

Boys Republic High School Teacher/Cottage Handbook

Updated for 2024-2025

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School Philosophy

Mission and Vision Statement

The Mission of Boys Republic High School is to give students the opportunity to change their lives by becoming productive, law abiding and contributing members of the community through educational achievement, vocational preparation and by adhering to the institution's guiding philosophy of "Nothing Without Labor."

Student Learner Outcomes



Enter

Exit

BOYS REPUBLIC HIGH SCHOOL **Nothing Without**

LEARN

- Learn Academic & Vocation Skills

ACCOUNTABILITY

- To Teachers & Staff
- Recognition for positive citizenship

BLUE BOOK

- Graduating from the treatment program with honors.
- School performance is a component of receiving a Blue Book.

OPPORTUNITIES

- Become credit current.
- Earn H.S. Diploma, or High School Equivalency.

RESPONSIBILITY

- Responsibility for your own actions and academic progress.

School Structure

Bell Schedules

Regular schedule		
Period 1	8:30	8:17
Period 2	9:22	10:09
Break	10:09	10:19
Period 3	10:24	11:12
Period 4	11:17	12:05
Lunch	12:05	12:40
Period 5	12:45	1:33
Period 6	1:38	2:25
Period 7	2:30	3:17

Town Hall Schedule		
Period 1	8:30	9:13
Period 2	9:18	10:00
Break	10:00	10:10
Period 3	10:15	10:57
Period 4	11:02	11:44
Town Hall	11:44	12:14
Lunch	12:20	12:55
Period 5	1:00	1:42
Period 6	1:47	2:30
Period 7	2:35	3:17

Minimum Day Schedule		
Period 1	8:30	9:00
Period 2	9:05	9:35
Period 3	9:40	10:10
Period 4	10:15	10:45
Period 5	10:50	11:20
Period 6	11:25	11:55
Period 7	12:00	12:30

Student Weekly Progress

Academic

- 4** Making up credit at a high rate
- 3** Making up credit at a satisfactory rate
- 2** Not making credit at a rate for credit recovery

- 1** Little work completed. Falling further behind
- 0** No work or little work completed for the week

Citizenship

- O Outstanding**
On-task consistently/exemplary behavior

- S Satisfactory**
Occasional minor rules infraction

- N Needs improvement**
Argumentative/disruptive. Negative issued next step OC

- U Unacceptable**
OC during the week

*Weekly progress reports due to the principal at the end of the day on Thursday.

Important Dates

Staff Meetings

(Minimum Days)

July 22, 2024.

August 26, 2024. *

October 14, 2024. *

December 16, 2024.*

January 27, 2025.

March 3, 2025 *

April 21, 2025

May 19, 2025 *

June 9, 2025

* SSC meets first

Student Free Days

September 16, 2024.

December 20, 2024.

June 24, 2025.

Award Ceremonies

September 19, 2024.

December 19, 2024.

June 20, 2025.

State Testing Days

April 22-23, 2025.

Safety Drills

July 25, 2024.

August 15, 2024.

September 26, 2024.

October 24, 2024.

January 9, 2025.

February 20, 2025.

May 15, 2025.

Fire Drill

Earthquake

Intruder

Earthquake

Fire Drill

Earthquake

Intruder

DEI DATES

July 31, 2024.

August 28, 2024.

September 25, 2024.

October 30, 2024.

November 20, 2024.

2025 dates TBD

Staff List

Contact	Extension	Location
Evelyn Anleu-Yates	212	Office
Debee Payne	213	Office
Heather Post	214	Office
John Burns	237	4
Dan Christensen	306	9
James Crowell	244	Wood and Metal Shop
Sandra Diaz	234	1
	240	6
Dave Grier	309	Auto Shop
Derek King	257	Gym
Math: King, Christensen	241	7
Ron Stanford	236	3
Jennifer Sturgis	271	5.1
Eric Wetzell	238	5

Jerid Pacheco	246	8
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Cottages	Extension	Contact
Boone	232	
Combs	255	
Graves	251	
Laws	250	
McCormick	252	

School Calendar

<https://www.chino.k12.ca.us/Page/53950> (To access the calendar from the link hold control and click)

Staff Expectations

General Obligations

All teachers will have class and student academic and behavior expectations clearly posted in the classroom or in student folder.

Workday

CVUSD/ACT/CTA/NEA Contract Article 14.1 & 14.2 states that a teacher's workday shall consist of 7 hours a day. While a teacher's workday usually exceeds the time provided by contract, he/she is to be on campus from 8:20 a.m. to 3:17 p.m.

Class Dismissal

Students are to remain in class until the bell rings. Do not release students before the bell rings!

Staff Telephone Calls

Staff members should not make or receive personal phone calls (including calls on a cellular phone) during classroom hours. Teachers, especially, may not leave a classroom unattended to make or take calls on his/her cellular phone.

