

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Boys Republic High	36676783631587	April 22, 2024	June 20,2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Additional Targeted Support and Improvement
Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes. Our school has been identified for Additional Targeted support and improvement (ATSI) based on the California 2022-2023 Dashboard results. Our school plan will specifically address the metrics that led to eligibility for ATSI, which includes monitoring Graduation within our Foster Youth and Socioeconomically disadvantaged.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Boys Republic High School works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council, and implementation of the plan is monitored throughout the school year to ensure that the ESSA requirements are met.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district’s three LCAP goals:

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5 and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

LCAP Goal 4: Targeted Assistance for Boys Republic and Buena Vista

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In order to best support students and close achievement gaps the following surveys were conducted:

Institutional staff, including the Director, Associate Directors, Treatment Administrators, cottage supervisors, and assistant cottage supervisors of Boys Republic were surveyed at the end of the 23-24 school year, from a guardian perspective of how the school is meeting the needs of the institution to assist their student wards in moving toward becoming credit current and advancing in their education skills.

In the K12 parent survey, we learned the following about our engagement groups:

1. 100% of the staff feel that the school has high learning standards for all students.
2. 100% of staff felt that teachers clearly explain learning standards and expectations to all students.
3. 100% of staff feel that teachers successfully show students how lessons relate to life outside of school.

Here are three data points that we can celebrate:

1. 100% feel that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem
2. 100% of students feel that the principals and assistant principal(s) were responsive.
3. 94% of students said that this school has high learning standards for all students.

Here are three data points that show our opportunities:

1. 28% of students said that teachers successfully show students how lessons relate to life outside of school.
2. 22% of students said that school informs families about school-sponsored activities, such as tutoring, after-school programs, and student performances.
3. 17% of students said that this school offers opportunities for family members to learn about programs and additional learning supports to help students.

Students who had been at the school for a minimum of 35 school days were also surveyed to determine the effectiveness of the school's programs in assisting them in achieving academic skills, and expectations of credit completion moving toward completion of graduation requirements culminating with a high school diploma or becoming credit current.

Information gathered on staff surveys includes: Is the school meeting the needs of students? What can the school do better? Is communication timely and forthright? What changes would the cottage staff like to see to better assist students?

All surveys were analyzed for trends and patterns, and we have determined that the focus for the 2023/20224 will be the development of curriculum and delivery via distance learning modalities which will then enhance traditional instruction when the school returns direct instruction.

With the adoption of APEX, EL students will now have access to the curriculum in their own language, which has a translation function into Spanish and 25 other languages.

An LCAP site engagement meeting was held, and the following themes emerged from the feedback through the survey that was provided to parents. Goal 3 had the highest amount of feedback. It was noted that the reading intervention program supported students and we are seeing tremendous growth. The CTE pathways and ROP courses were also supporting students for careers outside high school. One area noted for growth was working with students to ensure that off-task behaviors do not cause distractors from learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted multiple times each week by administrator walkthroughs. Classroom observations also occur through the weekly grade spreadsheet collected by the principal and sent to cottage supervisors and BR program staff. Each can observe how all students in the school are performing and their academic progress. At the weekly Town Hall meeting, staff recognize students for academic and behavioral achievements.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur monthly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data, and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

Smart Goals were written to address the following areas:

1. Increase graduation rate by 5%
2. Increase credit recovery rate by 5%
3. Students who remain in the reading intervention program for 60 days will increase at least one grade level in reading.

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Teachers complete weekly student progress reports to evaluate the students citizenship, assignment completion, and most recent reading scores.

Baseline ESA Data for August 2023

Essential Standards Baseline Data Math August 2023

Grade/ Percent Exceeded or Met Standard

IM I 15.8% met

IM II 20% met

Baseline ESA Data for August 2023

Essential Standards Baseline Data ELA August 2023

Grade/ Percent Exceeded or Met Standard

9th 0% met

10th 0% met

11th 0% met

12th 0% met

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The PLC process is used to analyze and monitor student progress and respond with intervention, extension, and/or enrichment with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting the site SMART goals in ELA and Math. Our English Learners is a student group that we will monitor regularly. Here are the end-of-year benchmarks that we are striving to reach for each grade level:

Essential Standards Final Benchmark Data Math/Spring 2024

IM1/ 0% met

IM2/ 0% met

Essential Standards Final Benchmark Data ELA/Spring 2024

9th/ 0%

10th/ 12.5%

11th/ 16.7%

12th/ 0%

Since students usually spend less than 6 months in the program (the average student spends two months), the school, per the recommendation of WASC, monitors data trends, since students tend to come from similar educational backgrounds and experiences. These trends assist the school in the implementation of programs and the modification of the curriculum to promote student success. Formal and Informal reading placement tests are used by teachers to modify the curriculum. Reading and Math placement data is also used by the administration to place students in the educational program that will allow success, but also expand the student's capacity and academic skills. We implemented a new approach to obtain summative data for our students. Instead of waiting until the end of the student's program, as we did in the past, (students often left the program unexpectedly or AWOLed of their own accord), BRHS now tests students upon entrance to the school and then two to three months after arrival. This has allowed BRHS to collect data and measure the effectiveness of programs. This approach has worked well, providing timely information; it will be continued. Based on this data, we have seen a positive effect on student learning through APEX, Khan Academy, and a balance between teacher-direct instruction and paper-pencil assignments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned. We have successfully hired and filled every class with highly qualified teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement, and Essential Standards. Support will also be given in ELA/ELD, Math, and Positive School Culture. Our site will hold PD annually to support the instruction of our English Learners.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention BR Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which support the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified as needing support to become proficient: Foster Youth and socio-economically disadvantaged students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Boys Republic High School adheres to the current state required daily instructional minutes of 240 instructional minutes per day. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Boys Republic High School does not use the District Standard Pacing Guides verbatim; they are modified to meet the needs of students who are greatly deficient in academic skills. This flexibility has allowed for the extended year, seven periods a day as well as CTE/ROP courses and attendance at the Adult School when appropriate to help students become credit current or graduate with a diploma or GED.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of BRHS students have standards-based instructional materials. In addition to these materials, the school has used N&D funds to provide intervention materials and programs such as Read 180 and the APEX program.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

