School Year:  2022-23

# 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 | 5/11/2022 | July 21, 2022 |

## 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)

X Comprehensive Support and Improvement

Boys Republic has been identified for the Comprehensive Support and Improvement (CSI) based upon the California 2018 Dashboard results, specifically, the graduation rates. Chino Valley Unified School District in partnership with all stakeholders at Boys Republic High School have developed and will monitor the implementation and effectiveness of the CSI incorporated in the School Plan for Student Achievement in order to improve student outcomes, and specifically address the metrics (graduation rate) that let to eligibility for CSI.

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.
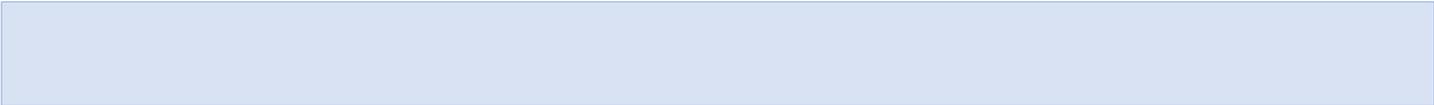
Boys Republic High School works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support 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)

# Table of Contents

# 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. |

# 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 21-22 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 parents, __ feel that staff members and students treat each other with respect.
2. 89% of the staff, __ feels that this school offers students a variety of activities and courses.
3. 94% of the students, __ feel that teachers give feedback about student work.

Here are three data points that we can celebrate:
1. 94% of parents said that__ that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem
2. 89% of staff said that __ that all students are aware of the safety and security procedures.
3. 82% of students said that __ that this school has high learning standards for all students.

Here are three data points that show our opportunities:
1. 67% of parents said that __ that this school creates a welcoming environment for all families in the community.
2. 63% of staff said that __ that students receive the support they need for academic and career planning.
3. 59% of students said that__ that this school values our family's strengths, culture, language, and/or student's goals.

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 highs school diploma or becoming credit current. The SSC will look at the process to refine it in the 2021/2022 school year.

Surveys of all teaching staff were disseminated at the end of the 2021/2022 school year.

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 2021/20221 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.

## 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.

## 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 site utilizes the Professional Learning Communities (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. Through this collaborative process of the PLC Schoolwide SMART Goals were developed in the areas of ELA, Math, and PBIS. Site Administration met with the committee of the whole to determine what SMART Goals to pursue and the areas of Curriculum, Instruction, Assessment, and Professional Development that will support achieving the SMART Goal, along with the Action Steps to achieve the SMART Goals:

Smart Goals were written to address the following areas:
1. Improve student attendance, (minimum of 90% of the school year at BRHS).
2. Credit earned - become credit current.
3. College & Career Readiness - Expose students to a variety of career pathways that are of interest to them.
4. Suspension rate.

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use end of unit assessments to assess student progress and modify instruction.

Weekly our teachers complete student progress reports to capture the students citizenship, assignment completion, and most recent reading scores.

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

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 experience. 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. During the 2018/2019 school year, 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 approached 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)

BRHS employs eleven teaching staff all of who meet the state certification and licensure requirements to teach in the field they are assigned.

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

Teachers have received the following professional development training:
Mental Health Issues relative to the new Mental Health Student at Boys Republic (administered by Boys Republic Treatment Staff)
District professional development offered in the various disciplines
District PLC training, both an overview in the PLC approach and this year training for the specific disciplines
Individual teachers attending professional development in their disciplines
WASC accreditation training and participation in the  WASC process as committee members to facilitate a greater understanding of the process of school improvement.

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

Staff development is aligned to the district's 2021/2022 Areas of Emphasis and LCAP Goals. Staff development will focus on PLC, Communication and student engagement while students are engaged in distance learning. Support will also be given in ELA Literacy Shifts, Math, NGSS, and Positive School Culture.

Collaboration with District to support our CSI needs will continue.  Strengthening and building teacher capacity will be the focus in the following areas:
Development of Action-Driven Inquiry.
Allocating an increase in resources to target site-specific trainings, specifically in the area of technology while our students are on distance learning, to engage students in this modality.
Professional Development to support lesson development with rigor and relevance in all content areas through continued training and implementation of PLCs, Differentiated Instruction, Math Standards, PBIS, and Embedded systemic feedback using collective data and the collaborative rubric process to set goals and reflect regularly on progress.

