7%	69%
Equity & Excellence*	39.0%	39.5%	39.3%	36.7%	39.2%
# of AP Scholars	110	131	138	145	144

* Percent of graduating seniors who have taken and passed at least one AP exam during high school

Average Class Size

The average class size at Brea Olinda High School is 39 students. The table below reflects the average class size by department for 2014-2015.

Subject	Class Size	Average Class Size Per Section
English	1934	35.1
Mathematics	1700	32.3
Social Sciences	1445	34.41
Science	1578	31.7
World Languages	1137	33.6
Fine Arts	1046	31.8
Practical Arts	515	30.05
Physical Education	784	24.5

Chapter II: Progress Report

Since the 2008 full self-study, Brea Olinda High School experienced some significant changes. The Small Learning Communities (SLC) Grant funds that supported interdisciplinary teams working with students ended in June 2010. Due to budget cuts at the state level, Brea Olinda Unified School District instituted furlough days and shortened the school year by nine (9) instructional days over the past three (3) years. The full school calendar was restored for the 2014-15 school year.

In June 2010, the California State Board of Education adopted Common Core State Standards. Brea Olinda High School teachers began the implementation of Common Core through professional development provided by Orange County Department of Education in spring 2013. All teachers engaged in three sessions centered on Habits of Mind, the thinking process skills integrated into the Common Core State Standards for English Language Arts and Literacy in the History/Social Studies, Science, and Technical Subjects and Mathematics.

A new Assistant Principal of Curriculum and Instruction joined the administrative team in the summer of 2013. During this year, the Brea Olinda Unified School District also purchased six carts of 40 Chromebooks (240 total) for Brea Olinda High School to use for classroom instruction and the California Assessment of Student Performance and Progress (CAASPP) Grade 11 online testing. Core subject area teachers (English, mathematics, social studies, and science) engaged in two days of training per subject area to extend their knowledge and understanding of Common Core State Standards using the Chromebooks, which offer many tools through Google Apps for Education. Brea Olinda Unified School District also created a district Google domain, and all high school staff are undergoing a transition to utilizing Google Apps such as Gmail and Google Drive for their daily work.

The PLC process at Brea Olinda HS has facilitated department collaboration and the discussion of best practices in the classroom. Wednesday mornings serve as the day that all teachers meet by departments to review data, and plan formative and summative exams. Prior to 2011, Data Director was the tool used to develop assessments. In 2011 the school switched to *Illuminate* to administer common benchmark assessments and retrieve reports on student achievement on the benchmarks.

English, social studies, science, and mathematics teachers are currently working as departments and subject matter teams within the departments to revise standards schedules for Common Core State Standards and Next Generation Science Standards. The Brea Olinda Unified School District partnered with Key Data Systems to work with English and mathematics teachers to become familiar with the new standards, the tools available on *Illuminate* (such as *Activate Instruction*), and draft Common Core State Standards schedules by quarter as well as common formative assessments to gauge student progress on the standards. Half the BOHS science department attended a symposium on implementing Next Generation Science Standards in May 2014, sharing information and devising next steps for moving forward during the August 2014 staff development day.

Social studies teachers worked over the summer and during the school year to integrate Common Core State Standards for English/Literacy in Social Studies, Science, and Technical Subjects with a focus on instruction and assessments. The World History subject matter team worked over the summer to create a shared Google folder of materials for each unit, and the United States History team began work on revising their assessments for the 2014-15 school year. Teachers at BOHS view the PLC process as a journey and a great tool for teachers to improve instruction and support each other.

The BOHS Staff and School Site Council have used the PLC process to review data from several sources, such as teacher-generated benchmarks and formative assessments as well as standardized test scores (CST/CCSS, ACT, SAT), on an annual basis to reflect on student progress as it relates to the site plan action goals. PLC teams review benchmark data on a quarterly basis to determine areas of strength and re-teaching opportunities in their subject matter. Priority standards outlined in pacing guides and common formative assessments are continually reviewed and modified based on the ongoing changes in staff, standards, and courses.

Strategies such as Socratic discussions, art projects, student-created videos, creative labs and experiments, and a variety of teaching methods have enabled students to receive instruction that supports many learning styles. Students are advised to attend after school peer tutoring when needed, and the counselors actively monitor student achievement, meeting with students when they see areas of concern. Students are supported in making wise choices during the course selection process through counseling, teacher recommendations and by referring to AP and Honors course Balance Sheets, which provide student-generated feedback regarding the rigor and hours required for each course.

Teachers update grades on an ongoing basis and communicate with parents and students via Aeries, ABI Parent Portal. Many teachers also use *Illuminate* to review student data, create tests, and obtain assessment results for the class and individual students. In January 2014, Brea Olinda High School began training core subject area teachers on how to use Google Apps for Educators using the newly purchase Chromebooks. Most students now have a BOUSD student Google account to complete assignments and collaborate on projects.

Chapter III: Self-Study Process

The previous ESLR's were based on the word WILDCATS with every letter representing a different ESLR. Early in the current WASC process, the focus groups were asked to analyze and amend the "WILDCATS" acronym. Several new possibilities were proposed based on data review and recent changes in education. These were narrowed down to three by the self-study leadership team. Those three possibilities were then voted on at a school-wide staff meeting. The new SLO's are a shorter, more concise version of the previous ESLR's. The new SLO's are symbolized by the word "CATS".

C – Critical thinkers

A - Apply information

T – Technologically capable

S – Socially Aware

CATS account for students' needs as shown by data and include staff input, especially perception data, and changes in education and workforce needs. These CATS were discussed with the Students.

During the self-study process, student, parent and classified staff meetings took place to elicit feedback and to explain the self-study process to stakeholders. The Principal also held parent meetings in September and October of 2014 to gather feedback and explain the WASC process. A third meeting at the beginning of the second semester was held to review the self-study and prepare for the visit. The Assistant Principal of Activities and Business Services met with a diverse WASC Student Focus group and the Principal met with the parents. WASC meetings were held with classified staff members during the second semester of the 2014-15 school year. Classified staff shared with the visiting team that they were not as involved during the process this time as in years past.

During the December 2014 WASC meetings, focus groups reviewed their critical learner needs and as a staff, they shared their action steps and goals for these areas of need. BOHS conducted seventeen focus group meetings to evaluate the effectiveness of the programs and organizational structure of BOHS based on WASC standards. The meetings provided valuable feedback from all stakeholders, and everyone in the BOHS community had the opportunity to assess the current academic programs at BOHS and to provide feedback on its areas of growth.

During the self-study process, BOHS staff analyzed student performance, demographic, and perception data with an eye toward transitions and upcoming changes in standards and technology. From those conversations and meetings, staff generated the following list of questions to guide next steps and future PLC collaboration.

Learning and Applying Knowledge

- How are students taught (and how do we measure that skill) to connect prior knowledge to new concepts? (scaffolding)
- What opportunities do we give students to put this “scaffolding” into actual practice?
- Do students really connect prior knowledge to current content in a meaningful way?
- How would this efficiently be assessed by anything other than simple observation?
- How can a department agree upon the value of their essential skills and knowledge of learning?

Higher Level Skills

- Can we define the terms to be measured in each subject area? (i.e., what does analyze, critical thinking, etc., look like in different subjects?)
- How can we better work on the verbal aspect as evidence of sound reasoning and critical thinking?
- How can we ensure that inference and analysis skills are being developed/taught/practiced throughout all subject areas?
- How do we define critical thinking across the curriculum? How do we know it when we see it?
- What are the fine lines distinguishing between critical thinking and application of knowledge? Does the application of knowledge lead to critical thinking?
- What are students’ perceptions or definitions of critical thinking?
- How are we judging and assessing critical thinking now?
- How will we work across disciplines to develop assessments and rubrics to measure students’ critical thinking and reasoning skills, and the approach towards proficiency in these areas?