Students are only to use classroom phone, under teacher supervision, to talk with staff. This only occurs when cottage staff have requested to talk with students.

Walkie-Talkie Use

Under no circumstance should students be allowed to make 'internal' calls to the office or other classrooms or use the walkie-talkie. Walkie-talkies are to be used for requesting assistance (i.e., fight in class). When not in use, please keep the walkie-talkies off to prevent students from overhearing other campus issues.

Classroom Coverage

Teachers needing to leave early for any reason (single or multiple period absences), must contact the principal for approval and assignment of class coverage. Teachers may not contact other teachers to cover a period absence without prior approval from administration. A teacher who leaves early will be marked down as a "Personal Necessity" for the length of the absence on the Absence Report.

Instructional Aides are not to be left alone with students at any time.

Townhall and Awards Ceremony Attendance

Staff is required to come to Townhall meetings every week, missing no more than one per month, and is expected to attend all Awards Ceremonies.

Contract/prep time

See collective bargaining agreement – 14.5 and 14.6

Mandatory Staff Trainings

All CVUSD staff is expected to complete the mandatory annual training at the beginning of each school year:

- Recognizing and Preventing Youth Suicide
- Maintaining Professional Staff/Student Boundaries
- Child Abuse: Mandated Reporter Training for California
- Mandatory Acknowledgement Forms

Forms to Sign (Boys Republic)

45 Day Papers are given by the school counselor Lisa Recendez. Please complete this form and include how many credits the students have in your class that have not yet been submitted to the office.

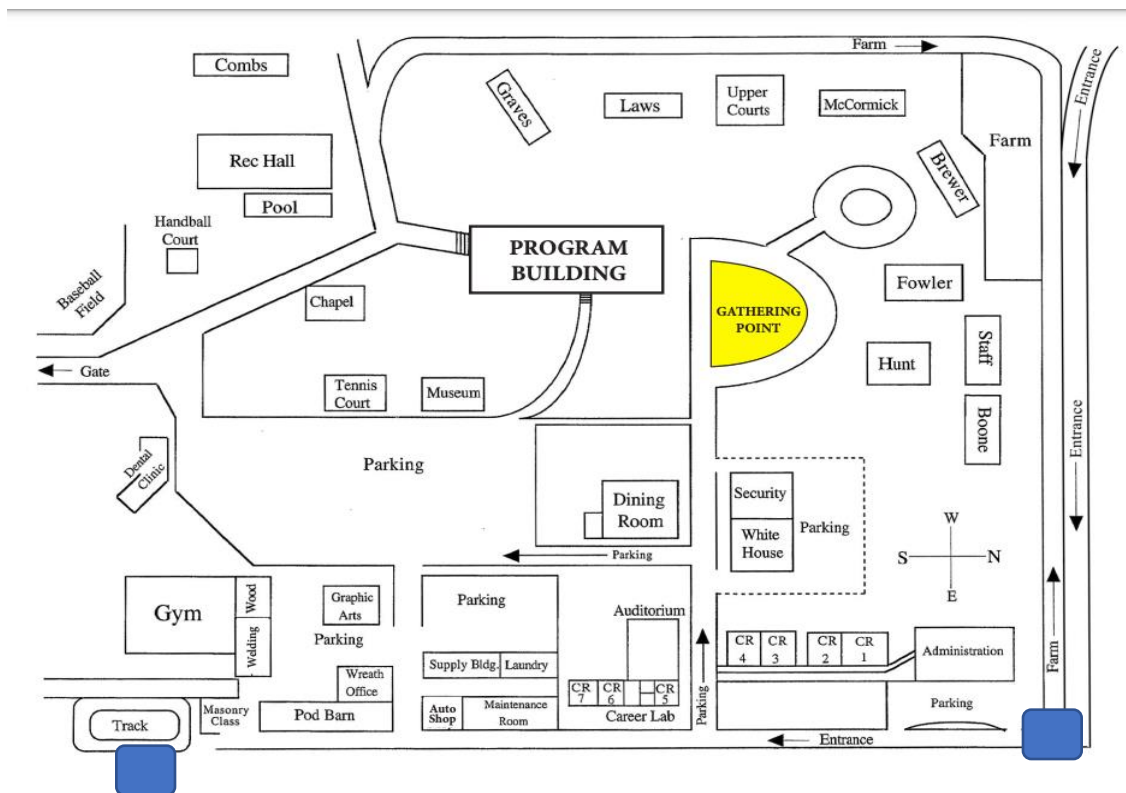
Citizenship Papers

In order for students to get citizenship on grounds, they will need to walk a Citizenship Form around to every teacher for approval/disapproval on Thursday before the end of day. If a teacher disapproves, please include a reason why.