The following professional development needs have been identified: computer training on Google classroom, Microsoft Teams (district supported), along with other LMS (Learning Management Systems), and strategies to support student engagement.

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, and Students Economically Disadvantaged in order to master standards in ELA and Math.  Additionally, outside consultants provided by CSI support teachers in ongoing instructional assistances to improve teaching and learning.

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

There are a limited number of teachers at BRHS; for instance, there is one social studies teacher, one science teacher, two math teachers, two ELA teachers and one Reading/GED Teacher in the core academic subjects. Hence, collaboration occurs through SSC and the PLC as an entire staff. The PLC is teacher-directed with input from all staff. Teaching schedules have been realigned to allow subjects with more than one teacher to meet together for department meetings. Monthly staff meetings are used to collaborate on instructional practices. Weekly Zoom staff meetings have increased the collaboration between teaching staff to support students with distance learning.

## Teaching and Learning

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

As most students arrive at BRHS with limited credit and spotty school attendance, SBAC scores are used only to determine the overall needs of our student population. Programs are tailored to fit the academic needs of individual students. The practice of Reading and Math assessment are again being used for proper placement of students and to assist students in making academic progress. .

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

Our site surpasses the state recommended instructional minutes for ELA/ELD and Math by providing an extended year for our students who are wards of the court. Boys Republic High School, is per California State law, a "Necessary Small High School." As such the school is based on the "credit recover" model of education, which allows deferentiated standards allowing students to earn credit at a quicker pace than traditional schools.

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 and academic skills. This flexibility has allowed for the extended year, seven periods a day as well as 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 all 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 15 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 two out of the three ELA classes, there are instructional aides, assisting students to meet the standards. ELA classes are usually no more than 12 students per class. Furthermore, a computer-based curriculum is being used to assist students in a credit recovery approach, as must 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.   Furthermore, vocational programs are still being offered while students are in distance learning to continue to provide at-risk youth another option for vocational success to become productive members of society.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD.  The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA.  The three goals within this SPSA plan will monitor the progress of the English Learners 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)

Computers have been made available by the district to allow students to work on computer-based curriculum in the cottage setting.  Computers have also been made available to student to access curriculum and cottage staff to supplement other forms of communication and follow up related to the student's academic progress and citizenship issues as they arise. Likewise, textbooks are provided for cottage use as situations arise the assist students in completing the necessary course work. Based upon the yearly staff surveys, as seen from the eyes of cottage staff, staff have indicated weekly information touching credit earned since the student's arrival and within the last week, is especially helpful in encouragubg students to make academic progress.

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)

As students at this court placement facility are wards of the state, parents are not involved. Rather the institutional staff of Boys Republic act as parental guardians. Institutional staff, teachers and administration provide input into the planning, implementation and evaluation of ConApp programs through the SSC. Based upon their input, expenditures have been allocated to provide technology in the classroom, including computer-driven credit recovery program of APEX, the Read180 program, vocational classes, for example, woodworking, metalworking, Auto technology, ROP courses as well as culinary arts classes. Traditional materials such as textbooks and supplemental material to aid our struggling learners are also planned, implemented and evaluated

The school administration and BR counselor work with cottage staff to move each student further along in their Individual Education Plan, (ILP). The cottage staff works with the probation officer to move the student along the ILP as well.

Funding

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

Title I funds are used to provide a computer-based curriculum of APEX, Read 180, as well as the computer hardware which supports those programs. The funds are also used for vocational arts programs. A GED preparation instructional aide is paid for out of the N&D funds. Likewise, instructional aides are employed using the N&D funds. These funds also provide for traditional modalities of instruction, copying needs and text books and supplemental materials.