Research

- Is determining the validity of research sources really technology skills?
- How do teachers use a common terminology across curriculum to discuss credible courses and citations?
- Are assertions supported by the evidence sought, or is there a disconnect?
- Do students actually document (cite) legitimate primary sources to support their research and claims?

Technology

- How do we assess what current technology skills students already have, especially related to research via technology? (pre/post tests?)
- How is each teacher using technology currently in the classroom?

- How can we measure technology skills across all curricular areas?
- How will the use of technology be different for Common Core State Standards?

Teachers access data from formative and summative assessments via Illuminate and meet as professional learning community (PLC) teams to analyze data and monitor student progress throughout the semester. BOHS staff note improvement in student performance after reviewing several types of assessment scores. The number of AP tests taken and passed has increased. The students are better prepared through the assessment processes in AP classes. The percent of students scoring proficient and advanced on the CST exams and the percentage of 10th grade students passing the CAHSEE has increased over the past several years as well.

BOHS teachers use the Aeries Browser Interface (ABI) Parent Portal to record daily assignments, quizzes, and tests, and to communicate with parents. Teachers submit progress report grades every four or five weeks, which are also available to students and parents on the ABI Parent Portal. The D and F percentage rate decreased over the past six years in most subjects. All students who have a D or F meet with their counselor to discuss their academic progress on a quarterly basis.

BOHS has a solid assessment monitoring system in place to determine student progress toward achievement of academic standards and SLO's. Illuminate and curriculum-embedded assessments measure student progress on a formative and summative basis. Parents and students can access information about test scores and grades at any time using the ABI Parent Portal. Staff annually reviews standardized testing data to reflect on the successes and areas of growth from the previous year.

Feedback from parents, governing board members, and other stakeholders is also gathered at events such as community information nights, Back to School nights, and Open House. Teachers utilize PLC meetings to deepen their understanding of CCSS and evaluate their current pedagogy. These discussions help determine best instructional practices to support students learning the new standards. The administrative team, PLC teams, and individual teachers' school-wide and yearly professional goals are based on the findings to address critical learner needs and SLO's.

Based upon the WASC self-study process and the BOUSD Local Control Accountability Plan (LCAP) goals, BOHS staff identified three critical learner needs and two long-term goals to guide their work over the next several years.

Critical Learner Need #1: Students need to build proficiency in literacy skills across all content areas and 21st century skills (communication, collaboration, creativity, critical thinking).

Critical Learner Need #2: Students need to develop proficiency with technology as an instructional and assessment tool.

Critical Learner Need #3: BOHS will target minority student populations for advancement in Honors and AP courses that offer more challenging coursework to prepare students for post-secondary education and career.

LONG-TERM GOAL #1:

BOHS will bridge the achievement gap for all students in all subgroups by meeting or exceeding the Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) Level 3 (indicates adequate understanding and ability) in all claims for both English Language Arts & Literacy and Mathematics.

LONG-TERM GOAL #2:

BOHS will increase the percentage of students who demonstrate college and career readiness in English language arts and literacy, and mathematics.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision and Purpose

The mission of BOHS is “to provide an effective, comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust and cooperation among students, staff, and parents.” BOHS has several clubs and programs on campus such as: Link Crew, Brea Pride, Gateways, BITA, GITA, and an award winning Guidance Department to support their mission.

BOHS promotes teacher leadership and professional development opportunities through PLC's. PLC's were adopted as a result of a previous WASC self-study. BOHS has time built into every Wednesday to meet and collaborate about state testing data, creating and utilizing common assessments, analyzing student work, and developing pacing guides and standard schedules to reflect CCSS. BOHS's School-wide Learner Outcomes, CATS, is displayed in classrooms.

The school's mission is found in the student handbook. Neither the school nor the district has a printed Vision Statement. The idea that “Learning is our priority, with opportunity for all.” has been stated as the vision statement by the superintendent. During the self-study process and with input from all stakeholders, the old ESLR/SLO, WILDCATS, was changed to CATS (**C**ritical Thinkers, **A**pply Knowledge, **T**echnologically Capable, and **S**ocially Aware) to more accurately and powerfully reflect their vision for more technology in instruction, CCSS instructional strategies and writing skills in classrooms, and social awareness.

BOHS has an “open access policy” for all AP and Honors classes. This policy was put in place to increase high academic achievement with a focus on college and career

goals for all students. The result of this change has been an increase in the number of AP courses offered at BOHS.

Their SLOs have driven their decision to provide increased access to technology through the purchase of Chromebooks and a wireless campus. It has also guided the professional development offerings for teachers in several areas such as the use of Google Drive and Docs, Next Generation Science Standards (NGSS), and CCSS training.

A2 Governance

The governing board for BOHS is made up of seven elected BOUSD Board of Trustees members. Their policies and bylaws are aligned with the school's purpose and they support the SLO's and data-driven instructional decisions for the school. The principal meets weekly with the district administration team to discuss school issues. The principal also serves on the Superintendent's Cabinet.

District policies and procedures are provided to all staff members through an Employee Personnel Handbook. The handbook also clarifies the district's procedures on the chain of command and teacher evaluations.

Parents are actively involved as stakeholders for the school. They understand the role of the Board of Trustees. There are many opportunities for parents to get involved including School Site Council and PTSA, a large number of parents get involved through the various booster clubs that support the many programs at BOHS. There are also community-sponsored support and governance groups such as the Brea Education Foundation whose mission is to support STEM and arts education.

Stakeholders are involved in district strategic planning, including the BOUSD Technology Master Plan. The BOUSD Technology Master Plan includes the ongoing development and support of online instruction, use of personal devices for classroom activities, professional development in Google Drive and Docs, Haiku, and Illuminate, the purchase of Chromebook carts (40 computers per cart), and internet safety and security guidelines.

Aeries is their current operating system for grades and student progress. The parent portal provides parents with regular updates and messages about their student's progress.

Students, staff and parents at BOHS feel that their school is a safe campus and as a result had only 35 suspensions during the 2013-2014 school year. The school also provides "Text-a-Tip," a hotline that supports the safety goals of the school and the mission to develop responsible citizenship on site.

A3. Leadership and Staff Criterion

BOHS's School Site Council consists of students, teachers, parents, and classified staff. The council serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. The BOUSD goals outlined in the Single Site Plan include: 1) proficiency in essential areas of skill and knowledge, 2) access to rigorous and relevant 21st century learning tools, resources, and skills and 3) positive, safe, and respectful school environment representative of the diversity at BOHS. The SSC meets three times each year to discuss and plan achievement data and student need.

A4. Leadership and Staff Criterion

Teachers at BOHS are highly-qualified according to NCLB requirements, and all online instruction teachers must have "Leading Edge Certification." Teachers participate in an induction program which they are responsible for as individuals.

The 2014-2015 school year is the first year in six years without furlough days in the instructional calendar.

Every Wednesday morning, the teachers attend Professional Learning Communities (PLC) meetings for 45 minutes within their department and subject teams to discuss pacing guides, formative and summative assessments, Common Core implementation and any other needs or concerns. The PLC time assists teachers in discussing and monitoring student progress.

The employee handbook is updated yearly and distributed during the staff development day before school begins. Teachers are assigned to one of the administrators, who serves as their supervisor/evaluator for each school year.

Department chairs attend monthly meetings with the principal to help in making school policy decisions, bringing information from department members to the meeting to improve communication amongst school staff.

Special Education teachers work with general educators to modify tests and assignments for students with disabilities as well as using co-teaching strategies in various subjects to support student learning.

Teachers, counselors, and staff members provide guidance and encouragement for students to succeed in post-secondary education through Life Skills courses, the Career Cruising program, College Fairs, WUE presentations, and other programs available at BOHS.

A5. Leadership and Staff Criterion

The new CCSS are increasing the professional development offerings for BOHS teachers. Along with training in CCSS, BOHS has provided its staff with PD from the National Science Teachers Association Computer-Using Educators, and summer work

(Integrating Literacy Standards into World History and Biology with Primary Source Documents and Inquiry-Based Investigations).