100% of our students have access to standards-aligned core courses and instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Since most students at BRHS are underperforming a number of approaches are used to enable them to meet ESEA standards. All students are placed in small classes, usually no more than 10 students to 1 teacher. Additionally, in all math classes instructional aides are used to assist students in understanding the material to meet the standards. Likewise, in the two ELA classes, there are instructional aides, assisting students to meet the standards. ELA classes are usually no more than 7 students per class. Furthermore, a computer-based curriculum is being used to assist students in a credit recovery approach, as most students enter BRHS significantly behind in credits. To further assist in credit recovery there are 7 periods throughout the day instead of the traditional 6 periods.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our Foster Youth and Socio-economically disadvantaged continue to be a group that we need to support during reading and math intervention. The number of students scoring met on the ESA's has continued to remain low as shown in the data summary pages of this SPSA. ESA data will be evaluated annually through the ESA benchmarks. The three goals within this SPSA plan will monitor the progress of the Foster Youth and Socio-economically disadvantaged each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are pursued. The PLC is currently reviewing high-interest curriculum delivery by computers, such as Google Meet, and Microsoft Teams. We have begun using Khan Academy in math. We are using the GED Academy to prepare students to pass the GED exam. We are testing students reading, then placing them in appropriate classes based upon their reading levels and ensuring follow-up testing occurs to measure if our programs are effective. To provide timely feedback and build student-teacher relationships, teachers use individual grade sheets to monitor student progress both for academics and behavioral issues as well as give weekly grades for each student which are conveyed to cottage supervisors who act as the student's guardians.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. Boys Republic also has multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The Action Team for Partnership meets three times per as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs. DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found our on school website and in the lobby of our school office. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities. The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent son PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Boys Republic is committed to meaningful educational partner involvement in developing and gaining input on the development of the CSI plan. Educational Partners; such as Students, cottage staff acting as guardians, teaching staff and institutional directors or their designees were involved in the process. Educational Partners involved in the School Site Council, BRHS staff, and BR staff can provide input in our school plan development, monitoring process, and other programs to implement throughout the school year using categorical funds. All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal and monitor progress. Feedback from educational partners' surveys was included as part of the data review. An analysis of progress toward goals, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings:

School Site Council (With representation from the county of San Bernardino & Boys Republic)
September 3, 2023 (SPSA approved)

Progress toward goals will be shared at the following SSC scheduled meetings:

October 21, 2024
December 2, 2024
February 24, 2025
April 21, 2025

Progress toward goals will be shared at the Staff Meetings (All teachers, Administrator & representation of Boys Republic):

July 15, 2024
August 19, 2024
October 21, 2024
December 2, 2024
January 13, 2025
February 24, 2025
March 31, 2025
April 21, 2025
May 19, 2025
June 9, 2025

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources are available through the district funding and Neglected and Delinquent funds. The district has been supportive of student needs and BRHS and that support is continuing. Currently, resources are equitably distributed, with staffing and teaching material. With the pandemic, the district office of Access and Equity has provided Chromebooks for BRHS that technology remains available to our students. The school as checked these out to the cottages for students to complete work online through the APEX curriculum, Khan Academy, and Google classroom. However, there have been some challenges due to the institutions policies related to students' unrestricted use of the internet to access curriculum and support because of the institutions barriers to ensure student safety on the internet. Therefore, to educate students during school closure, teachers have created new paper curriculum to engage students, allow them to earn credit and gain the skills appropriate to their grade level.

Some student material may appear inequitable because of student destruction of books by tagging and misuse. The question always present is at what point do we get replacement material when the students seem bent on leaving their mark on the material irrespective of consequences for doing so.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	5	3	5
Grade 10	4	5	4
Grade 11	20	14	9
Grade 12	28	25	17
Total Enrollment	57	47	35

Conclusions based on this data:

1. The number of students and ethnic groups from which they come remains consistent from year to year. The majority of our students are Hispanic. The next largest group, generally at about 25%, is African American. Teachers are aware of inherent challenges commensurate with various groups, such as potential second language challenges with Hispanics and make efforts to assist students with these challenges. Nevertheless, we pride ourselves as a school in reaching out to all students regardless of race or ethnic group and assisting them with what they need as an individual touching their current academic challenges and needed abilities.
2. As data is usually limited for arriving students, it is important to look at overall trends of student data. We strive to provide educational supports and scaffolding for "the struggling student," as must of our students arrive to the school with with similar educational challenges and deficiencies.
3. The trend of an increased number of upper class-men (11th & 12th graders) is helping the academic culture on campus. Seniors close to graduation, who then work to complete the requirements have helped to establish the importance of education for the underclassmen. This has created a culture of academic success and has changed the outlook of many students concerning their educational self-expectations and a desire to succeed by earning a high school diploma or become credit current. We are in the process of rebuilding this culture since the reopening to in class instruction.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	13	4	7	22.80%	8.5%	20.0%
Fluent English Proficient (FEP)	16	12	8	28.10%	25.5%	22.9%
Reclassified Fluent English Proficient (RFEP)	1			7.7%		

Conclusions based on this data:

1. Percentages of EL students enrolled at BRHS remains in a predictable range as a percentage of the school's population.
2. Fluent English proficient students coming into the program swings from year to year.
3. We will continue to work on student skills to support student reclassification given the limited time students remain in the program.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22	11	8	0	9	7	0	9	7	0.0	81.8	87.5
All Grades	22	11	8	0	9	7	0	9	7	0.0	81.8	87.5

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		*	*		*	*		*	*		*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Conclusions based on this data:

1. The school has made a concerted effort to test all students which the CA Dept. of Education requires testing from.
2. The results are indicative of the lack of formal education, the unique students who are placed at the school by the courts. Most students have little educational preparation and have often not attended for a year or more before being placed at BRHS.
3. Little or no data is reflected in 22-23 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22	12	8	0	10	7	0	10	7	0.0	83.3	87.5
All Grades	22	12	8	0	10	7	0	10	7	0.0	83.3	87.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		*	*		*	*		*	*		*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Conclusions based on this data:

1. The school has made a concerted effort to test all students which the CA Dept. of Education requires testing from.

2. The results are indicative of the lack of formal education the unique students who are placed at the school by the courts. Most students have little educational preparation and have often not attended for a year or more before being placed at BRHS.
3. Little or no data is reflected in 22-23 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	7	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										13	8	5

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	7.69	*	*	46.15	*	*	46.15	*	*	13	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	*	*	38.46	*	*	7.69	*	*	46.15	*	*	13	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	7.69	*	*	7.69	*	*	84.62	*	*	13	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	38.46	*	*	61.54	*	*	13	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	*	*	25.00	*	*	25.00	*	*	12	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	25.00	*	*	75.00	*	*	12	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	41.67	*	*	58.33	*	*	12	*	*

Conclusions based on this data:

1. Most EL students who arrive at the school, score in the lower ranges, which they should not if they were progressing through school as they should. This is symptomatic of the students placed in the institution who often have a record of school involvement.
2. With the the student body fluctuating on a continuous basis, and the small amount of data, it is difficult to draw conclusions which explain the data.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
35	97.1	20	91.4
Total Number of Students enrolled in Boys Republic High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	20
Foster Youth	32	91.4
Homeless		
Socioeconomically Disadvantaged	34	97.1
Students with Disabilities	15	42.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	28.6
Hispanic	21	60
White	4	11.4

Conclusions based on this data:

1. With 89.4% of our students coming from socioeconomically disadvantaged groups, 8.5% as English learners and 87.2% commensurately foster youth, these facts help to explain why BRHS students struggle educationally with meeting the standards.
2. As a school, despite the challenging backgrounds from which our student arrive, we look to improve their abilities. Teacher and administration see the wards of the courts as students and we do our best to encourage, teach and inspire the often reluctant learner.
3. The weekly townhall assembly with award certificates for student success and improvement, has been especially helpful. We will continue the approach.

School and Student Performance Data




Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
College/Career Very Low	Graduation Rate  Red	Suspension Rate  Orange
	Chronic Absenteeism  No Performance Color	

Conclusions based on this data:

1. Graduation rates do not tell the complete story. Most of our students are significantly behind in credits. Upon arrival most have never even considered that they have a chance at graduating high school. We need to continue to celebrate success with weekly awards ceremonies and graduations when a student completes a high school diploma or GED. This encourages other students to feel that success is within their reach and establishes an academic culture of success. The school office now sends out a "striking distance" spread sheet monthly of

students who are within 50 credits of graduation. Each teacher counsels the student for the credit needed in their class.

Additionally, understanding the data on "Information Day" will help the school to establish a reachable goal and encourage students throughout the year to earn a HSD or GED.

2. The suspension rate is high. Just because a student gets arrested and put in placement, does not mean that they have changed their attitudes and behaviors which got them locked up in the first place. It takes time and consequences for the students to learn. However, we have changed our view on suspension as a corrective approach. Instead, we are pursuing counseling through the school office with follow up by BR institutional staff. With this approach suspensions have declined from previous years.
3. More work needs to be done to allow CTE pathways to allow for improvement in college/career readiness. Nevertheless, the data illustrates that our reluctant students are reluctant not just in academic areas but in CTE courses as well. The numbers are low because many students do not stay to complete their six month program. Their premature exit pushes the numbers lower.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	0 Students	Less than 11 Students 0 Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Performance Mathematics

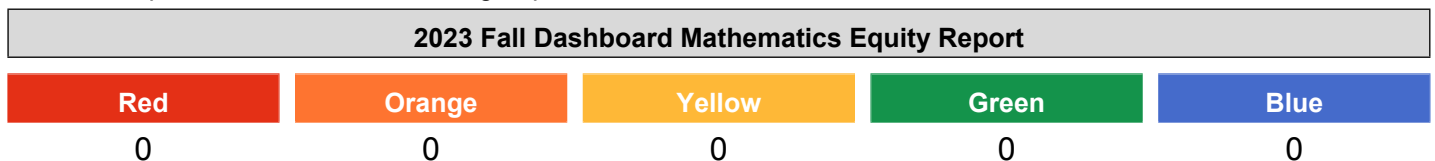
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Less than 11 Students 1 Student	English Learners Less than 11 Students 1 Student	Foster Youth Less than 11 Students 1 Student
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 1 Student	Students with Disabilities Less than 11 Students 1 Student

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	0 Students	Less than 11 Students 0 Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator					
	<table><tr><th>English Learner Progress</th></tr><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 4 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 4 Students	Performance Level: No Performance Level
English Learner Progress					
making progress towards English language proficiency					
Number of EL Students: 4 Students					
Performance Level: No Performance Level					

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. English Learner Progress is indicative of the other performance indicators of BRHS court placed students. This data suggest we need to focus on basics to give students a foundation from which to build.

School and Student Performance Data

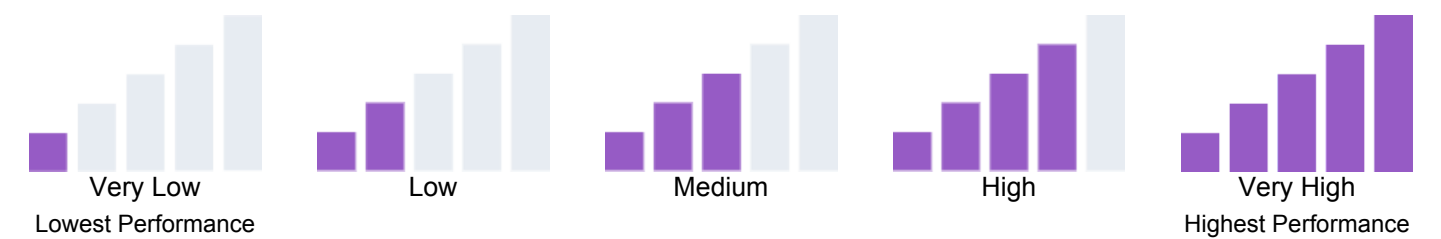
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

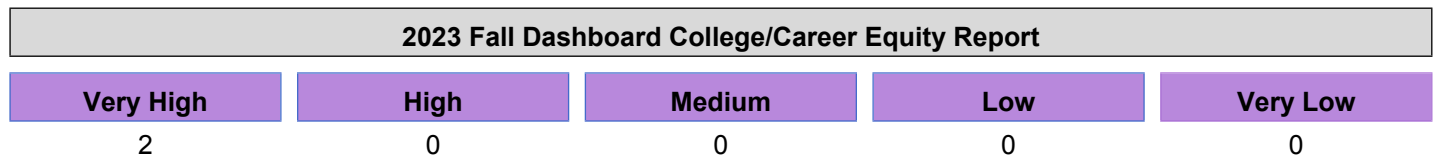
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