Reasons to Disapprove: OCd for the week, 0-1 weekly grade, 2 or more tardies/absences in a week, refusal to follow dress code

Emergency Procedures

- Yellow Location: FIRE and EARTHQUAKE
- Blue Location: VIOLENT INTRUDER – go to one of two locations depending on information



Attendance Rosters (Chino Valley USD)

- Enter attendance daily for absences and tardies
- At the end of the attendance month, sign and date at the bottom
- Turn into the office

Boys Republic High School

Attendance Class Roster

[illegible]

Teacher (and/or Substitute) Signature _____ Date _____ To the best of my knowledge, the information contained on this attendance sheet is accurate and complete.

Yellow Absence Reports (For Boys Republic)

On the yellow sheet, complete each column and put an "X" next to an unexcused tardy or absence. If their tardies/absences are excused (from the daily bulletin or office), there is no need to put the student's name on the sheet; cross them off if you find they are excused.

Please see sample attendance sheet to the right.

Yellow attendance sheets should be submitted to the office on the same day before you leave. Thank you!

Note: These yellow attendance sheets differ from the district attendance roster and are used for the purpose of weekly cottage reports (downgrades). Please continue to mark on the district roster also.

**BOYS REPUBLIC HIGH SCHOOL
Absence Report**

Teacher / Work Supervisor: XXXXXXXXXXXX Date: 08-17-2022

List only unexcused tardies and absences.
Please turn in to the office at the end of the day.

PER.	FIRST AND LAST NAME	COTTAGE	Check One	
			TARDY(X)	ABSENT(X)
1				
2				
3	XXXXXXXXXXXX <u>Elijah Alexander</u>	<u>Graves</u>		<u>X</u>
4	XXXXXXXXXXXX <u>XXXXXXXXXXXX</u>	<u>Graves</u>		<u>X</u>
	XXXXXXXXXXXX <u>XXXXXXXXXXXX</u>	<u>Hunt</u>		<u>X</u>
5	XXXXXXXXXXXX <u>XXXXXXXXXXXX</u>	<u>M</u>	<u>X</u>	
6				
7	XXXXXXXXXXXX <u>XXXXXXXXXXXX</u>	<u>M</u>	<u>X</u>	

EXCUSED ABSENCES

- Testing or teacher-to-teacher request
- Everything on the Daily Bulletin and Office Clipboard (with reasons)
- Pulled out of class/called out by staff & reported on office clipboard:
 - CFT/Therapist/Counselor meeting
 - Medical
 - Students doing complete follow-ups
 - Students' help requested to assist with major cottage issues
 - Going off grounds (court, field trip, home pass, donation pickup, etc.)
 - Working (car show, wreath, bakery etc.)

EXCUSED TARDIES

- Students with a pass (BR Admit Slip – passes are at the office)
- Staff calls the teacher or walks student to class with legitimate reason

Discipline

As students come into your class introduce yourself and go over your classroom expectations and procedures. Communicate what you will hold each student accountable for.

Negatives

Negative: this is your first line of defense against poor behavior. If a student is not adhering to your expectations a negative should be given.

Some common reasons for giving a negative may be:

- Not following instructions
- Cussing
- Disrupting class
- Not working

OCs

OCs (out of class): this is to be used when a kid can no longer be in your class. After a warning or a possible negative has been given or a major rule violation has occurred a student should be OCd from your class.

Reasons for OC:

- Excessive Profanity
- Defacing Property
- Refusal to follow instructions
- Fighting, Smoking, etc.
- Continuing bad behavior after warnings and negatives have been issued
- **Note: An automatic 2-day OC can be enforced if a student refuses to leave after OC**

The OC form also has an extensive list of reasons for OCing a student.

Follow-up Procedures

Steps After a Student is OCd

1. Teacher
 - a. Notifies school office of the student being OCd.
 - b. Emails teaching staff of the student OCd (can send actual OC form later in the day)
2. School Office (There should always be at least one staff member in the office).
 - a. Keeps a list of students OCd each day.
 - b. Once a student is OCd twice in one day or has an “aggressive” OC or for drug use, the school office is to inform the cottage that the student will be out for the remainder of the day because of the OCs.
 - c. Notify teachers by email that the student is out the remainder of the day.
3. “Aggressive” OCs (including fights – students will be out the rest of the day)
 - a. Teacher calls principal or office, who will inform the principal.
 - b. Teacher emails principal a brief synopsis of what happened.
 - c. Administration to inform all teaching staff of the situation.
4. Teacher needs to submit the OC to administration and cottage by the end of the school day.

Well-written OC example

The following is an example of a well-written OC.