The support of professional development/learning has also impacted course offerings and quality of instruction. Three years ago, three teachers became certified to teach Expository Reading and Writing Course (ERWC). Advanced Placement (AP) teachers who are new to teaching an AP course and those whose AP courses are revised and require a new audit submission receive AP training.

Counselors attend college conferences for UC's, Cal States, individual private schools and community colleges. They also attend CASC conferences and they are the driving force behind the organization of OC-CASC.

Each Spring, teachers request subject(s) they want to teach (that are aligned with the credentials they hold). The department chair submits recommended department assignments to the Principal and Asst. Principal for review. The Principal and Asst. Principal build the master schedule based upon the submitted staff requests and student course requests.

SPED teachers work with GEN ED teachers to modify tests and assignments for students with disabilities. They also use co-teaching strategies in various subject to support student learning including a Learning Center that provides tutoring support throughout the school day and IEP's at a Glance data.

The PLC process has helped build greater leadership capacity among the teaching staff as they have become more self-directed and more helpful to fellow staff members.

Teachers meet every year with his/her supervisor to choose two professional goals for the year and to provide actions to implement them as well as the overall school-wide goal. These professional goals are based upon the California Standards for the Teaching Profession. Administrators conduct at least one formal instructional observation every other year. Probationary teachers are formally observed twice every year. PLC groups are used to move towards school-wide goals.

A6. Resources Criterion

Ninety percent of the school budget is allocated to academic departments for classroom supplies. A small portion of the 2014/15 budget was allotted to purchase up to five new computers, five projectors, and three doc cams to replace outdated technology. A full-time Computer-Technician is on campus to support the maintenance of computer and network equipment. A full-time Media Technician maintains print materials and monitors the check-out process of Chromebook carts for classroom use and to reserve the computer lab.

The ASB budget follows all district business and accounting practices.

The building and grounds are maintained by four custodians. This minimal support has had an impact on the cleanliness of the campus. Prior issues with air conditioning have

been eliminated due to the installation of new large compressors. .
The BOHS site Common Core Implementation Grant provided resources for any teacher interested in pursuing online instruction certification. At this school, only one teacher has online certification.

The Single Site Plan is aligned to the Local Control Accountability Plan to provide resources that support attainment of the district and school goals. The school administration monitors the implementation of the specific action items in the SSP, and provides feedback to the SSC and other leadership teams.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- The BOHS Guidance Department is a dynamic and powerful asset to the school and its mission.
- The school effectively maximizes the use of staff expertise for all assignments, PD offerings, and special programs.
- Evidence suggests that staff readily provide personal time and money to further their own professional development.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- Prioritize allocation of district and site resources to address most critical needs (i.e. instructional materials and site maintenance)
- Clarify and communicate a clear instructional focus for the school and align PLC, professional development, and instructional resources to that focus.
- Expand administrative role in instructional strategies by conducting regular and ongoing classroom visitations, PLC participation, monitoring and feedback.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom observations
- Comments during Ad hoc student meeting
- Focus Group meetings
- PLC Observations

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

Educational Research

All teachers have been trained in Common Core State Standards and are beginning to align pacing guides and lessons with the Common Core State Standards for English Language Arts and Literacy, Mathematics, and Next Generation Science Standards. In some subject areas/classes, informational text discussion is utilized to promote critical thinking.

Core subject area teachers, also, participated in two days of Common Core State Standards and Google Apps for Education training in the 2013-14 school year. Some teachers have begun to implement this training by using Google Chrome books in their classrooms. During PLC sessions, teachers train their colleagues on how to use this and other technology (e.g. Google Classroom, Wikipedia) with their students. Additionally, PLCs are used to analyze their formative and summative student assessments and to modify rubrics.

Special education teacher trainings have included project-based learning & integrating technology.

Academic & College-Career Standards

Brea Olinda High School's curriculum prepares students for the High School Exit Exam, SBAC, SAT/ACT and AP tests as well as college and career. Academic courses are UC-approved and BOHS graduation requirements meet or exceed the A-G requirements. The Students' high A.P. test scores are reflective that BOHS' AP courses meet College Board standards.

The teachers use standards-based curriculum supported by approved textbooks, teacher-designed lessons, formative assessments, pacing guides, and online resources (e.g. Wikipedia) to address student learning.

Many core classes are aligned with the A-G requirements, including Math and Language Arts. English Learners (EL) are clustered in content areas that implement Common Core standards and that are aligned with the A-G requirements.

The Special Education Department meet students' individual needs through accommodations and modifications within the CCSS adoption. These students are mainstreamed, as much as possible, into college prep classes. The SDC Life Skills program's collaboration with the AP Environmental Science classes helps students with moderate-to-severe disabilities access the core academic science curriculum.

Common Core alignment to the curriculum is an on-going process. BOHS has begun to align the curriculum to the Common Core and Next Generation Science Standards. In math, Common Core alignment is in the beginning stages of implementation in three courses (Algebra 1A, Algebra 1, and Algebra 2). Math and language arts have moved

toward the creation of new pacing guides and benchmark exams based on the new standards.

An online course in World History is offered at BOHS. It is a UC-approved, hybrid course. Standards for the class are identical to the World History curriculum that is taught on campus.

Student Work – Engagement

Student work is displayed in many courses, as well as, online on staff web pages. During PLC sessions, teachers meet to analyze their formative assessments which are comprised of essays, projects and quizzes as well as their common summative assessments to determine expectations and modify rubrics.

Curriculum Accessibility

The counselors and teachers have continued to work together to review academic plans with students. Teachers provide written and verbal guidelines as to what courses will best serve students and meet college readiness standards, and counselors speak with all students regarding appropriate course selection to meet individual goals.

Incoming freshmen begin working with the ninth grade counselor in their second semester of eighth grade. They learn which curricular paths will be available to them as they enter high school. All eighth grade students visit BOHS for a one-day orientation as part of the course selection process. BOHS also hosts Annual 8th Grade Family Night whereby, the principal and counselors showcase the school's programs and the registration process is reviewed.

An annual Parent Night is held for students in grades 9-12. The topics include graduation requirements, college preparation and planning, financial aid, CSU/UC application workshops, community college, college testing, and Regional Occupation Program (ROP). There are translators available for parents who would prefer receiving this information in another language.

At least twice every year, counselors meet directly with students to review their academic goals and college/career aspirations.

BOHS has an "Open Access Policy" to Honors and AP courses which offers all students access to higher-level curriculum. Students with IEPs have the same opportunities as their peers in general education. Special education students have access to AP and to Honors classes.

BOHS has multiple methods of identifying promising students for AP and Honors classes. Students are placed based upon teacher recommendations and through BOHS's, recently counselor- implemented, GATEWAY program. Parents are informed of the various options by way of flyers printed in English and Spanish.

Additionally, BOHS has a club/program – Brea Pride - dedicated to serving potential first-generation college-bound students from traditionally underrepresented populations for advancement and support. Past Brea Pride outreach enabled students to receive free textbooks and bus passes for a semester at a local community college.

BOHS offers a wide range of elective options, including two academy programs. Building Industry Technology Academy (BITA) instructs students in all areas of construction technology. Global Information Technology Academy (GITA) is a high-profile software development program targeted to the high-achieving math and science student. BOHS has articulation agreements with a local community college for all GITA courses.

Integration Among Disciplines

AP Environmental Science collaborates with BITA, Life Skills and Foods to create and use food is produced by BOHS's sustainable school garden. Special Education "Life Skills" students regularly meets with AP Environmental classes for field trips, labs, presentations, and watching educational videos. Each winter, Performing Arts groups (Dance, Band, Drama, and Tech) produce an Evening of the Arts production. World Language classes study historical and cultural units surrounding events such as the French Revolution to support learning in World History and AP European History. And, English grammar concepts are supported through World Language course.