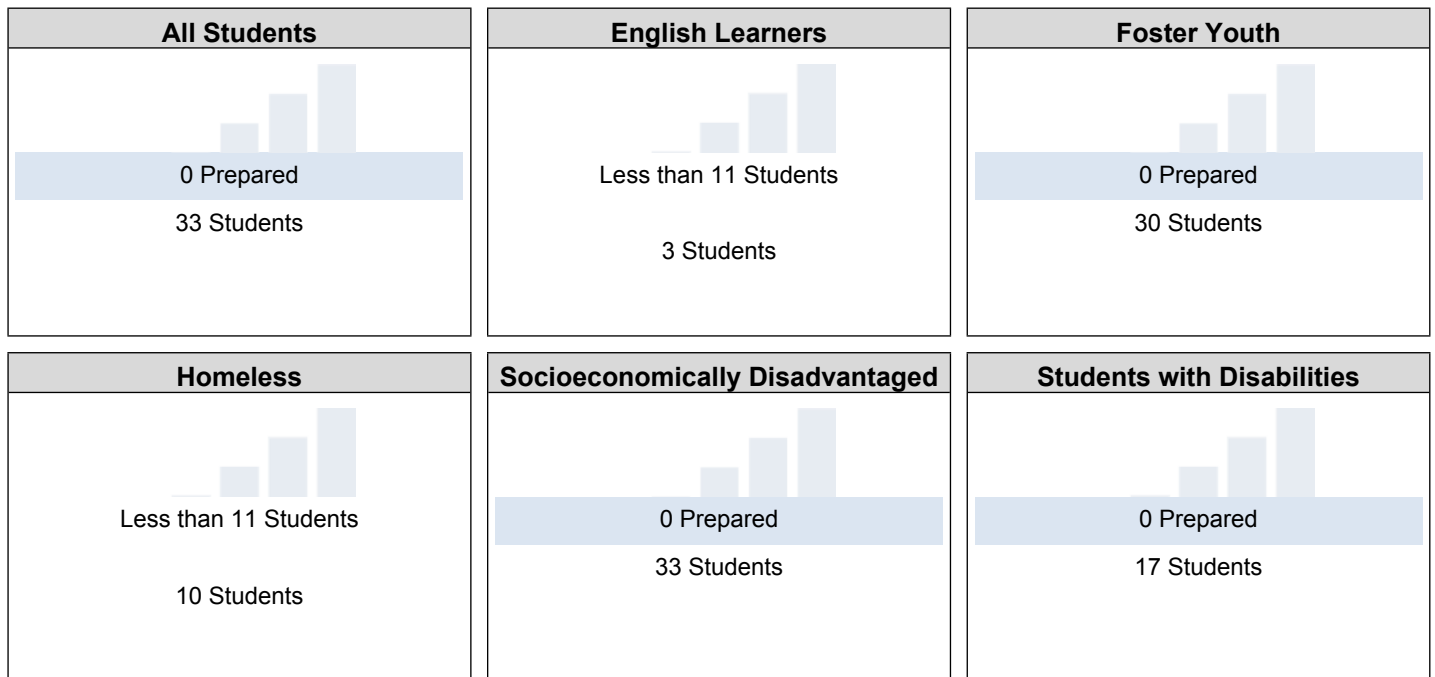


This section provides number of student groups in each level.

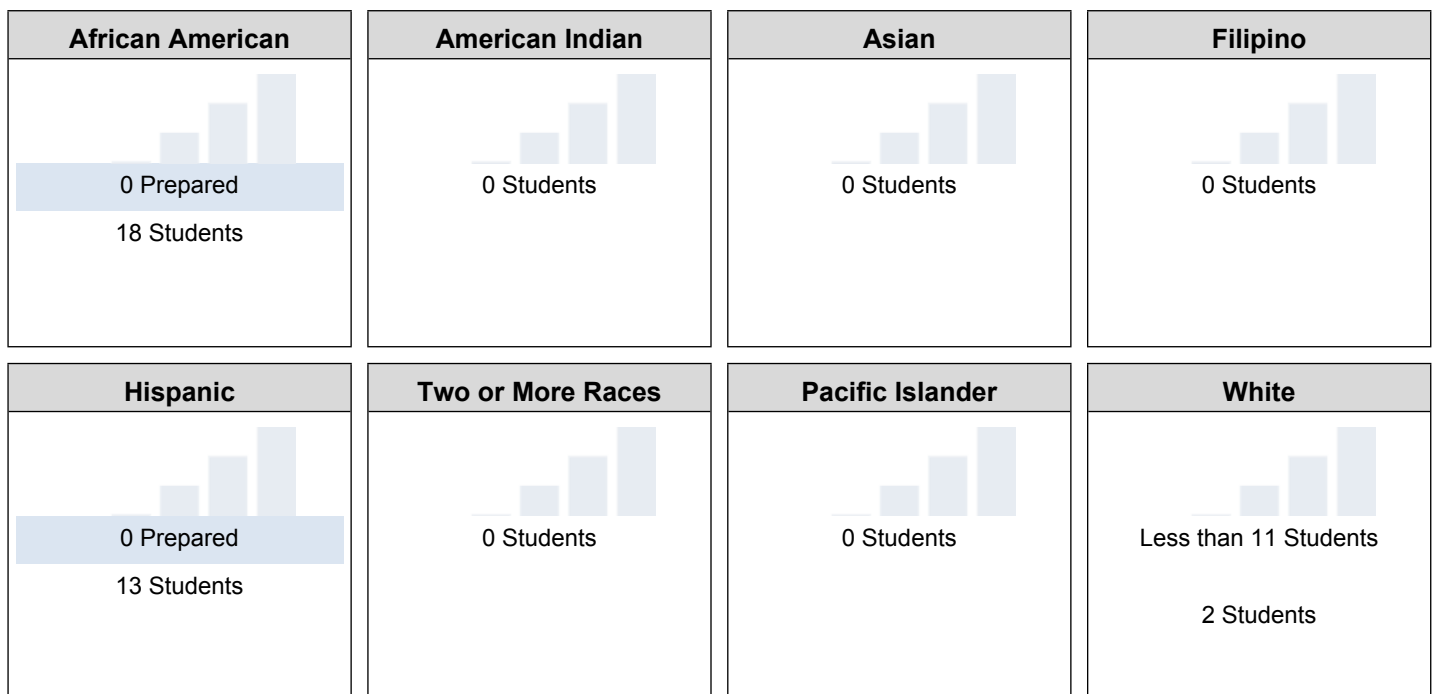


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- Academic Performance College/Career data is indicative of the other performance indicators of BRHS court placed students. This data suggest we need to focus on basics to give students a foundation from which to build.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow


Green

Blue


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


All Students


No Performance Color
0 Students


English Learners


No Performance Color
0 Students


Foster Youth


No Performance Color
0 Students


Homeless


No Performance Color
0 Students









Socioeconomically Disadvantaged


No Performance Color
0 Students

Students with Disabilities


No Performance Color
0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Graduation Rate