Fiscal support (EPC)

No funds other than Title 1 part D

# Stakeholder 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 stakeholder involvement in developing and gaining input on the development of the CSI plan. Students, cottage staff acing as guardians, teaching staff and institutional directors or their designees were involved in the process. Stakeholders 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 stakeholders reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal and monitor progress. Feedback from stakeholder 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, 2021 (SPSA approved)

Progress toward goals was shared at the following SSC scheduled meetings:
October 19, 2021
December 7, 2021
February 9, 2022
April 13, 2022
May 11, 2022

Progress toward goals was shared at Staff Meeting (All teachers, Administrator & representation of Boys Republic)
Sept. 21, 2021
October 25, 2021
December 6, 2021
January 10, 2022
February 7, 2022
March 14, 2022
April 18, 2022
May 16, 2022
June 6, 2022

# 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** | | |
| | **18-19** | **19-20** | **20-21** |
| **Grade 9** | 6 | 11 | 5 |
| **Grade 10** | 8 | 24 | 4 |
| **Grade 11** | 35 | 26 | 20 |
| **Grade 12** | 50 | 24 | 28 |
| **Total Enrollment** | 99 | 85 | 57 |

**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 | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| **English Learners** | 16 | 24 | 13 | 16.2% | 28.2% | 22.8% |
| **Fluent English Proficient (FEP)** | 23 | 15 | 16 | 23.2% | 17.6% | 28.1% |
| **Reclassified Fluent English Proficient (RFEP)** | 0 | 0 | 2 | 0.0% | 0.0% | 8.3% |

**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 | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 27 | 33 | 22 | 22 | 29 | 0 | 22 | 29 | 0 | 81.5 | 87.9 | 0.0 |
| All Grades | 27 | 33 | 22 | 22 | 29 | 0 | 22 | 29 | 0 | 81.5 | 87.9 | 0.0 |

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2423. | 2424. | | 0.00 | 0.00 | | 4.55 | 3.45 | | 13.64 | 20.69 | | 81.82 | 75.86 | |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | | 4.55 | 3.45 | | 13.64 | 20.69 | | 81.82 | 75.86 | |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 0.00 | 3.45 | | 50.00 | 20.69 | | 50.00 | 75.86 | |
| All Grades | 0.00 | 3.45 | | 50.00 | 20.69 | | 50.00 | 75.86 | |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 0.00 | 0.00 | | 14.29 | 24.14 | | 85.71 | 75.86 | |
| All Grades | 0.00 | 0.00 | | 14.29 | 24.14 | | 85.71 | 75.86 | |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 4.55 | 3.45 | | 36.36 | 48.28 | | 59.09 | 48.28 | |
| **All Grades** | 4.55 | 3.45 | | 36.36 | 48.28 | | 59.09 | 48.28 | |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 0.00 | 0.00 | | 31.82 | 24.14 | | 68.18 | 75.86 | |
| **All Grades** | 0.00 | 0.00 | | 31.82 | 24.14 | | 68.18 | 75.86 | |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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 20-21 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)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Grade 7** | * | | | * | | | * | | | | | |
| **Grade 8** | * | | | * | | | * | | | | | |
| **Grade 11** | 29 | 33 | 22 | 21 | 24 | 0 | 20 | 24 | 0 | 72.4 | 72.7 | 0.0 |
| **All Grades** | 31 | 33 | 22 | 21 | 24 | 0 | 20 | 24 | 0 | 67.7 | 72.7 | 0.0 |

*Overall Participation for All Students*

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Grade 7** | * | | | * | | | * | | | * | | | * | | |
| **Grade 8** | * | | | * | | | * | | | * | | | * | | |
| **Grade 11** | 2387. | 2403. | | 0.00 | 0.00 | | 0.00 | 0.00 | | 0.00 | 0.00 | | 100.0 | 100.0 | |
| **All Grades** | N/A | N/A | N/A | 0.00 | 0.00 | | 0.00 | 0.00 | | 0.00 | 0.00 | | 100.0 | 100.0 | |

*Overall Achievement for All Students*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Grade 7** | * | | | * | | | * | | |
| **Grade 8** | * | | | * | | | * | | |
| **Grade 11** | 0.00 | 0.00 | | 0.00 | 0.00 | | 100.0 | 100.0 | |
| **All Grades** | 0.00 | 0.00 | | 0.00 | 0.00 | | 100.0 | 100.0 | |