Curricular Review, Revision...

BOHS regularly assesses the curriculum and its rigor, relevance and coherence. While grading and homework policies vary by department and teacher, each PLC subject-matter team has agreed upon essential standards that students should master upon completion of the course.

Articulation

The ninth grade counselor closely articulates with Brea Junior High School and local private and parochial feeder schools. BOHS has hosted annual out-of-state and international college fairs with over 50 college and technical school representatives in attendance - up from 27 representatives two school years ago. Additionally, counselors receive information from each college representative about students with whom they have met, separate from the college fair. Also, military guest speakers are welcomed once a month.

Based upon conversations with counselors and students alike, Brea Pride, a program dedicated to serving potential first-generation college-bound students, has been a tremendously successful program with almost all club members attending college after graduation. Past Brea Pride outreach enabled students to receive free textbooks and bus passes for a semester at a local community college. The Guidance department coordinates field trips for these and other students to visit local community colleges, public and private universities, as well as, technical and vocational schools.

BOHS has developed articulation agreements with Fullerton College for all GITA courses. Students have served in prestigious Boeing Internships over the past several years. They are instrumental to supporting students with engineering or computer science career aspirations and assisting them when competing for acceptance at top universities. Several ROP classes offer articulation with local community colleges.

B2. Curriculum Criterion

Variety of Programs...

BOHS provides career exploration, preparation for postsecondary education, and pre-technical training for all students. BOHS offers 28 AP and honors courses within eight (8) career pathways, including two four-year academies: the Global Information Technology Academy (GITA) and the Building Industry Technology Academy (BITA). By way of the “Open Access” policy, Students can register for Honors and AP programs of their choice without being forced to follow any track.

BOHS uses American School Counselor Association (ASCA) model curriculum; Students are pre and post-tested in order to ensure that they comprehend the Freshman Focus curriculum which includes, study skills, anti-bullying, four-year educational plan, financial aid and scholarships, the relationship between college majors and careers, post-secondary goals and planning, and knowledge of A-G university requirements. Freshmen also complete a four-year educational plan that parents review as part of the “Skills for Success” curriculum. The counselors keep Excel spreadsheets on all sophomores, juniors and seniors listing their college and career plans. They re-visit and update this information each year and use this information to connect students to career speakers, college representatives, and scholarship opportunities, as well as, course selection and educational planning activities.

Career Cruising, on online program, provides career, skills and interest inventories for all students over their time at BOHS. Students are given a unique log-in for easy access from school or home. Counselors can query results by individuals or groups of students.

Student-Parent-Staff Collaboration

Teachers update, both, parents and students regarding their grades, upcoming assessments and assignments by way of ABI. Teachers submit updated calendars with assignments and due dates. School Messenger, Remind 101- sends counseling text messages to parents and students regarding college workshops and the ACSA counseling model. Meetings between students, parents, and teachers are scheduled on an as-needed basis to discuss academic progress.

Monitoring Student Plans and Post High School Transitions

The counselors and teachers work together to review academic plans with students to strengthen course options and post-secondary opportunities as early as the freshman year, so students will have the necessary tools and knowledge to satisfy requirements for colleges, universities and vocational schools upon graduation. As part of the Skills for Success class, students are required to research careers and provide an *action plan* on how they will pursue their future career preferences. Based on their preferences,

they are advised by the Guidance Department on how to best meet these goals in the course selection process. A variety of career interest information is available through the College and Career Center located in the main office.

The Special Education department teachers and staff review student schedules, so that students are kept on track to graduate. EL students are monitored at each grading period by their counselor.

B3. Curriculum Criterion

Real World Applications — Curriculum

During ninth grade, students are required to take Skills for Success - a semester-long course which teaches students about finances, budgeting, college preparation, check writing, social skills, listening skills and note-taking, how to write cover letters and resumés and career and university exploration.

The Special Education department has a valuable Life Skills program for moderate-to-severe learning disabled students that features Community Based Instruction, in which, students learn valuable survival skills, such as how to cook their own meals safely, maintain proper hygiene and organize their surroundings and schedules.

Meeting Graduation Requirements

The English and Social Science classes implement weekly reading and writing activities designed to prepare students for the CAHSEE and to meet standards of college rigor.

As part of the Skills for Success class, students are required to research careers and provide an *action plan* on how they plan to pursue their future career preferences. And, students complete career inventories using Career Cruising. Based on their preferences, they are advised by the Guidance Department on how to best meet their goals in the course selection process.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

- Teacher collaboration
- Counselor support
- College articulation
- Course /Elective offerings
- GATEWAY program
- Brea Pride
- Staff-Parent collaboration

Key issues for Standards-Based Student Learning: Curriculum:

- Sporadic posting of Goals & Objectives
- Sporadic posting of student work samples

- Identifying underrepresented students earlier for advancement to Honors & AP courses
- Limited technology for teachers & students (e.g. Chrome Books)
- Insufficient resources (EL)

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom observations
- Focus Group Meeting
- Self-study Report

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

Student Work Guiding Instruction

Observations of students working indicate that they are engaged in a challenging learning environment to assist them in achieving the academic standards, college- and career-readiness standards, and the C.A.T.S. Evidence from interviews and PLC meetings validates the school's efforts to modify instructional approaches based on an student needs.

BOHS relies heavily on PLC's to guide instruction. Observation and interviews validate the collaboration and effectiveness of these workgroups, both as sources of professional development and instructional alignment. Teachers place a strong emphasis on the State standards, and look to further professional development as NGSS are integrated. Using the standards, teachers use Illuminate to create and administer at least four common formative and three summative assessments and align instruction. The data obtained allow teachers to discuss modifying instruction during PLC time, while addressing strategies on closing achievement gaps.

CSTs have been used to guide instruction and curriculum. For example, the mathematics and Science teachers rely heavily on Illuminate, a student-data system, specifically targeting students scoring below proficient on previous CSTs in an effort to improve student achievement. As a result, Algebra 1A and Algebra 1B, both UC-approved courses, have been created to address students who need a slower pace to fulfill the Algebra 1 graduation requirement. A Finance Math class has been added to provide a 3rd year of math for students who would otherwise not meet the 3-year Math requirement.

Observations and interviews by the Visiting Committee have validated that instructional activities are widely varied for the majority of students. For students enrolled in Honors and Advanced Placement classes, the classrooms center primarily on teacher-directed instruction with few opportunities for alternate learning activities. Instructional strategies and pacing recommended by the College Board are implemented in conjunction with additional ancillary concepts from other content areas that help students make connections and master the AP content.

Observations by the Visiting Committee validate teachers' frequent checks for understanding during lessons. Strategies used are diverse, such as warm-ups, mini white-boards, student response cards, response boards, short quizzes, games (Baloncesto), think-pair share, graphic organizers, Thinking Maps, online quizzes and interactive notebooks as measures to check for understanding. Teachers have created pacing guides for each course which enable them to structure instruction effectively around CCSS, C.A.T.S., and 21st Century skills.

EL and special education students are enrolled in most general education courses with support from a T.A., The Special Education Department provides ongoing services

designed to meet the academic and functional needs of students with various learning disabilities. Moderate-severe SDC students participate in the Life Skills program. These students have a graduation plan written into their IEPs to complete their goals and receive a "Certificate of Achievement". Students use the computer labs and school library for research, and they use real world applications in the Life Skills course to travel off-campus to experience hands-on work training at a variety of venues in Brea and surrounding communities. These locations include grocery stores, Home Depot, public transportation, the cafeteria, the post office, Target, Old Navy, and amusement parks.

In core subject areas, the examination of student work has shown that students experience success with multiple-choice tests and can show struggle in assessments and assignments that require higher level thinking. This is expected given newer learning standards such as CCSS and NGSS, and the expectation for more interaction with informational text and explanatory writing in the high school curriculum. The Visiting Committee has observed modification of assignments and assessments as well as classroom instruction by BOHS core subject area teachers to both scaffold and support students being successful in the new types of experiences and measures their progress.