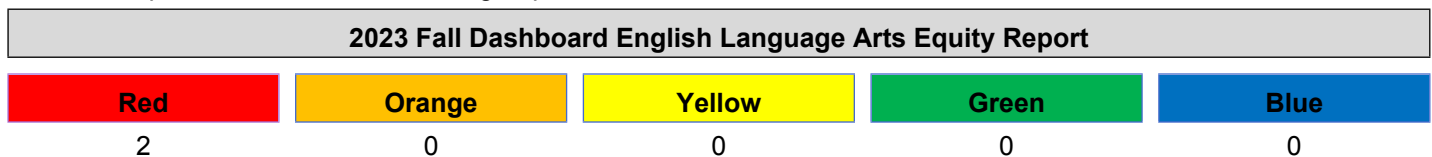
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  <p>Red</p> <p>54.3% graduated</p> <p>Increased Significantly 24.9</p> <p>35 Students</p>	English Learners <p>Less than 11 Students</p> <p>3 Students</p>	Foster Youth  <p>Red</p> <p>54.8% graduated</p> <p>Increased Significantly 25.8</p> <p>31 Students</p>
Homeless <p>Less than 11 Students</p> <p>10 Students</p>	Socioeconomically Disadvantaged  <p>Red</p> <p>54.3% graduated</p> <p>Increased Significantly 24.9</p> <p>35 Students</p>	Students with Disabilities <p>47.1% graduated</p> <p>17 Students</p>

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
50% graduated 20 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
69.2% graduated Increased Significantly 42 13 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. We will continue to focus on removing barriers to graduation as indicated in this SPSA and the Individualized Student Learning Plan, which details BRHS approach.
2. Our graduation rate rose significantly in 2021. While we are pleased with the results, the demographics of our students and where they are at in their educational process, varies greatly from year to year. Nevertheless, the improved data suggest the Individual Learning Plan (ILP) is effective.

School and Student Performance Data

Conditions & Climate Suspension Rate

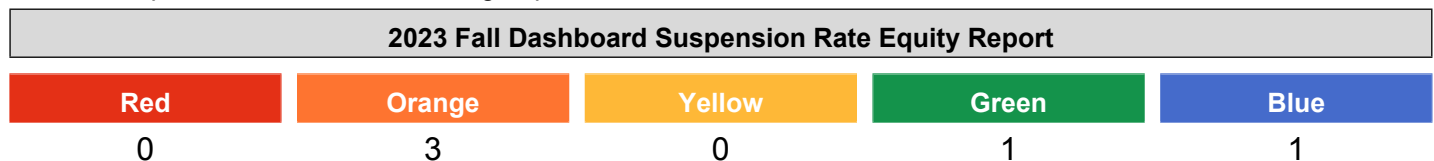
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.4% suspended at least one day Increased 1.1 145 Students	English Learners 4.3% suspended at least one day Increased 1.3 23 Students	Foster Youth  Orange 3.3% suspended at least one day Increased 0.6 120 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 3.1% suspended at least one day Increased 0.4 131 Students	Students with Disabilities  Blue 0% suspended at least one day Declined -1.2 69 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 2.1% suspended at least one day Increased 2.1 48 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students
Hispanic  Green 2.7% suspended at least one day Declined -1.1 75 Students	Two or More Races Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White 10.5% suspended at least one day Increased 10.5 19 Students

Conclusions based on this data:

- BRHS has been able to decrease the suspension rate. While the nature of the students has not changed, the school's approach has. We have shifted discipline from punitive to therapeutic approach. We have recognized that juvenile offenders don't change their values and behaviors just because they have been detained and ordered to serve a term in placement. Now, a student is suspended for only the most serious offenses. This approach allows students time to change, improve their behavior, while continuing to earn credits.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]

Priority 1: Credentials, Instructional materials, Facilities

Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards

Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

Goal 1 - Boys Republic will provide all staff with professional development and support in order to address the unique needs of Foster Youth and Socio-economically disadvantaged learners at our school and increase the Graduation Rate by 5%.

Identified Need

All students to receive academic instruction and support to assist them in completion of high school graduation requirements and in becoming credit current.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly grades 66% of all cottages (unit which represents a cohort of students) will earn a 2.25 weekly grade or better.	Results of the 23/24 school year were 2.76	cottage grades to be 2.85 or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1 - Utilize the PLC process to engage in PD . (WASC VC, recommendation #3.) such as PD to meet the needs of the mental health issues of the students who are now being accepted by Boys Republic the institution.

Release time for teachers to examine school programs, analyze data, attend district PD and collaborate with staff to determine approaches to address students academic, social and emotional needs. (school business) With ongoing professional development purchase of technology supplies and student materials to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,618.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1A For use of substitutes, release time, PLC, staff development, instructional, and web & technical support. Release time includes WASC visits to other campuses to improve instruction on the Boys Republic campus.
2,000.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures 1.1B WASC dues, subs for WASC visits
30,000.00	District Funded 4000-4999: Books And Supplies 1.1C Professional development provided by the district on "Trauma Informed Instruction"

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2 - Support staff to ensure the academic achievement of our students.

Provide a GED Aide to assist students to pass the GED and earn a certificate of equivalency.

(Provide the necessary software for students to prep for the GED, including an annual service fee and "Prep-path" software program and provide "GED Vouchers" to assess and prepare students to pass the GED. (Practice tests). Purchase 10 Licenses from Essential Education's for their "GED Academy" to prepare students with online curriculum that is prescribed to meet individual student needs based upon initial and continuing assessments.)

Registrar to aid the school office in the maintenance of student records, to support improving student graduation rate, intake students into the school and other duties as assigned to facilitate the operation of the school office.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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85,023.58	<p>District Funded</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1.2A Instructional aides are employed to assist students: with student work, to increase student understanding, allow for individual instruction to assist students in mastering standards and move toward credit recovery, becoming credit current and place them on a path toward high school graduation or a GED, and to increase those rates. BRHS employs an instructional aide to work directly with credit deficient students (where graduation is not a feasible option) to assist them in prepare to pass the GED. (see below) Hours have been added to instructional aides to increase student support on Fridays and to maintain continuity in the academic program – which is now paid for by the district.</p>
63,387.14	<p>District Funded</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1.2B Instructional aides are employed to assist students with student work, to increase student understanding, allow for individual instruction to assist students in mastering standards and move toward credit recovery, becoming credit current and place them on a path toward high school graduation or a GED, and to increase those rates. BRHS employs an instructional aide to work directly with credit deficient students (where graduation is not a feasible option) to assist them in prepare to pass the GED. (see below) Hours have been added to instructional aides to increase student support on Fridays and to maintain continuity in the academic program.</p>
40,470.78	<p>District Funded</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.2C GED teacher aide to work directly with GED candidates</p>
2,790.29	<p>General Fund</p> <p>4000-4999: Books And Supplies</p> <p>1.2D Purchase of GED Ready Vouchers (practice tests)</p>
21,544.62	<p>District Funded</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1.2E Registrar - Evaluates students, progress reports and student grades. Maintains transcripts, yearly and daily attendance, test scores, grade changes, yearly credits and inputs transfer grades from other schools. Registers</p>

new students and requests grades and documents from other schools. Responds to other schools and sends out copies of grades, transcripts, and all school documents as requested. The additional 1.3 hours added to the position is to accommodate the constant changes of intakes and drops and documentation required for drops and intake of students. Copies and emails student school information to Boys Republic staff as needed. Other duties as assigned to facilitate the operation of the school.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3 - Supplies and resources to foster student involvement and achievement to support students with reading & math difficulties. Purchase devices, supplies and materials to aide students in academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,768.86