*Concepts & Procedures*
*Applying mathematical concepts and procedures*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | * | | | * | | | * | | |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 0.00 | 0.00 | | 5.00 | 20.83 | | 95.00 | 79.17 | |
| All Grades | 0.00 | 0.00 | | 5.00 | 20.83 | | 95.00 | 79.17 | |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | * | | | * | | | * | | |
| Grade 8 | * | | | * | | | * | | |
| Grade 11 | 0.00 | 0.00 | | 10.00 | 8.33 | | 90.00 | 91.67 | |
| All Grades | 0.00 | 0.00 | | 10.00 | 8.33 | | 90.00 | 91.67 | |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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 20-21 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<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Overall** | | | **Oral Language** | | | **Written Language** | | | **Number of Students Tested** | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **9** | | * | * | | * | * | | * | * | | * | * |
| **10** | * | * | * | * | * | * | * | * | * | * | 5 | * |
| **11** | * | * | * | * | * | * | * | * | * | * | 8 | 7 |
| **12** | * | * | * | * | * | * | * | * | * | * | 7 | * |
| **All Grades** | | | | | | | | | | 12 | 23 | 13 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number of Students** | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **9** | | * | * | | * | * | | * | * | | * | * | | * | * |
| **10** | | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| **11** | | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **12** | | * | * | | * | * | * | * | * | * | * | * | * | * | * |
| **All Grades** | | 4.35 | 0.00 | * | 13.04 | 7.69 | * | 34.78 | 46.15 | * | 47.83 | 46.15 | 12 | 23 | 13 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number of Students** | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **9** | | * | * | | * | * | | * | * | | * | * | | * | * |
| **10** | * | * | * | | * | * | * | * | * | * | * | * | * | * | * |
| **11** | | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| **12** | | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| **All Grades** | * | 8.70 | 7.69 | * | 39.13 | 38.46 | * | 17.39 | 7.69 | * | 34.78 | 46.15 | 12 | 23 | 13 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 10 | | * | * | | * | * | * | * | * | * | * | * | * | * | * |
| 11 | | * | * | | * | * | * | * | * | * | * | * | * | * | * |
| 12 | | * | * | | * | * | | * | * | * | * | * | * | * | * |
| All Grades | | 0.00 | 0.00 | | 4.35 | 7.69 | * | 21.74 | 7.69 | * | 73.91 | 84.62 | 12 | 23 | 13 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | | * | * | | * | * | | * | * | | * | * |
| 10 | | * | * | * | * | * | * | * | * | * | * | * |
| 11 | | * | * | * | * | * | * | * | * | * | * | * |
| 12 | | * | * | | * | * | * | * | * | * | * | * |
| All Grades | | 4.35 | 0.00 | * | 26.09 | 38.46 | * | 69.57 | 61.54 | 12 | 23 | 13 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | | * | * | | * | * | | * | * | | * | * |
| 10 | * | * | * | * | * | * | * | * | * | * | * | * |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | * | * | * | | * | * | * | * | * | * | * | * |
| All Grades | * | 60.87 | 50.00 | * | 21.74 | 25.00 | * | 17.39 | 25.00 | 12 | 23 | 12 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | | * | * | | * | * | | * | * | | * | * |
| 10 | | * | * | | * | * | * | * | * | * | * | * |
| 11 | | * | * | | * | * | * | * | * | * | * | * |
| 12 | | * | * | | * | * | * | * | * | * | * | * |
| All Grades | | 4.35 | 0.00 | | 13.04 | 25.00 | 100.00 | 82.61 | 75.00 | 12 | 23 | 12 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | | * | * | | * | * | | * | * | | * | * |
| 10 | | * | * | * | * | * | * | * | * | * | * | * |
| 11 | * | * | * | * | * | * | * | * | * | * | * | * |
| 12 | | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 0.00 | 0.00 | * | 65.22 | 41.67 | * | 34.78 | 58.33 | 12 | 23 | 12 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **57** | **87.7** | **22.8** | **84.2** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 13 | 22.8 |
| **Foster Youth** | 48 | 84.2 |
| **Homeless** | | |
| **Socioeconomically Disadvantaged** | 50 | 87.7 |
| **Students with Disabilities** | 24 | 42.1 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 16 | 28.1 |
| **American Indian or Alaska Native** | | |
| **Asian** | 1 | 1.8 |
| **Filipino** | | |
| **Hispanic** | 38 | 66.7 |
| **Two or More Races** | | |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | 2 | 3.5 |