Student Perceptions and Student-Teacher Interactions

Students know the standards/expected performance levels for each course, which is evidenced by student survey results. Communicating expectations and opportunities to students is a vital part of the ASCA counseling model and "Strong, Stronger, Strongest" learning used at Brea Olinda High School.

Each department is comprised of various PLC teams of teachers who teach the same or similar subjects and levels. All teams create pacing guides, course syllabi, and teacher web pages. Teachers provide course outlines and class management plans to students and parents at the start of each semester and several teachers use their web pages to update students about class requirements. Teachers tailor course outlines to support the C.A.T.S. and integrate CCSS. Few students review AP and Honors Balance Sheets which include student-generated feedback regarding the structure, time constraints and expectations of each course prior to registering for these courses.

PLC development has led directly to more equitable student learning in different subject areas. For example, the English teachers have standardized their writing approach and use the same terminology and common writing rubrics at each grade level. They have also posted sample essays online so students know what is expected from their writing. Similarly, the Science Department collaboration has improved instructional delivery and student outcomes. Biology, Chemistry, Earth Science, and Physics teachers have modified their pacing guides each year to cover state standards. Department members continue to develop curriculum that supports adoption of NGSS and supports CCSS implementation.

Algebra 1, Geometry, and Algebra 2 teachers have created common standards-based quarterly benchmark assessments and final semester exams. These mathematics teachers are campus leaders in the use of Illuminate, specifically targeting students to help close the achievement gap. This analysis has led to improved teaching strategies and assisted in the teacher recommendation aspect of the course selection process.

Social Sciences also shares common formative assessments, summative assessments and similar projects. The teachers have aligned their units and timelines to support state frameworks and CCSS implementation; the World History PLC team used CCSS grant money during the summer of 2014 to further accomplish these goals. World languages use interactive notebooks to monitor their learning progress, encourage parent review, and incorporate Cornell Note taking. Visual and performing strategies are used alongside traditional formative and summative assessments to monitor student comprehension. Many teachers incorporate culminating unit projects using PowerPoint and video presentations.

BOHS consistently articulates graduation requirements and support of post-secondary goals, and communicates this information in many ways, including the student planner and School Messenger to notify families about special evening presentations. A poster in every classroom shows the a-g requirements and the credits necessary for graduation. In addition, daily student-teacher interactions are effective ways to communicate expectations and opportunities to students. From interviews and observations, the Visiting Committee has been able to validate that the majority of students feel nurtured and supported by their teachers.

Differentiated Instruction

The staff develops lessons and differentiates instruction by employing multiple methods of instruction delivery. Teachers and aides use direct instruction, cooperative learning, inquiry-based learning, and are in the beginning stages of using project-based learning to advance and deliver concepts. Students are actively involved in their learning: students give presentations, work problems on the board, or explain to the class verbally how to do something. Often, students create their own questions for classroom discussion and unit reviews. Guided practice with the teacher working through an example allows students to transfer information from one critical thinking problem to another.

Technology and Multi-Media

Teachers use Elmo projectors and computer-generated visual aids while presenting instruction. Students demonstrate active engagement in lessons through both verbal and written responses.

Teachers often present clips of a short film or documentary to deepen student learning. The Visual Communications and GITA programs at BOHS support students who are interested in computer programming, engineering, information systems, and graphic design to become more fluent in computer languages and software as well as graphics programs such as PhotoShop and iPhoto. The world language department inherently

utilizes a wide range of differentiated instruction, multimedia and technology. In French, Spanish, Chinese and Japanese classes, teachers use different audio activities for students to listen to the language and watch short films, while PowerPoint presentations expand on cultural topics. Students are often asked to generate videos and MP3 recordings in the target language. Literature and film classes also have students create short films. The heralded *Wildcat* newspaper and Inkwell Magazine both utilize graphics and formatting programs to enhance these publications.

Several websites are used on campus such as Newsela.com, Padlet.com, Prezi.com, and Google Classroom to foster the movement into the 21st century. Newsela.com allows students to read different current events articles at varied Lexile levels to help differentiate instruction and promote classroom discussion based on the same article. Since this website allows students to read the same article at different reading levels, it strengthens opportunities for EL students to strengthen their language skills. Prezi.com is another website that helps reach all learners through technology. It allows students to present ideas and write reports on anything from literature to scientific concepts. As they are creating these presentations, they add photos and music to enhance the learning experience and present ideas to classmates in an interactive and exciting way. Teachers incorporate culminating unit projects using PowerPoint and video presentations to the extent possible given the limited number of Chromebooks available. These multimedia and technology opportunities support 21st century learning goals for students. The Visiting Committee has been able to validate that, as teachers share the Chromebooks on a sign-up basis, students are using Chromebooks during class time for research and projects more frequently.

The creation of the online World History course during the 2012-2013 school year has introduced students to blended learning. In this hybrid course where students meet once per week on campus for additional support and to take exams, students must communicate via teacher-led chat rooms, build their own online portfolio and carefully follow the online pace of instruction. This self-directed approach to learning requires students to meet expectations in an independent environment and to collaborate almost entirely through the online learning management system (Haiku) and educational social media programs. Through interviews the Visiting Committee has been able to validate that increasingly, the online course is being taught using Google Docs and Google for Educators as a platform.

Evaluation of Learning

Teachers use formative and summative assessment to evaluate learning. This occurs at both the classroom level and school-wide level. Observations by the Visiting Committee validate teachers' frequent checks for understanding during lessons. Strategies used are diverse, such as warm-ups, mini white-boards, student response cards, response boards, short quizzes, games (Baloncesto), think-pair share, graphic organizers, Thinking Maps, online quizzes and interactive notebooks as checking for understanding measures. Instructional staff is demonstrating an increased use of writing across the curriculum to support implementation of CCSS.

C2. Instruction Criterion

Teachers are Up to Date in Content and Resources

Teachers at Brea Olinda High School are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology. English, Social Science, Math and Science teachers have received training in Google Docs and other uses of technology as part of professional development during the 2013-2014 school year, and all teachers attended a two-day Common Core training with varying topics such as technology, speaking, written communication, literacy and math concepts. Teachers also used four PLC mornings for math and language arts training in Common Core standards and skill sets and a staff development day presented by the Orange County Department of Education.

All teachers at BOHS are considered highly-qualified, and a few possess multiple academic credentials.

Technology is available and used frequently to help students succeed in the learning process. The purchase of 240 Google Chromebooks has enabled more teachers to conduct internet research with students and use specialized Google Apps for their subject matter, and the continued use has been observed by the Visiting Committee and validated by the familiarity of the students with the devices. Teachers implement various teaching styles that tap into multiple intelligences. The staff uses many resources, including technology, to engage students and help them achieve at high levels.

In addition to daily attendance reporting, BOHS teachers use technology to present lessons, assess student performance, monitor student progress, interface with parents and other staff members, and capitalize on student interests. The staff also uses ABI online grade books to record student progress, report grades, and allow parents to keep track of their student's progress through Parent Portal.

Elmo document cameras, projectors, overhead projectors, and computer generated visual aids are used commonly for instruction across the curriculum. Some history and science courses also incorporate Survey Monkey to take surveys on topics and submit blog posts in order to have students publish their work and responses to classroom topics. One blog example can be found on the website: www.breaolindaband.com, used by the BOHS Instrumental Music program to promote student subject matter discussion outside of the classroom and maintain an online newsletter to communicate with students, parents, and the community. Students learn how to develop and present a PowerPoint presentation in their ninth grade courses. EL students utilize Read 180 software to boost their reading and language skills.