BOYS REPUBLIC Notice of Removal From Class

Name of Student	Cottage	Staff Required for Return to Class
Johnny Rotten	Graves	<u>YES</u>
Teacher/Work Supervisor	Date	Period
Tough Teacher	1/17/2023	3

Check and explain inappropriate behavior:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Profanity | <input type="checkbox"/> Defiant/Intimidating Behavior |
| <input type="checkbox"/> Defacing BR/BRHS Property | <input type="checkbox"/> Inappropriate Language/Writing/Behavior |
| <input checked="" type="checkbox"/> Refusal to follow instructions | <input type="checkbox"/> Promotion of Racial Tension |
| <input type="checkbox"/> Sleeping in Class | <input type="checkbox"/> Refusal to Work in Class |
| <input type="checkbox"/> Taunting/Hostile Behavior | <input checked="" type="checkbox"/> Fighting/Physical |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Other: If selected, state other action. |

Please give a specific description of the precipitating behavior:

When class started I had music going in the classroom. Johnny was singing along but adding cuss words to it. I asked him to stop and he did for a second and then started back up with inappropriate language. I turned off the music to try and talk to him but he wanted nothing to do with it. He just wanted to be heard and not let me talk. He asked for me to leave him alone so he could cool off. I told him he had 5 minutes, at which time I called his staff. Just to help me talk to him and let him know that there are rules and that he needs to be respectful and listen when a teacher tries to talk to him. When his staff came down he just lost his cool and walkd out. Hopefully tomorrow we can have a better conversation and a more productive day.

Delivery methods

Negatives can be taken to the school office and placed in the cottage staff boxes in the mail room. OC's can be delivered the same way or electronically. OCs should be delivered to the cottage, the school office and student council advisor. It is recommended that you make a copy for yourself as well to keep in your own records.

Call Cottage Staff

Teachers may call cottage staff if there is an issue with a student or for assistance to diffuse a situation.

Ed Code 48910 – Class Suspension by a teacher

A teacher may suspend a pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the cottage. In addition, the teacher will contact the cottage staff as soon as possible to apprise the staff of the student's misbehavior in class and to set up a follow-up.

Record Keeping

Individual Teacher Grade Sheet

All Teachers will keep individual grade sheets and record daily student progress.

Core teachers should provide all students with a class folder to collect work samples.

Monthly Student-Teacher Conference/Update Credits, Progress

Teachers will regularly update students on their credits/progress at the end of every month.

Reading-180 teacher will have a weekly conference with students to discuss progress, review diagnostic skills, Lexile growth, review writing products, and zone activity performance.

Recognition Programs - Positive Behavior Interventions and Support (PBIS)

- Friday Townhall
- Individual teacher certificates and incentives
- PE Fitness completion shirts
- Mid/end of year award ceremony plaques
- Canteen cards
- Cottage of the month – academic points

Monthly Staff Meetings

Teachers are expected to attend staff meetings which occur once a month on a Monday (minimum day), the principal establishes the schedule at the beginning of the year. Please arrive promptly at 1:00 PM.

Student Study Team (SST)

Individual teachers and cottage staff may make an SST request for a struggling student. During the meeting, it is made clear to the students that this intervention is in no way punitive and that all school and cottage staff are there to help them succeed. During an SST, staff can evaluate students' struggles and needs for assistance and may make recommendations for individual students to have academic/behavior interventions and/or recommend IEP testing.

Apex Expectations

- Quizzes and tests should be locked; They should be opened only after students have gone through the study, taken notes, or completed a study guide (writing the correct answers down after a quiz is not considered notes)
- If a student fails a quiz three times, they are expected to turn in a page of additional notes.
- One or more writings should be completed per unit before a student can earn credit (i.e. a substantial 5-paragraph essay)
- Create a fair system for grading to count quizzes and additional work to align with 0-4 grades/credits; not count seat time.
- Have regular conferences with students to update them on progress, and students should be able to see their printed progress reports

Initial and Post Math and English Assessments

When new students are admitted, math teachers administer the MDTP pre-test to evaluate the student's current math skills. Likewise, English teachers will administer a pre-reading assessment and writing prompt to establish the students' current reading levels and writing skills. After three months of enrollment, students are assessed again to evaluate progress.

Student Expectations

Graduation Requirements/ AB216

Each student graduating from Boys Republic high school (or from any CVUSD high school) must earn 225 units of credit in the following areas and have at least a 2.0 Grade Point Average:

High School Graduation Requirements:

Classes	Units Needed	AB 216 Requirements
English	40	30
Social Science (30)		
World History	10	10
U.S. History	10	10
Economics	5	5
U.S. Government	5	5
Science (20)		
Life Science (Biology)	10	10
Physical Science (Earth)	10	10
Mathematics (30)		
Algebra I/Int. Math I	10	10
Other/Higher Math	20	10
Visual/Performing Arts or CTE		
Foreign Language*	20	10
Physical Education	20	20
Health Science	5	0
General Electives	60	0
<hr/>		
TOTAL	225	130

*An approved Career Technical Education Course (CTE) may replace 20 credits of Visual/Performing Arts.