Conclusions based on this data:

1. With 87.7% of our students coming from socioeconomically disadvantaged groups, 22.8% as English learners and 84.2% 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

| 2019 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| **Academic Performance** | **Academic Engagement** | **Conditions & Climate** |
| **English Language Arts** <br> No Performance Color | **Graduation Rate** <br> Red | **Suspension Rate** <br> Yellow |
| **Mathematics** <br> No Performance Color | | |
| **College/Career** <br> Red | | |

**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" spreed 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | | | | | | Highest Performance |
|---|---|---|---|---|---|---|---|---|---|---|
| | Red | | Orange | | Yellow | | Green | | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| 3 | | 3 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| | 3 | 2 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students | 0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| 2 | | | 1 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| | | 3 |

**Conclusions based on this data:**

**1.** N/A

# School and Student Performance Data

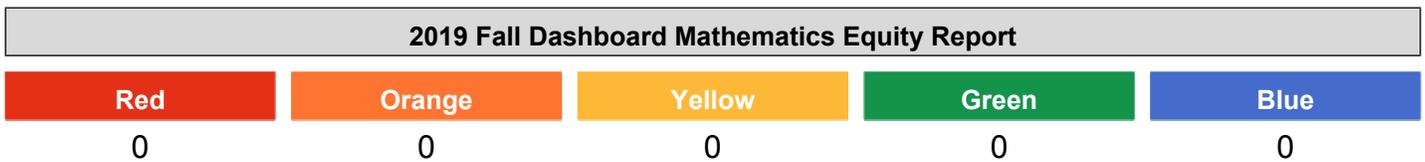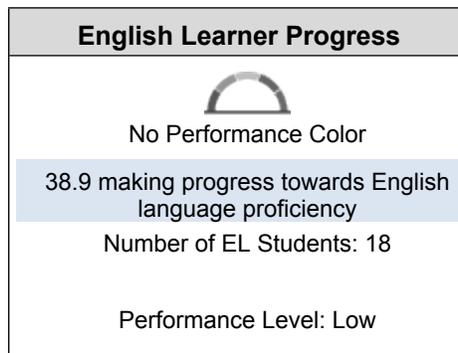## Academic Performance
## Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>2 | | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>2 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>2 | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>1 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |

| Hispanic | White |
|---|---|
| No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>1 | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>1 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| | | Less than 11 Students - Data Not Displayed for Privacy<br><br>2 |

**Conclusions based on this data:**

**1.** N/A

# School and Student Performance Data

## Academic Performance
## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| 2019 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| 38.9 making progress towards English language proficiency |
| Number of EL Students: 18 |
| |
| Performance Level: Low |

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.

| 2019 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 |
| 22.2 | 38.8 | | 38.8 |

**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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | 28 | 100 |
| African American | 11 | 39.3 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | 14 | 50 |
| Native Hawaiian or Pacific Islander | | |
| White | 3 | 10.7 |
| Two or More Races | | |
| English Learners | 4 | 14.3 |
| Socioeconomically Disadvantaged | 27 | 96.4 |
| Students with Disabilities | 11 | 39.3 |
| Foster Youth | 26 | 92.9 |
| Homeless | | |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\*  This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\*  This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|---|---|---|
| **Student Group** | **Number of Students** | **Percent of Students** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses | | |
| --- | --- | --- |
| **Student Group** | **Number of Students** | **Percent of Students** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Earned the State Seal of Biliteracy – Number and Percentage of All Students | | |
| --- | --- | --- |
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | 0 | 0 |
| **African American** | 0 | 0 |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | | |

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. 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.