AMIM / 0000
4000-4999: Books And Supplies
1.3A Devices, programs, software, LMS & traditional books and materials including the Read 180 Program for students with reading difficulties and staff development training funds

	and other supplemental materials to support instruction.
4,919.71	General Fund 4000-4999: Books And Supplies 1.3B Devices, programs, software, LMS & traditional books and materials including the Read 180 Program for students with reading difficulties and staff development training funds and other supplemental materials to support instruction.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staff development occurred in conjunction with monthly staff meetings. Examination of the school's APEX curriculum and best practices were discussed, during the teacher workday at the beginning of the school year BR staff collaborated with teaching staff and provided an in-service on trauma-informed instruction. Release time for teachers was provided by the two-hour monthly block of the staff meeting - PLC time. Teacher aides are provided in six classes. They assist students with the curriculum and credit recovery efforts. N&D funds fund a registrar. She enrolls students, inputs transcripts, and obtains transcripts from the varied schools across the state that are placed at Boys Republic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The aides are an effective component in the BRHS approach to assist students in learning academic skills and learn the standards. We will continue to use their services. The registrar is invaluable in obtaining student transcripts - this position is critical in BRHS approach. The GED aide has been effective in assisting students in their preparation for the GED. The position will be maintained.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain the same.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connections to and Engagement at School to Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]

Priority 3: Parent Involvement

Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism

Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

Goal 2

All students including foster youth and socio-economically disadvantaged students at BRHS will be given an Individualized Learning Plan to increase credit recovery or earning a HSD or GED. Rate to increase by 5% this year.

Parent-Teacher Administration Involvement: Parents/guardians will be included and consulted in all decisions that pertain to their child's/ward's success.

Safe Learning Environment is implemented through the use of the School Safety Plan.

Identified Need

Foster youth and Socio-economically disadvantaged students will be provided an Individualized Learning Plan, due to being severely deficient in credits for their grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average credit earned by students staying at BRHS for 90 days or more was 52 credits.	This works out to 1/2 credit a day.	Our goal for the 24/25 SY is for student to earn .6 credit a day.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2a - All students including foster youth and socio-economically disadvantaged students will be provided an "Individualized Learning Plan." The plan consists of the following:

1. Individual meeting with the principal upon enrollment. Students will be initially assessed by the principal concerning previous course completion, amount of credit earned. initial reading assessment or if they have an IEP. Students will be given a course of study based upon the meeting.
2. Students will then be given a formal reading assessment using the "Scholastic reading inventory." Based upon the scores, the student's English Class may change to facilitate student success.
3. Students will be given a math assessment MDTP (Math Diagnostic Test Performance) to determine proper placement and needed skills.
4. Transcripts are requested by the registrar and students, with an IEP are assigned to a Sp. Ed. teacher and as their case carrier. The Special Ed. looks at the IEP and makes an initial determination as to the student's placement. Students not placed with their case carrier are monitored by the case carrier in the regular ed. classes. A weekly list is published by the office, listing all students who are Sp. Ed.
5. Teachers will give weekly grade reports to cottage staff, who act in their role as guardians, detailing student academic achievement and weekly citizenship, the "4/O" & "0/"U" list will be sent to the principal. He will combine all teacher grades into one spreadsheet distribute to the cottage supervisors and BR administration to ensure cottage follow up. The cottage with the best grades for the month will be served an up-scale lunch in the BR Bistro. (Cottage of the month competition.)
6. Daily communication by teachers to cottage staff will occur by use of "negatives" and "positives," phone calls as needed, cottage staff walk-throughs, principal walk-throughs.
7. Use of Aeries by teachers and office staff to access student transcripts and monitor student progress and advise the student relative to what the student's progress is in a particular subject.
8. Use of Duolingo with EL students to build literacy. Use of System 44 for both EL and struggling students to build phonic and spelling skills. Use of Read 180 to improve reading and comprehension skills to at least the 5th grade level.
9. The BR school counselor to monitor overall student progress along with the principal. Use of Striking Distance Spread sheet for seniors within 50 credits of graduation.
10. Use of AB 216 program for students to graduate based upon the minimum state requirements. (Principal makes a determination as to who qualifies based upon the stipulations of the law.)
11. Use of the GED option to assist 17-year-old students who are considerably deficient in credits to earn a high school equivalency.
12. Use of CTE courses to allow additional avenues for student success upon departure from the program.
13. Review daily attendance report and report on attendance weekly in Town Hall. Cottage status affected by weekly attendance.

14. All students upon enrollment to each class to receive an orientation to the class's behavioral and academic expectations with a specific explanation of how credit is earned.
15. Use of "Striking Distance" spread sheet to track students within 50 credits of graduation.
16. Use of walkie-talkies by school and cottage staff for instant communications for the safety of all, with emphasis upon becoming credit current.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

2.1A Adult School concurrent enrollment in the evening of target students who need just a few more classes to be able to graduate. Additionally, ROP classes (Metal Working/Welding, Auto Technology Landscape Maintenance, and Masonry etc.) for students to assist in credit recovery.