- Auto shop
- Wood Shop
- Metal Shop
- Culinary
- Bakery
- Silk Screening

Clarifications on AB 167



Assembly Bill 216:

Updates to AB 167

In 2009, the California Legislature passed Assembly Bill 167, which allowed foster children to graduate high school by only completing state graduation requirements if they transferred schools in the 11th or 12th grade and could not reasonably complete local graduation requirements. AB 167 was seen as a solution to the high drop out rates of foster youth who repeatedly transferred schools and struggled to earn the credits needed to graduate. Assembly Bill 216 attempts to clarify components of AB 167 to ensure more consistent implementation.

Under AB 167	AB 216's Clarification
When may a student first qualify to graduate under AB 167?	
Students who transfer at anytime during the 11th or 12th grade	Students who transfer after completing their second year of high school, using either the number of credits earned or length of time of enrollment, whichever will make a student eligible.
How long does a student have to complete the local graduation requirements?	
The time frame was undefined.	Students are eligible if they are not reasonably able to complete local graduation requirements by the end of their 4th year of high school. Students have a right to remain in high school for a 5th year if they can complete the local graduation requirements.
What kind of notifications do schools have to provide if a student is found eligible for AB 167?	
<ul style="list-style-type: none"> Notification to student and education rights holder "as appropriate" No timeline requirement for notification Notification must include student's eligibility and its potential impact on college admission 	<ul style="list-style-type: none"> Notification to student, education rights holder, and social worker Notification required within 30 calendar days of transfer Notification must include student's eligibility, its potential impact on college admissions, and inform the student of their right to remain in school for a 5th year to complete local graduation requirements if they want
Once a student is eligible to graduate under AB 167, who decides whether they should?	
Decision making authority was unclear. Schools were often making the decision, regardless of the student's wishes.	Authority to make this decision was given to the student's education rights holder, or the student if they are 18 and hold their own education rights. The education rights holder also decides whether the student will remain in high school for a 5th year to complete the local graduation requirements.
When can eligibility for AB 167 be re-considered?	
Right to re-consideration was unclear.	If a student is not initially eligible for AB 167 graduation when they first transfer, they have a right to ask for re-consideration of their eligibility at any later point. If the student satisfies the requirements, the school must find him eligible.
Once eligible, does the AB 167 graduation right continue even if a student's foster case closes?	
Right to continued eligibility after foster care case was closed was unclear.	Once a student is found eligible for AB 167 graduation, this right continues, regardless of whether the student's foster case closes or they later change schools again.
Can a student transfer schools in order to qualify for the exemption?	
AB 167 did not clearly prohibit social workers from transferring students between schools to make them AB 167 eligible.	"Pupil in foster care" is defined to include any child removed from his home pursuant to WIC Section 309 or subject to a petition filed under WIC Sections 300 or 602 (Education Code § 51225.2).
Who qualifies as a "pupil in foster care"?	
"Pupil in foster care" was undefined	"Pupil in foster care" is defined to include any child removed from his home pursuant to WIC Section 309 or subject to a petition filed under WIC Sections 300 or 602 (Education Code § 51225.2).

GED Requirements

GED aide regularly updates all staff on student's GED enrollment and progress.

Passing score = 145 (or 580 cumulative)

Below are the students currently enrolled in GED or **pre-testing***

1. "Green" indicates a subject was passed.
2. "Red" indicates that they have not passed the subject.
3. "Pink" indicates that they have not tested in that subject.
4. "White X" is the number of times a test was taken.
5. "Yellow" indicates a scheduled test.
6. "White (-)" indicates a mandatory 60-day wait between tests.

GED STUDENTS 6/10/22	GED Students	Cottage	Date Entered GED	Math	Science	Social Studies	RLA	Tentative Exit Date/Notes
1	Monex, Robert	Hunt	5/12/2022					GED testing is halted until new school year starts in July
*	Casillas, Victor	Graves			139	138		In progress
*	Mika Hernandez, Christian	Graves		131	143	138	138	Reluctant to get a GED. Believes he will recover all needed credits before his release.

Student Dress Code

Articles of clothing are considered acceptable as long as they reflect a favorable Boys Republic image and they DO NOT represent gang related or other type of delinquent dress. Some of these issues will be handled on a case-by-case basis, dependent on the background and behavior of the student.

ALL BOYS REPUBLIC STAFF: (Cottage, school, work experience, etc.) have the right to determine the appropriateness of any student's clothing. If you disagree or have a question about a particular staff's direction, please initially accept the direction then follow-up later with your staff and group. Dress code must be followed as you leave and return to campus from home pass.