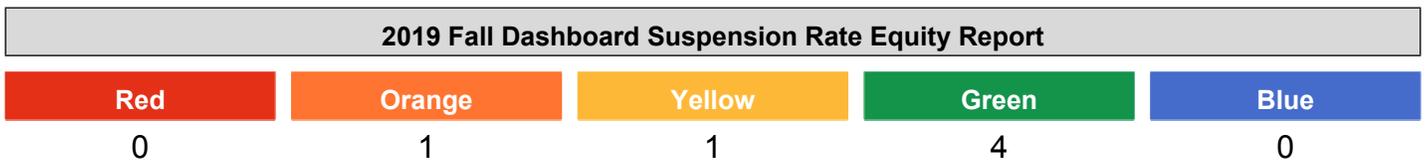# School and Student Performance Data

## Academic Engagement
## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| 2021 Graduation Rate by Student Group | | | | |
|---|---|---|---|---|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | 28 | 24 | 0 | 85.7 |
| English Learners | 4 | | 0 | |
| Foster Youth | 26 | 22 | 0 | 84.6 |
| Homeless | | | | |
| Socioeconomically Disadvantaged | 27 | 23 | 0 | 85.2 |
| Students with Disabilities | 11 | 8 | 0 | 72.7 |
| African American | 11 | 9 | 0 | 81.8 |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | 14 | 13 | 0 | 92.9 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 3 | | 0 | |
| Two or More Races | | | | |

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 1 | 4 | 0 |

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.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Green | Green |
| 6.2 | 3.1 | 5.4 |
| Declined Significantly -11.7 | Declined -17.7 | Declined Significantly -11.8 |
| 357 | 64 | 312 |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| | Green | Yellow |
| | 6 | 8.7 |
| | Declined Significantly -11.5 | Declined -7.3 |
| | 334 | 127 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|

| **African American** | **American Indian** | **Asian** | **Filipino** |
|---|---|---|---|
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 10.3 | Less than 11 Students - Data 1 | Less than 11 Students - Data 2 | Less than 11 Students - Data 1 |
| Declined -8.2 | | | |
| 97 | | | |

| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|---|---|---|---|
| Green | No Performance Color | No Performance Color | No Performance Color |
| 4.1 | Less than 11 Students - Data 9 | Less than 11 Students - Data 1 | 10.7 |
| Declined Significantly -13.4 | | | Increased +1.6 |
| 218 | | | 28 |

This section provides a view of the percentage of students who were suspended.

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 17.8 | 6.2 |

**Conclusions based on this data:**

**1.** 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 the 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.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Graduation rate | 66% of seniors who have been at BRHS for 90 or more days | 71% of seniors who remain at BRHS for 90 or more days |
| Increase the number of students earning GEDs | 7 students earning GEDs | Maintain number of students earning GEDs to the Covid 19 Student closer |

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

1a -  Utilize the PLC process to analyze the use of the data on the APEX program and methods to use it effectively," as recommended by the WASC VC, recommendation #3.

### 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) |
|---|---|
| 2400.00 | Title II Part A: Improving Teacher Quality<br>1000-1999: Certificated Personnel Salaries<br>For use of substitutes, release time and PLC. |

## 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

| 1b - Staff development |
|---|

### 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) |
|---|---|
| 1400.00 | Title II Part A: Improving Teacher Quality<br>1000-1999: Certificated Personnel Salaries<br>Staff development - on the PLC process as it pertains to the dashboard requirement. |

## 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

| 1c -  Provide teaching staff with continuing staff development and the appropriate tools to implement it. |
|---|

### 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) |
|---|---|
| 719.60 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Staff development to increase their understanding of "common core" and use of educational best practices, teaching methods, |

and technology to enhance instruction and increase student achievement. Furthermore, this training will allow the staff to "Engage in collaborative Professional Development focused on the principles of a professional learning community to inform instruction," as recommended by the WASC VC, recommendation #4 and Additional WASC VC #3. Purchase appropriate technology to allow teachers to innovate the curriculum, with educational technology embedded in educational delivery and integrate technology to improve educational experiences and further increase academic motivation and desire to succeed.

## 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

1d. - To increase students academic success and credit recovery teachers aides are used to assist students. Teacher Aides hours will be increased to allow student support on Fridays to maintain the continuity of the classroom structure and program This increased continuity will assist students to increase their ability to comprehend and apply core curricular subjects as they are related to the state and academic standards and for the successful completion of assigned material and courses. This will assist the school in implementing the WASC Visiting Committee's recommendation #4, to and align curriculum and instruction to the Common Core.