0

District Funded

2.1B Use of credit recovery material (APEX) and teacher assignments to allow students to earn credit outside of the traditional school day.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide additional supports for students within their learning plans who are English Learner

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

460.36

Source(s)

AMIM / 0000
4000-4999: Books And Supplies
2.2A - Provide the primary language version curriculum. (APEX has translation into Spanish

	and 25 other languages).Support EL language acquisition and success in completing graduation requirements, improving graduation rate or becoming credit current. Supplemental curriculum will be purchased to ensure academic success.
12,192.00	Title I Part A: Allocation 4000-4999: Books And Supplies 2.2B - Software programs, including but not limited to, Read 180 program, APEX online curriculum, APEX Learning Tutorials to assist struggling learners and therefore improve the graduation rate. Purchase materials and supplies for supplemental ROP courses, welding, wood working, auto technology or masonry as recommend by WASC VC recommendation #5.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The "Individualized Learning Plan," (ILP)is at the heart of all BRHS does. It is working. Teachers follow it, students our guided by in like Adam Smith's invisible hand. The recognition program has created and continues to maintain a culture of achievement and success. It is amazing to us still, that "tough guys" are motivated to earn credit, behave appropriately and move toward graduation, even when they are markedly behind, by a weekly program of recognition in a town hall meeting. This is supported by administrative polices and practices to support teachers in maintain discipline and assisting teachers in guiding students to earn credits and become credit current or graduate from high school. Extended opportunities for students are provided by a seven period day, ability to attend the CVAS, and work courses through a credit recovery approach. While most students speak English, we have provided curriculum in student's primary language through use of the APEX computer curriculum, which has Spanish and other languages embedded in the program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The ILP focus has been especially effective. It has reestablished the school culture with the reopening of the school. Extended opportunities continue to be effective and will be utilized next year. While the APEX translation feature was rarely used, it was there when it was needed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The"35 Day Papers" will be dropped from the Individualized Learning Plan. Cottages have not used the data to hold students accountable and is somewhat repetitive with the weekly grades.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Preparation for College, Career and Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]

Priority 4: Student Achievement

Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

Goal 3

English language Arts/English Language Development

Elementary: By end of year, all students identified as at risk in reading will be enrolled in at least 2 full cycles of intervention that address specific reading skills needed to successfully complete all grade level reading assessments.

Secondary: By end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

English Learners -By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.

LTEs - By end of year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)

Math:

Elementary: By end of year, all students identified as at-risk in mathematics will be enrolled in at least 2 full cycles of intervention that address specific math skills needed to successfully complete all grade level math assessments.

Secondary: By the end of year, all students identified as at risk in mathematics will be enrolled in a Math Intervention course that addresses the specific mathematics skills needed to be successfully complete all grade level mathematics assessments.

CTE:

All students will have access to two fully sequenced CTE Pathways that lead to graduation of student participants.

Graduation Rate: (Secondary Schools only)

All underperforming students will be provided cycles of intervention that lead to successful completion of graduation course requirements.

All students at risk of not meeting graduation requirements will receive appropriate supports to ensure successful completion of graduation requirements.

Identified Need

The current completion rate of CTE programs for students who remain at the school for 18 or more weeks is 3%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Reading Inventory(from Read 180 Program)	Average reading score is 5.0	60% of students who remain in the program for over 90 days will gain an average of 1.0 in reading grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Prepare students for the academic and vocational future through CTE courses and enrichment opportunities. BRHS in conjunction with the institution of Boy's Republic offers CTE courses and Trade preparation to help the student achieve a productive life.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,243.78	AMIM / 0000 4000-4999: Books And Supplies 3.1B BRHS offers the following courses: Auto Technology, Welding, Construction, Wood Shop, Landscaping, Masonry, Bakery, and Culinary Arts - provided funds for supplies and equipment necessary to conduct classes.
5,000.00	General Fund 5800: Professional/Consulting Services And Operating Expenditures 3.1C Field trips to support college and career readiness.
40,000.00	General Fund 1000-1999: Certificated Personnel Salaries 3.1D Hours for staff to teach sections of CTE Woodshop, Metal Shop, & Auto Shop

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the college and career opportunities for our students through events and planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

3.2A Seniors making appropriate progress will be advised and assisted to apply for community colleges or trade schools. Students not making adequate progress will be provided with other options to assist them in their career preparation, (CTE courses, Culinary, Baking) This is a realistic approach - taking into account where most students are at academically when they arrive at BRHS - most have not attended school regularly, they are highly deficient in credits, they often lack the literacy skill of peers in their cohort at traditional schools. Many of our students do not have the aspiration to attend college

2,000.00

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
3.2B College and Career Culinary Event

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

BRHS is continuing the alignment of classroom instruction, materials, and interventions with District Standards-Based Curriculum and Assessments to increase academic rigor and relevance for all students who are pursuing a college education as recommended by the WASC VC, recommendation #4 and additional WASC VC recommendation #3. These revisions will assist all students in the acquisition of literacy skills. We have adopted the APEX curriculum which aligns to the state and district standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified 5000-5999: Services And Other Operating Expenditures 3.3A Continue the use and of the “System 44” reading program to assist Sp. Ed. & EL Students who have not acquired the needed basic reading skills to decode letters syllables and sounds to gain the ability to read. Align acquired curriculum and instruction with standards in short takes, over many lessons, to meet student needs and maximize learning and student achievement. Additionally, as student advance in their reading skills, move students to the least restrictive environment, to the “Read 180” program to further develop their reading and fluency skills. The data compiled by these programs will be used in a collaborative approach consistent with a professional learning community (we go over the data in our monthly staff meetings) using student performance data to inform instruction and student placement as recommended by the WASC VC recommendation #7 and WASC VC recommendation #5 to expand and formalize student learning plans.
263.00	Lottery: Instructional Materials 4000-4999: Books And Supplies 3.3B materials through the print center to support common core instruction

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CTE, Cooking, and Bakery classes, remain some of the most popular classes on campus and provide students with the beginnings of a skill set to gain lawfully employment when they are released from the program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Student acquire CTE, Cooking and Baking skills in accordance with the plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have decided against the Moodle LMS for the time being and are dropping it from the plan. The other components of the approach will remain the same.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0.00	None Specified None Specified
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

None Specified
None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Title I Part D
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0.00	None Specified None Specified
------	----------------------------------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0.00	None Specified None Specified
------	----------------------------------

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Outcomes

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 12

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 13

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 14

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$20,666
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$328,682.12

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$12,192.00
Title II Part A: Improving Teacher Quality	\$4,618.00

Subtotal of additional federal funds included for this school: \$16,810.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
AMIM / 0000	\$14,473.00
District Funded	\$240,426.12
General Fund	\$54,710.00
LCFF - Supplemental	\$2,000.00
Lottery: Instructional Materials	\$263.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$311,872.12

Total of federal, state, and/or local funds for this school: \$328,682.12

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	12,192	0.00
Title II Part A: Improving Teacher Quality	4,618.00	0.00
LCFF - Supplemental	2,000	0.00
Lottery: Instructional Materials	263.00	0.00
AMIM / 0000	14,473	0.00
General Fund	54,710	0.00