The following are not allowed:

1. Clothing that is predominately dark. Industrial type shirts.
2. Altered Clothing (except to hem pant length. A small slit of approximately 1 inch from the bottom is allowed on the side of the pants as long it does not become extremely frayed.) Clothing must be consistent with the student's actual physical size. Unhemmed cut-off shorts
3. **SAGGING PANTS OR SHORTS:** (To be worn at waistline and underwear shall not be visible). Pants without belts. Belts excessively larger than waist size, web belts/initial buckles or hanging belts.
4. Untucked or unbuttoned shirts (top button must be open on collared shirts). Thermal shirts must be tucked in. Shirts must be long enough to be tucked in.
5. T-shirts or other apparel that display violence, racism, obscenity, alcohol/drug relatedness, satanic meaning, skulls, money or dollar signs. Concert shirts, biker shirts, athletic team shirts, or any other shirt that promotes racial or gang tension.
6. Sleeveless shirts (permitted only **during** intra-mural sports, cottage-based athletics and some limited farm/grounds work experience areas). Except at the swimming pool, shirts must be worn at all times outside the cottage.
7. Sweatpants of any kind worn to school, pay crews or breakfast on school days. No pajamas outside of the cottage. Students are not allowed to be in possession of clothing with hoods.
8. Unlaced shoes or untied shoelaces. There can only be two unused holes in lacing the shoes. Shoes without socks.
9. Bare feet. Flip-flops or slippers outside the cottage (except to walk to and from the pool).
10. Earrings. Body piercings. Necklaces, Rosaries, etc. worn outside the shirt.
11. Hats or other headgear; Sunglasses. Gloves.
12. Shorts (only during the summer when student council votes to approve, but with the following conditions:
 - a) Shorts must have belt loops and be worn with a belt. No shorts with draw strings are allowed.
 - b) Shorts are not to extend past the bottom of the knee.
 - c) Student council recommends that violations of these rules be considered on a cottage basis. For example, if a cottage has too many violations of these guidelines, a teacher can recommend that student government revoke the privilege for that particular cottage. For individuals, student council recommends a negative for the first offense and OC for the second offense.

APPENDIX

Schoolwide College and Career Readiness

Refer to: <https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp>

Notice of Duty to Report Child Abuse

Refer to: <https://www.cde.ca.gov/ls/ss/ap/childabuserreportingguide.asp>

Child Abuse Reporting Procedure

If you suspect child abuse/sexual assault, you must:

1. Call Child Protective Services (CPS) at 1-800-827-8724.
2. File a written report (11166P.C.) within 36 hours with Child Protective Services, P.O. Box1088, Rancho Cucamonga, CA 91730. Secure the report form at:
http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Teacher Evaluation

See district Intranet: <https://www.chino.k12.ca.us/Page/21683>

**Chino Valley Unified School District
Teacher Evaluation Form with Rubric**

Teacher: 		School Year: 	
Site: 		Evaluator: 	
Date of Preliminary Evaluation Conference: 	Date(s) of Observation(s): (at least 1)	Date of Final Evaluation Conference: 	
<input type="checkbox"/> Hourly/Voc. <input type="checkbox"/> Intern	<input type="checkbox"/> Temporary <input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2	<input type="checkbox"/> Permanent
Overall Evaluation Rating 		Assistance Plan <input type="checkbox"/> Yes (<i>Assistance Plan Attached</i>) <input type="checkbox"/> No	
<p>To qualify for the five (5) year evaluation cycle a teacher must:</p> <ul style="list-style-type: none"> Have taught with the Chino Valley Unified School District more than 10 years. Hold the appropriate EL Authorization. Have received an Overall Evaluation Rating of <i>Meets</i> or <i>Exceeds Expectations</i> on the previous and current evaluation cycles. 			
<p>Recommend five (5) year evaluation cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			

The final observation shall be used to determine the final overall evaluation ranking. Descriptors (criteria) are available and shall be used as a reference to establish ratings for each area. The rubric provided below shall be used when determining the ranking for the final overall evaluation.

Rubric: Overall Evaluation Rating

- 1) Any 2 standards rated "Standard Not Met," shall receive an overall evaluation ranking of "Standards Not Met." **[U]** A unit member, who receives an overall evaluation ranking of "Standards Not Met," shall be placed on and adhere to an Assistance Plan, pursuant to the Agreement, and the teacher shall enter the PAR program.
- 2) Any combination of 1 standard rated "Standard Not Met" and 3 standards rated "Growth Recommended," or 4 or more standards rated "Growth Recommended," shall receive an overall evaluation ranking of "Standards Not Met." **[U]** A unit member, who receives an overall evaluation ranking of "Standards Not Met," shall be placed on and adhere to an Assistance Plan, pursuant to the Agreement, and the teacher shall enter the PAR program.
- 3) Any 1 standard rated "Standard Not Met" shall receive an overall evaluation ranking of "Growth Recommended." **[G]** An Assistance Plan shall be developed and implemented for the standard not met. The teacher will be encouraged to enter the PAR program as a voluntary teacher.
- 4) Any 3 standards rated "Growth Recommended" shall receive an overall evaluation ranking of "Growth Recommended." **[G]** An Assistance Plan may be developed and implemented with the agreement of the unit member and the evaluator. The teacher will be encouraged to enter the PAR program as a voluntary teacher.
- 5) Any combination, other than those stated above, the teacher will receive an overall evaluation ranking of "Meets Standards" **[M]** or "Exceeds Expectations." **[E]** Comments are required for any ranking of "Exceeds Expectations."
- 6) Specific observed objective evidence shall be cited for any Standard rating of "Meets Element Expectations with Growth Recommended," or "Element Expectation(s) Not Met."