Many courses use short films or documentaries and other technology-based resources to deepen student learning. The Dance teacher presents routines while World Language teachers present skits through iMovie. Internet-based research projects have

been observed in ESL, Science, and Social Science classes. Pearson presentation software is used to enhance instruction in geometry and Health classes.

Teachers as Coaches

Teachers work as coaches to facilitate learning for all students. Through interviews, the Visiting Committee has validated that students feel that the staff at BOHS is caring and wants them to succeed in their studies. Teachers at BOHS work to provide the necessary tools and resources students need to succeed in each subject matter.

Teachers motivate students to become self-directed learners, to practice strong study skills, note-taking, organizational habits, and to foster strong rapport. Teachers model these methods within the classroom as well as through the Skills for Success classes which specifically teach students note-taking strategies, strong study habits, and organizational skills. Rubrics are created for many assignments, and teachers make students aware of assignment and exam expectations.

BOHS staff creates life-long, self-directed learners who satisfy the C.A.T.S. upon graduation. Project-based learning is a hallmark of ROP courses, visual and performing arts and world language courses as evidenced by projects and presentations. Teachers help students develop a vision and ideas in their writing assignments, support the students in the development and execution of the product, but leave it up to the student to take the steps necessary to create the final product.

Critical Thinking

Student work demonstrates: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and independently invent knowledge and communicate this orally, in written form, or through visual presentations. The Visiting Committee observed teachers using tools such as rubrics, manipulatives and resources to enable students to brainstorm, organize and effectively apply their knowledge in a myriad of class activities. Thinking maps and graphic organizers are often used in Science, social science, world language and English courses to enable students to organize their information and work to synthesize their findings into a product. Research is required for many assignments, so students are asked to use various websites and search engines to reinforce and broaden their positions and discoveries. Students are typically expected to cite their findings and support their claims with examples from current and historical events as well as compare and contrast them with prior knowledge.

Student work also demonstrates that students are able to think, reason, and problem-solve in individual and group activities, projects, discussions and debates, and inquiries related to investigation. Interviews and observations indicate that each classroom has some degree of project-based learning, collaboration and discussion; some courses feature formal and informal debates on the subject matter. Peer review was observed frequently as a common tool used in content areas.

Technology

Student work samples provide evidence of technology use as an instrument to assist them in achieving the academic standards and the school-wide learning outcomes (C.A.T.S—Critical thinkers/Apply knowledge/Technologically capable/Socially aware). Research-based activities are found in almost every class at BOHS. Using various educational websites such as Edmodo, the publisher's websites with practice activities, Padlet.com, online journals, and government websites, students use many different means of online communication, collaboration and research. Some courses such as the online world history course and several world language courses have students upload presentations to YouTube to publish their work and share with other students. Many core subject teachers utilize the Chromebooks and apps provided to have students collaborate via Google Docs or to research information. Students research many items across the curriculum, such as settings, authors and influential events and people to provide a more comprehensive approach to different concepts. In some AP and college prep biology courses, students work on a "Datablitz" in which students collaborate via Chromebooks to create a one-slide Google presentation and the team has one minute to present their research using their one slide. GITA students learn various programming languages as well as web site creation and write programs to produce products that enhance their school and community. With these resources, they are able to learn about the world around them through social media and websites. Their social awareness and application of the knowledge they retain from internet-based sources enables them to add a much more in-depth analysis to their projects and assignments.

Varied Sources

Students learn from many resources and materials beyond the textbook, including library/multimedia resources and services, accessing data-based, original-source documents and computer information networks. Teachers were observed directing students to various websites and tutorials, students learn to be resourceful in their search for information. In addition to literary sources, students often access content through websites, online programs and interviews. For example, AP Environmental Science students use Prezis in their biomes projects and students can use their smart phones in AP Government for fact-checking. Math students use Chromebooks to create integrated spread sheet documents (Excel) and to apply graphing software. Many courses have incorporated Google Docs, including ESL and Japanese classes, to share assignments and information with other classes. Some of the student work which uses varied sources was seen in classroom, and published online.

Real World Experiences

Students have access to career awareness, exploration and preparation that may include activities such as job shadowing, internships, apprenticeship programs, ROP, on-the-job training programs, and community. Students earn elective credit by completing community internships. These internships are advertised to students in the bulletin as well as through individual counseling sessions and approved by the Assistant Principal of Curriculum and Instruction. GITA boasts a strong internship history with students regularly participating in internships at business partners such as Boeing. The extensive ROP program at BOHS, including the BITA program, has

provided hands-on learners with a tremendous opportunity to acquire skill in many trades such as carpentry, cement laying, electrical wiring, and basic plumbing. Other courses such as Visual Communications, Sports Medicine and Photography provide students with information in timely real world industries. Roughly forty students per year participate in the Career and Technology Student Organization (CTSO) competition which includes students in Graphics, Photography, and BITA. Students have earned state and national recognition from participation in this and other competitions. Performing arts courses such as choir, drama, and dance allow students to perform for audiences ranging from Disneyland to national competitions. The award-winning *Wildcat* Newspaper, *Inkwell* Magazine, and *The Gusher* yearbook allow students to use their journalistic skills to capture and convey student, staff and world news.

Students earn cords at graduation based upon their successful completion of a Career Pathway and many BOHS students earn the State Seal of Biliteracy. Skills for Success Classes participate in guidance department surveys that gauge student strengths and interests, which assists in the course selection process. AP Environmental and Life Skills students have merged their resources and talents to build a campus garden which provides fruits and vegetables for the Life Skills and Foods courses.

Students complete community service hours through participation in several campus clubs such as Interact, Kiwanis, Red Cross, Girl Up, Best Buddies, and the Alzheimer's Foundation. Some clubs are an outreach to national non-profit organizations. Students are recognized at graduation for completing at least 100 hours of community service during high school and several students earn the Mayor's Youth Award for their service to the Brea community.

Student Work and Real World Applications

The online World History course offered at BOHS uses synchronous and asynchronous class activities through bulletin boards and student postings as well as in-class quizzes and exams. Log-in data is used to track student work habits and give them current feedback. It is taught by a Leading Edge Certification trained instructor who uses a wide array of resources such as Google Docs for collaboration, YouTube to present lectures and for students to publish oral assignments, Quia to quiz students and a host site, Haiku, which features a chat room, assignment board with links, and a "whiteboard" to post questions. Increasingly the online course is taught using Google Classroom and transitioning away from Haiku. The student work is mostly published online, and students can receive feedback through peer review and teacher comments and corrections, which are indicated on the same document. BOHS is eager to implement additional online courses in the future.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction :

- PLC collaboration
- Use of data to modify instruction and pacing
- Challenging and relevant experiences
- Highly qualified teachers
- Teacher collaboration
- Relevancy of curriculum and student work

Key issues for Standards-Based Student Learning: Instruction:

- Insufficient differentiation
- Guidelines and support for Redesignation of EL students
- Availability of technology
- Outside opportunities for professional development for staff.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study Report
- Classroom observations
- PLC meetings
- Focus Group Meetings

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

Professionally Acceptable Assessment Process

Some teachers access data from formative and summative assessments via Illuminate and meet as professional learning community (PLC) teams to analyze data and monitor student progress throughout the semester. BOHS staff note improvement in student performance after reviewing several types of assessment scores. The percent of students scoring proficient and advanced on the CST exams and the percentage of 10th grade students passing the CAHSEE has remained stable over the past several years.

BOHS teachers use the Aeries Browser Interface (ABI) Parent Portal to record daily assignments, quizzes, and tests, and to communicate with parents. Teachers submit progress report grades every four or five weeks, which are also available to students and parents on the ABI Parent Portal.

Brea Olinda High School uses a variety of professionally acceptable assessments to collect, disaggregate, analyze and report student performance data to parents and other shareholders of the community. Some tests and results can be found on Illuminate and are analyzed during PLC time.