Expenditures by Funding Source

Funding Source	Amount
AMIM / 0000	14,473.00
District Funded	240,426.12
General Fund	54,710.00
LCFF - Supplemental	2,000.00
Lottery: Instructional Materials	263.00
None Specified	0.00
Title I Part A: Allocation	12,192.00
Title II Part A: Improving Teacher Quality	4,618.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	87,088.78
2000-2999: Classified Personnel Salaries	169,955.34
4000-4999: Books And Supplies	64,638.00
5000-5999: Services And Other Operating Expenditures	0.00

5800: Professional/Consulting Services And Operating Expenditures	7,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	AMIM / 0000	14,473.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	40,470.78
2000-2999: Classified Personnel Salaries	District Funded	169,955.34
4000-4999: Books And Supplies	District Funded	30,000.00
1000-1999: Certificated Personnel Salaries	General Fund	40,000.00
4000-4999: Books And Supplies	General Fund	7,710.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	263.00
	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,192.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,618.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	263,522.98
Goal 2	12,652.36
Goal 3	52,506.78
Goal 4	0.00

Goal 5

0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Heather Post	Principal
Dan Christensen	Classroom Teacher
James Crowell	Classroom Teacher
John Burns	Classroom Teacher
Elaine Yamano	Classroom Teacher Other School Staff
Alexia Montenegro	Other School Staff
Mark Landeros	Parent or Community Member
Lisa Rescendez	Parent or Community Member
Boys Republic Student Mayor	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



Other: Boys Republic Representative

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/22/24.

Attested:



Principal, Heather Post on 4/22/24



SSC Chairperson, Dan Christensen on 4/22/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Chino Valley Unified School District

Boys Republic High School

Parent and Family Engagement Policy

2024-2025

School Policy Engagement:

Boys Republic High School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Boys Republic High School shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Boys Republic High School in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Le Boys Republic High School will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Boys Republic High School's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Boys Republic High School will support these home-school partnerships by using the following **six types of engagement**:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families.
 - Boys Republic High School will provide weekly grades for each student and a cumulative cottage grade to encourage academic achievement by the cottages.
 - Provide PLC with a focus on reaching and teaching "trauma informed" students.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members.
 - Boys Republic High School will promote a culture of academic achievement through our use of a recognition program of weekly wards presented in Town Hall.
 - The use of "positives" to encourage and reward positive and productive behavior.
 - The use of "negatives" to discourage inappropriate behavior.
 - OC's for removal from class of students who are disruptive, inappropriate or continuously nonproductive, all as a means to ensure a follow up with a student's staff and the improvement of the desired behavior and academic progress.
 - Use of emails to keep cottage staff informed of student concerns or issues.
 - Use of walkie talkies and the phone for immediate safety concerns or academic issues.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Boys Republic High School will
 - *All cottage staff to assist students with homework by teachers providing work that students may complete in the cottage.*
 - *Allow cottage staff to assist in the classroom or observe as needed or desired.*
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Boys Republic High School will
 - *Provide students with work which can be completed at the cottage with the assistance of staff.*
 - *Provide field trips to enrich learning.*
 - *Provide CTE courses to expand student horizons and introduce them to career possibilities.*
5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Boys Republic High School will
 - *Include the institution's staff representatives as part of the SSC*
 - *Principal will attend the cottage supervisor's meetings.*

- *Principal will consult with the Director of Boys Republic on a regular basis to ensure continuity between the programs.*

6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Boys Republic High School will
 - The principal and associate director over school will meet regularly to ensure program collaboration.
 - Provide field trips using the resources of both institutions.
 - Participate in the Institutions DEI program.
 - Volunteer at the Steve McQueen Car Show.

Building Capacity for Parent Engagement

The Boys Republic High School staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, (Boys Republic High School) and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised May 2023)

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

- Steve McQueen Dinner & Car Show to utilize skills taught on campus
- Warehousing course with Wreath Production
- Student Council
- Student government
- Pay crew positions
- CTE courses
- Masonry ROP
- Cottage of the week & month competitions
- Weekly Town Hall Meetings
- Graduation ceremonies as students complete graduation requirements
- Fieldtrips
- Schoolwide equity and inclusion days
- Intramural sports
- Weekly awards

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - weekly academic & behavior grades
 - daily feedback with positives negatives, phone calls, OCs & emails
 - school website
- **Home to School**
 - walk arounds by cottage staff
 - email
 - cottage staff-teacher meetings
 - follow up on grades, negatives, OCs, phone calls, & emails

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Grade levels: 9 - 12

“Nothing Without Labor”

(BOYS REPUBLIC HIGH SCHOOL)

1907 Boys Republic Dr.
Chino Hills, CA 91709
(909)628-1217 ext. 212



Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

GOAL 1 – BRHS provides staff with high quality professional development to address the unique needs of Boys Republic students

GOAL 2 – All students will receive an Individualized Learning Plan (ILP) to increase credit recover, earning a HSD, or a GED.

GOAL 3 – Students will be enrolled into intervention courses to facilitate earning credit and gaining academic skills.

Teachers, Parent, Guardian, Students **Shared Responsibility** for Learning

In the Classroom

As a BRHS teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

- ✓ Use of high interest curriculum, allowing students to work at their own pace to become credit current, approach becoming credit current, or graduate from high school
- ✓ Use of a seven-period schedule to facilitate students earning additional credit
- ✓ Use of the APEX computer curriculum to aide learning and acquisition of credit.
- ✓ Use of the GED program to assists seniors who are far behind in credit
- ✓ Use of the Read 180 program for students far below grade level reading
- ✓ Special Ed. Teachers to assist students with IEPs
- ✓ Notify cottage staff of student's academic progress through weekly grades, emails, phone calls, negatives, positives, phone calls and during staff walk arounds.
- ✓ CTE courses to allow skills acquisition by students, allowing them to lead a law abiding and productive life within the community.
- ✓ Weekly awards ceremony to reward and encourage student achievement

At the Cottage

Here are some ideas of how families can support students' success:

- ✓ Follow up with students on weekly grades
- ✓ Follow up with teachers if the student earns a below average weekly grade
- ✓ Encourage students to earn a 3 or 4 on the academic weekly grade
- ✓ Hold students accountable if they earn a 0 or 1 on the academic weekly grade
- ✓ Hold students accountable if they receive a U or N for the weekly citizenship grade
- ✓ Use the 35 Day Progress Report to measure student success in the first 7 weeks of his program
- ✓ Encourage students to earn a credit every three weeks in each of their classes
- ✓ Check on students in classes at least weekly
- ✓ Conference with teacher when there are concerns
- ✓ Create a culture of success and effort by stressing the institutions and the school's motto, "Nothing Without Labor"