Revised 8/18

Schoolwide Action Plans

Schoolwide Action Plan 2024

Action Plan 1 – "Individualized Student Learner Plan for all Students"

Rationale: When students understand what is required to graduate and the steps they can take to graduate or become credit current, it is more likely that they will. We are seeking to empower the students to be the masters of their fate.

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
<p>Student to meet individually with the principal upon enrollment and be informed of the available options (AB167) to assist the student to graduate or obtain a GED (age appropriate), become credit current or approach becoming credit current.</p> <p>Note: Intakes initial assumption – seek a high school diploma. If not possible then assess the likelihood of being able to pass the GED test, then CTE courses to prepare a student for a career.</p>	Principal	Initial enrollment interview, transcripts and information in Aeries	Student enrollment interview, orientation and intake which results in a student schedule.	First day Ongoing through weekly grades, credit completion, and counseling sessions	<p>Completed schedule</p> <p>Counseling appointments</p> <p>Teacher follow-ups</p> <p>Case carrier follow-ups</p>
Formal Reading, Writing & Math Assessments with a 60 day follow up	Read 180 Teacher, Testing Teacher, & both Math Teachers	<p>Read 180 Program</p> <p>Reading Assessments</p> <p>MDTP Assessments</p>	<p>Reading Scores</p> <p>Follow-up monthly on all low-end students at staff meetings.</p>	Within first week of enrollment and monthly for students in the reading program	Scores reported to principal and all teachers. Classes changed when needed
Upon enrolling in each teacher's class an intake to include how the student will earn credit in that class as well as understanding teacher's behavioral expectations.	All Individual teachers on student's schedule	Teacher rules & teacher intake	Student received work and understands expectations.	Upon entering any new course	Student contract
Follow up through weekly grades to monitor progress. Students will be informed that if they are not earning a 3 or better, they are not catching up on credit. Earning a 2 merely keeps student at their current level, a 1 means they are falling further behind and a 0 indicates they are falling significantly	All teachers	Spreadsheets or other weekly grade methods used by individual teachers	Hard copy of weekly grades reported to and picked up by each cottage	Grades completed on Wednesdays and picked up by cottages on Thursday morning.	<p>Hard copy to cottage.</p> <p>Zeros and U's to principal</p>

behind. (See weekly grade chart).					
Study the renaming of the weekly grades to indicate progress	PLC	PLC	New Name posted on all communication dealing with the same	By June of 2025	New Name posted on all communication dealing with the same
Weekly follow up for students who receive a “0” or “U” by principal, Associate Director of BR and Cottage Staff, with emailed list of all students receiving those grades.	Principal & teachers	Weekly grade sheets	Teachers email principal all “0” & “U” on Wednesday. Any teacher not sending email receives a follow up call to ascertain if there are “0” or “U.”	Email sent Thursday to principal. Email sent to cottages with names and grades on Fridays.	Principal sends final email to all teachers as well.
35 Day Papers for follow up at the two-month mark. Each teacher to advise student of student’s standing at the two-month mark, how much credit they have earned and how much credit they should have earned.	Principal generates 35 Day Papers	1 st period teacher receives 35 Day Papers, instructs student of their purpose and that the student will give to all subsequent teachers to advise the student of his current progress.	Completed 35 Day Papers are returned to the principal at the end of the school day. She examines them and when needed advises the student and the cottage if there is a lack of progress.	Wednesdays for all students who have been in school for 35 days	Completed form returned to the office and a copy sent to cottage and review by case carrier with the student
Aggregate 35 Day Papers with a raw score.	Leadership Team	35 Day Papers form	Place for score on form	By June 2025	Place for score on form
Academic core teachers use of Aeries to ascertain student credit to further encourage and advise students of their academic progress	District IT Department, Principal & Teachers	Aeries Data Program	Teachers trained in the use of Aeries to access read only student data to monitor progress and make timely academic decisions.	With each student as needed	Students earning the appropriate credit and the appropriate amount of credit
Use of the Individual Grade Sheet by all teachers to delineate progress, both academic and behavioral.	Teachers	Grade Sheet and computer to modify grade sheet to fit individual class needs	Individual Grade Sheet with both an academic and behavioral component is kept for each student	With each student as they enter	Individual student grade sheets
Principal & BR Counselor monitor student progress to make program decisions (AB216,	Principal, BR Counselor	Communication with cottages in monitoring student progress	Students know where they stand and credits they need to complete to graduate or obtain a GED.	With the completion of each class &	Request by students, teachers, counselors, cottage staff