Some teachers use common formative and summative assessments to guide instruction. Students' growth and performance levels from the previous common assessments are analyzed and disaggregated in each core subject level.

Through Student Study Team (SST) meetings and individual student meetings, including 504s and IEPs, staff members determine interventions needed to support students in their learning. Interventions include taking tests and quizzes in the Learning Center, daily or weekly progress reports, credit recovery opportunities, and peer tutoring.

D2. Assessment and Accountability Criterion

BOHS teachers have started to implement Common Core State Standards. Teachers have begun to create their own tests or used chapter/unit exams that came from their classroom textbooks to help accurately assess their students on the new standards. Teachers use multiple-choice objective tests, group tests, or essays as accurate forms of assessment on a weekly or bi-weekly basis.

Teachers proctor common benchmark and final exams in their classrooms. Students return copies of these exams to maintain security and integrity of the exam over time. For state tests, such as CAHSEE and CST, proctors are BOHS teachers and staff members who receive training prior to test administration. Exams are locked in a secure place on campus and directly handled by a limited number of people, overseen by the Assistant Principal of Curriculum and Instruction

Student work and other assessments demonstrate student achievement of the 1997 California Academic Content Standards. BOHS staff began revising assessments to measure student progress on Common Core State Standards a couple years ago. Assessments were modified to include more constructed response items and items that align to a higher depth of knowledge in order to assess critical thinking and the application of knowledge.

Standards-based curriculum-embedded assessments have been effective in providing information about student progress relative to the California 1997 Academic Content Standards. After California's adoption of the CCSS, English, mathematics, and other curricular assessments were revised to include more constructed response items, critical thinking tasks, and problems assessing students at a higher depth of knowledge

D3. Assessment and Accountability Criterion

BOHS uses Illuminate, a web-based data and assessment management system, to allow teachers to view, disaggregate, and analyze data in order to focus instructional time and supplemental resources. Teachers access the student data stored in the system, which includes prior CST, CELDT, CAHSEE, and local common assessment scores, with the ability to filter students by demographics. Teachers create graphic reports or use pre-built reports to better measure, monitor, and sustain student achievement.

BOHS reports student progress to stakeholders via the BOHS website, BOUSD Board meetings, ABI Parent Portal and The Wildcat monthly school newspaper. State testing scores are mailed home. According to parent and student surveys, 75% of parents and 67% of students agreed or strongly agreed that BOHS staff effectively communicates expectations and learning opportunities

D4. Assessment and Accountability Criterion

BOHS students consistently score higher than average on assessments such as CAHSEE, CST, AP, SAT, and ACT exams. Assessment results led to changes in the school program such as the growth of Advanced Placement (AP) course enrollment and number of tests taken, available resources to support passing the CAHSEE, and the addition of the Expository Reading and Writing Course (ERWC) to the master schedule.

BOHS continues to develop programs to meet the academic and personal needs of its students. School peer tutoring is available to support students academically. Counselors identify students who demonstrate a pattern of failing tests and therefore failing classes, as revealed by the number of F's on the grade report.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- Significant student achievement on SAT, ACT, AP and CAHSEE exams
- The growth of the PLC structures.
- Reporting student performance

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- Ensure the alignment of formative and summative assessments to PLC goals and objectives.
- Continue to monitor and assess subgroup performance data on formative and summative assessments.
- Revision of assessments to include higher depths of knowledge, connection to CCSS, various item types, newly adopted School Wide Learner Outcomes (CATS)

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study document
- Focus Group discussion
- Classroom Observations

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

Regular Parent Involvement

Active parent involvement and engagement through academic support and booster clubs is a hallmark at BOHS. There are over twenty booster organizations supporting the extensive athletic and performing arts programs. Students in the performing arts co-curricular programs are actively involved with the parent boosters in soliciting community sponsorships to support competitions where they apply their classroom learning. ELAC, the English Language Advisory Committee, provides students of non-English speaking students the opportunity to be involved and participate in their student's success. Special Education students are in regular communication with their student's case carriers. In Life Skills, students are actively engaged with community partners such as Old Navy and Target to learn practical skills including: reading transportation and budgeting money. Students have the option of enrolling in an online World History class. Other opportunities for parents to participate at the school include parent-teacher conferences (as requested), student study team, PTSA and student and booster clubs.

Use of Community Resources

The school has nurtured relationships with community organization groups to support students. Each summer, GITA students participate in a very selective Boeing Industries High School Internship program. An Annual Brea 8K is organized within the community every February as a fundraiser for the schools instrumental and vocal music programs and Academic Booster Club. Working alongside parents and students, there is tremendous collaboration with the Brea Police Department, Chamber of Commerce, Brea Mall and others. Partnerships with community service organizations such as Soroptimist, Lions, Kiwanis and Rotary Clubs award scholarships and student recognitions. The Brea Rotarians donated \$7500 to create an Adult Transition classroom for the Life Skills program. The school works with the local community colleges for preparation and articulation. The school's guidance department organizes a Destination Community College day event for presentations about community colleges. Students at BOHS are enrolled in off-campus ROP courses. Additionally, BOHS has a Disney Friends for Change Club that was instrumental in replanting the campus alongside local churches and businesses. GITA and BITA programs have articulation agreements with Fullerton College. The BOUSD assigns a School Resource Officer on campus four days per week.

Parent/Community and Student Achievement

BOHS has an informative and detailed website providing information about all school academic and co-curricular programs. All students are provided with a school planner that outlines student information about academic program and recognitions. Counselors

work with students to develop a four-year academic plan which is reviewed during the course selection process. Course Requests are reviewed and signed by parents before being submitted to counselors. At graduation, students are recognized for academic achievement: Valedictorian, Salutatorian, Distinguished Scholars, Career Pathway and Community Service. The school has a number of student leadership programs: ASB, Link Crew and Girls' League that plan and organize school events. Parents can regularly monitor their students' academic progress through the Parent Portal system.

Online Instruction

The school offers one on-line hybrid class (World History) . Parents are notified about class expectations through the school website and course meetings. BOHS plans on expanding online course offerings as more teachers earn their Leading Edge certifications.

E2. School Culture and Student Support Criterion

Safe, Clean, and Orderly Environment

The school has existing policies, regulations and uses its resources to ensure a safer, clean and orderly campus that nurtures learning. Since its opening in 1989, the current school campus has undergone campus upgrades and expansions. Budget cuts have led to the postponement of some routine maintenance of the physical plant.

The school has a detailed School Safety Plan. Emergency drills are planned and practiced. Each classroom is equipped with a first aid kit and has a direct line for emergencies (1-9-1-1). Information is consistently communicated through School Messenger and the school's website. The school employs three campus supervisors and a School Resource Officer.

Every other year, the school offers the "Every 15 Minutes" program for Juniors and Seniors. BOHS has established an Anonymous Tip Hotline and a Text-a-Tip number for students to report instances of bullying, fights or other inappropriate/illegal actions. Staff, parents, and students feel BOHS is a very safe campus.

The district has a full-time nurse whose office is located on the BOHS campus. Additionally, a part-time health clerk is assigned to the school. All tenth graders are provided with vision and hearing screenings. Teachers are provided with confidential health lists for students with medical issues.

Communication about policies, procedures, programs and expectations are handed out in the "Student Handbook and Academic Planner" and the "Code of Conduct." The school maintains a progressive discipline and attendance policy.

High Expectations/Concern for Students

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. Peer

tutoring is available two days a week, and teachers are willing to help students before school, at lunch, and after school. Parents can access student information through the Aeries ABI Parent Portal system and are invited to Back to School Night and Open House events on campus. The school's guidance department's mission is to provide all students with a planned and sequential school counseling program. The school's Guidance department focuses on the three domains of National Standards for School Counseling in academic, career and social growth. Students are provided with academic assistance, testing workshops, and college preparation programs. An interest inventory, Career Cruising, is administered to students to guide their college and career exploration.

Atmosphere of Trust, Respect and Professionalism

The school has an atmosphere of trust, respect, and professionalism. Teachers have positive relationships with their students, parents, administration, and staff. There is a high level of trust between BOHS and the district and the community and the parents. Students are held to high expectations which are communicated in the school's planner and during assemblies.

E3. School Culture and Student Support Criterion

Adequate Personalized Support

Students meet individually with a counselor or counseling intern at least three times per year to create and review the four-year plan. Counselors work with the City of Brea's Family Resource Center to support families with basic services and mental health referrals. The Guidance Department supports students with ROP course selection and revisits Career Cruising results yearly. Outreach is provided to students and families with Road Map to College, applications, financial aid workshops, college visits and college fairs. Students with IEPs have their IEP plan reviewed formally each year and informally reviewed as needed. Counselors work with the school psychologist on students with 504 plans. The school nurse conducts annual vision and hearing screenings as well as makes emergency referrals as needed. Teachers are accessible for academic support to students before school, during lunch and after school. Students displaying academic concerns can be referred to the Student Study Team for interventions and support.

Direct Connections

There is nothing in the Self Study for this indicator on connecting academic standards/SLOs to allocation of student support resources

Strategies Used for Student Growth/Development

Strategies used by the school leadership and staff include: High academic and social emotional teacher involvement with students, a curriculum that promotes inclusion, a regular review of student and schoolwide profiles by counselors. Students are "scheduled for success." The school's policy and practice allows an open access to all

honors and advanced placement courses. Counselors work with individual student on monitoring and modifying four-year plans. Counselors reach out to eighth grade students at the local junior high to prepare students for the transition to high school. Teachers provide input and recommendation for student placement and parents approve their student course selection. Students in special education have access to academic support through direct support in classrooms, pull outs to the Learning Center. Life Skills and Adult Transition students make real-world connections and are employed by local businesses. The school's counselors work together with students to develop alternative pathways to success. Some students earn credit through independent studies. Students are monitored on their progress towards the Minimum Credit Policy, as adopted by the BOUSD. Students who fall behind are transferred to a continuation school to remediate their credits and return to graduate from BOHS.

Support Services and Learning

BOHS teachers use formative and summative data to measure academic performance. Based on assessment data, staff have identified a number of Hispanic students for placement in honors and AP classes. Students in special education have their IEP goals reviewed and monitored, and teachers "push in" to general education classes to support student learning in mainstream classes. EL students are provided with a remediation tool, READ 180 for reading comprehension. There are a number of tutoring opportunities for students to receive assistance: teachers are accessible before school, at lunch, after school, peer tutoring, after school AP labs, Saturday Study Halls in preparation for the spring AP exams. At every grading period, the school counselors examine students' D/F grades to discuss issues with teachers.

Equal Access to Curriculum and Support

Beginning in 8th grade, incoming BOHS students are provided with an orientation and information on academic pathways offered. During the spring of their ninth grade year, students are enrolled in Skills for Success. All advanced courses available are "open access." The Guidance Department works with students on four year high school plans and post-graduation plans.

Tutoring is provided for students needing support after school, and teachers are accessible before school, at lunch, and after school. The BOUSD eliminated summer school for non-SDC students; therefore, students remediate course work in the summer through the Orange County Department of Education.

Increasing the number of Hispanic students enrolled in advanced courses is a goal identified by BOHS staff and counselors are working to identify these students

E4. School Culture and Student Support Criterion

Co-Curricular Activities

School leadership and staff link curricular and co-curricular activities to the academic standards. Students participating must maintain satisfactory academic progress. Student athletes sign a contract supporting “Pursuing Victory with Honor”

Elective options, course selection pathways, ROP courses, co-curricular activities and leadership opportunities are available for students to support the SLOs. Students are recognized for their volunteering efforts. ASB, Link Crew and Girls’ League focus on leadership. Opportunities in Life Skills, AP Environmental Science, and Guidance offer opportunities for college-and career readiness.

Student Involvement in Curricular/Co-Curricular Activities

The Principal meets regularly with the Athletic Director and Assistant Principal of Activities and Business Services to discuss student involvement in co-curricular programs, athletics, and Title IX Compliance. The Activities Office maintains a list of club memberships posted in the school planner and on the website. The Associated Student Body (ASB) conducts a Club Rush activity to encourage student participation based on interest. The school offers the Best Buddies program to connect Life Skills students with general education students.

Student Perceptions

Students and parents access school support services for academics, personal issues, college or career through their counselors, teachers, or the school nurse. Resources are also listed on the school website. Counselors monitor student achievement each grading period and intervene as soon as a need is identified. Link Crew provides 9th grade orientation in the summer and serve as mentors and role models for freshmen throughout the year. Five-hundred and fifteen (515) students completed a student survey for the WASC Self Study administered earlier this school year. In this survey, 62% of students felt that they have the opportunity to provide input on student matters and 72% of students felt they received ample guidance about post-secondary educational options and career preparedness.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Numerous co-curricular extracurricular activities balanced with high academic expectations.
- Opportunities for parent and community involvement in support of academic and extracurricular programs (Booster Clubs).
- Nationally and state recognized Counseling Program (RAMP) provides extensive supports for students.

- Counseling and guidance support for students beginning in the eighth grade to develop and monitor high school plans and post high school plans.
- Life Skills class prepares students in the special education program for transition to adulthood.
- Teachers and staff support students outside the classrooms as tutors, club advisors, and athletic coaches.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Continue the school-wide focus on improving students' writing skills across all curricular areas through PD, teacher collaboration, and the use of technology.
- Increase the number of devices (Chromebook carts, etc.) available for teacher and student use in preparation of Smarter Balanced Assessments.
- With BOUSD support, develop a 21st Century Technology plan to include maintenance, refreshing and updating of infrastructure, hardware, and software, as well as professional development.
- Increase the identification and placement of Hispanic students in Honors and AP classes with expanded support systems (such as Brea Pride, etc.).

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study Report
- Focus Group Meetings
- Classroom Observations
- Students/Parents Group Meetings
- Counseling and Guidance Documents

Part B: Schoolwide Strengths and Critical Areas for Follow-up

- Synthesize the schoolwide strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength

1. Teacher collaboration
2. Counseling program
3. Open Access
4. Program Quality (4 As)
5. Parental Support
6. Positive School Culture

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Critical Learner Need #1: Students need to build proficiency in literacy skills across all content areas and 21st century skills (communication, collaboration, creativity, critical thinking).
2. Critical Learner Need #2: Students need to develop proficiency with technology as an instructional and assessment tool.
3. Critical Learner Need #3: BOHS will target minority student populations for advancement in Honors and AP courses that offer more challenging coursework to prepare students for post-secondary education and career.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. Increased PD on CCSS and NGSS
2. Continue to build writing skills across the curriculum
3. Increase the number and use of technology for teaching and learning
4. Continue to monitor and support under represented student population
5. Expand administrative role in instructional strategies by conducting regular and ongoing classroom visitations, PLC participation, monitoring and feedback.

Chapter V: Ongoing School Improvement

- **Brief summary of the schoolwide action plan**

The action plan is in line with the District short and long term goals. The plan has incorporated the necessary components to support the WASC Critical Areas of need, and the additional areas of focus.

When implemented with fidelity, the action plan will enhance student learning, and meet the identified school wide areas of focus and those identified by the visiting team. The action plan can be easily followed, and has the necessary identifiers to ensure successful implementation.

Based on the conversation with district staff, the District is committed to the full implementation of the action plan items within the timeline noted.

Existing factors that support school improvement are the following:

- Committed staff
- Caring community
- Student motivation

The school administration, working with district staff, need to identify their role and level of involvement in the PLC process. Currently, the PLC teams work with little direction from either site or district administration. Based on conversation with PLC teams, this assistance is not only beneficial, but welcomed.

Given the identified resources and level of support, the items noted in the action plan can be accomplished.