GED or the like) & ascertain if they have met graduations requirements		Counselor tracking of student progress	Students are placed on the AB167 diploma. Students know the amount of credit they have earned and where they should be.	ongoing as needed	for administration to evaluate a student's progress
Continue the use of the Recognition Program to encourage and reward students for academic and behavioral progress	Principal & Teachers	Weekly and Biweekly awards as well as annual Semester Awards	Students receiving awards in Town Hall meetings	Weekly and biannually	Staff Meetings

Action Plan 2 – “Reaching & Teaching Trauma Informed Students”

Rationale: By understanding the unique realities of placement in California, and the struggles of students who have experienced trauma, BRHS will be better able to remediate deficiencies, encourage student success and to assist students in their academic preparation and vocational goals.

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
Updates from BR concerning changing policies by the Department of Children's Services, Department of Probation, & Boys Republic responses to changes.	Principal Associate Director of BR over the Treatment Program.	Monthly Staff Meetings	Scheduled on the agenda	As needed, but at least biannually.	Staff Meeting Minutes.
Continue training on Trauma Informed Instruction and behavior intervention.	Principal & Department Chairs.	Monthly Staff Meetings & Teacher Workday at the beginning of the school year.	Dip Stick method detailed in Action Plan 3.	Teacher Workday March & September staff meetings.	Staff Meeting Minutes.
Articulate Schoolwide College & Career Readiness Standards.	Principal, Department Chairs & all teachers.	Staff Meetings, PLCs & Department Meetings.	List of Standards identified.	Begin discussion by July 2022	Staff Meeting Minutes.
Creation of an electronic staff handbook, which would detail in outline form the information learned in the above trainings listing strategies for teachers, as well as other important information	Principal, school secretary & Department Chairs.	Department Chair Meetings.	The Electronic file.	Begin by July 2022 & ongoing.	The Electronic file.

that is necessary for a teacher to know concerning the operation of the campus.					
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Plan 3 – Addressing Student Needs As a PLC

Rationale: Teaching students in a juvenile court placement setting requires a unified approach by all staff. Addressing student needs as a PLC, presenting a unified approach, and stressing common themes will assist students to assimilate quicker and aide in student buy-in of Student Learner Outcomes.

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
Common Planning Time used to address student needs.	Principal, Department Chairs & Teachers	Monthly Staff/PLC meetings Use of meetings to conduct SST for struggling students Use of meetings to conduct training to increase student achievement. (Training to include behavior management techniques, pedagogy issues or anything else we determine will benefit students)	Agendas Minutes from meetings Collaboration by teaching staff of students on the” zeroes” and “U” list, concerns, input from Sp. Ed. Teachers and possible modifications Students Trainings Impact on student achievement as we follow the data	Monthly PLC meetings Collective staff trainings Individual staff trainings	Meeting Minutes Student data Teachers attending conferences to report on training beneficial to all staff
Schedule Monthly Department Meetings.	Department Chairs in consultation with Principal.	PLC time, & common lunch time.	Placed on the Important Dates Calendar.	By June 2025.	Placed on Important Dates Calendar.
Continue to align Common Core into the instruction & to provide additional	Principal, Department Chairs & Teachers	Use of PLC for training. District training & training with APEX.	Teachers to report on strategies learned and methods examined which can benefit our	Quarterly by review of WASC Action Plan.	Teachers give examples during staff meetings of

training on APEX for use with our students.		Individual teacher attendance at their discipline conferences.	efforts with all students.	As teachers attend conferences .	the use of common core and by the evaluation process.
Updating SPSA and WASC Action Plans based upon changing student needs.	SSC, Principal and WASC Coordinators	Staff meetings, principal and WASC Coordinators meetings Plan Templates Master Calendar & important dates structures	Principal and WASC coordinators meet, they propose changes relative to funding concerns and student learner needs. Committee of the whole considers critical learner needs and adjusts action plans to meet those needs.	SPSA ongoing with addendums WASC Action progress on plans reviewed during staff meetings (minimum – quarterly.)	SPSA plan itself, with addendums. WASC revised Action Plans and minutes from the meetings.
(Dip Stick Approach) Assess the benefit of trainings by measuring biannually, during a four-week period, the number of OCs and Negatives given to students after implementation of strategies examined at trainings.	Principal Leadership Team Teachers	OC & Negative data collected, by teachers, combined by Mr. Galindo.	Examine the data at PLC meeting twice annually and discuss what we learn from the data and where it will take instruction and behavior modification.	Feb annually August annually	Monthly Staff Meetings Biannual evaluation of student data SPSA & WASC process
Use of Staff meetings to conduct SST.	Principal, teachers & Cottage staff	Staff Meetings, input from teachers & cottage staff	PLC Agendas & minutes. Concluded SSTs, improved individual student performance and follow up.	Monthly in Staff meetings	Completed reports and meeting minutes.