### 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) |
|---|---|
| 120,514.09 | Title I Part D<br>2000-2999: Classified Personnel Salaries Instructional aides are employed to assists 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. 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. |
|---|---|
| 5151.00 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Instructional aides to assists students in work toward credit recovery.<br>Add hours to instructional aides to increase student support on Fridays to maintain continuity in the academic program - now paid for by the district. |

## Strategy/Activity 5
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

GED Students

Strategy/Activity

1e. -Provide a GED Aide to assist students to pass the GED and earn a certificate of equivalency. Students will take the GED test at the Chino Valley Adult School. Additionally, Adult School concurrent enrollment in the evening of target students who need just a few more classes to be able to graduate. ROP classes for students to assist in credit recovery.

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.

**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) |
|---|---|
| 32,763.86 | Title I Part D<br>1000-1999: Certificated Personnel Salaries<br>GED teacher aide to work directly with GED candidates |
| 7,706.92 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>GED teacher aide to work directly with GED candidates |
| 1,800.00 | LCFF - Supplemental |

| | 4000-4999: Books And Supplies<br>Purchase of GED Ready Vouchers (practice tests) |
|---|---|

## Strategy/Activity 6
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1f. - 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)

**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) |
|---|---|
| 3,000.00 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Teacher subs |
| 3,000.00 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Aide support additional hours |

## Strategy/Activity 7
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1g. -  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) |
|---|---|
| 18,544.62 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries |

| | 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 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 8

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

All students

### Strategy/Activity

1h. - With ongoing professional development, provide staff with resources and supplies necessary in a placement setting which will foster student involvement and achievement. Purchase, instructional technology.

### 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) |
|---|---|
| 11,768.86 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>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. |
| 4,710.00 | District Funded<br>4000-4999: Books And Supplies<br>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. |

## Strategy/Activity 9
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1i. - WASC Accreditation fee to provide an accredited school, allowing students to earn an accredited diploma or high school credits. Teachers to serve on WASC visitation committees for professional development in order to understand the WASC process to improve our school.

### 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) |
|---|---|
| 1,300.00 | LCFF - Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>WASC dues |

## Strategy/Activity 10
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development - Trauma Informed 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) |
|---|---|
| 30000 | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Professional development provided by the district on "Trauma Informed Instruction" |

# Annual Review

**SPSA Year Reviewed: 2021-22**

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 following strategies were fully implemented in Goal 1:

1a - PLCs as part of the monthly staff meetings. Because of PLCs we have noticed that teachers are seeking to improve their approaches, the changing culture concomitant with a placement high school is being addressed and corrected as needed, adjustment of policy to deal with the realities is being implemented, and that the school and the institution of Boys Republic is pursuing continuous improvement.

1 b, c & h - Staff development, with appropriate tools, and instructional technologies were fully implemented. Staff development takes place during monthly staff meetings, teachers attending conferences and workshops, training with appropriate technology, including the APEX program, GED Academy, and the examination of other software to assist our students. To date $14,575.10 has been spent and we expect to spend the reminder of the funds by years end.

1 d, e, & g - The use of teacher aides to assist students in English classes, Math classes, Special Ed. classes and GED were fully implemented, as was the use of a school registrar to track student records and register students into the school. Teachers aides were critical in assisting students with course work, and providing individual assistance to help the struggling student improve their academic skills and credit recovery. The GED aide, under the direction of an English teacher, provides individual assistance with student who are significantly deficient in credits to prepare for the GED. So far this year 5 students have earned a GED certificate.

1 f - Release time for teachers to examine school programs has only been partially implemented. With the preparation for a full WASC visit and the implementation of the APEX computer curriculum, examination of other school programs has been trumped by the above needs.

1 i - WASC participation was fully implemented. Participation in the WASC process is in full swing. The $1,300.00 WASC fee was paid and ee will host the WASC VC on Feb 28 - March 1, for the validation of the school's self study.

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

There were no differences. The money was spent where we budgeted it.

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 need to isolate cottages from one another have precluded the cottage of the month contest with its incentive of the upscale lunch in the Bistro. We will work with Boys Republic to restore this program.

# 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 at BRHS will be given an Individualized Learning Plan to increase credit recovery or earning a GED.  Rate to increase by 5% this year.

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

MTSS B:
Suspension/Expulsion
By end of year, the school staff will have established and implemented a school-wide Tier 1 MTSS-B program.
By end of year, students identified at-risk (meeting criteria for MTSS-B) are offered Tier 2 and 3 interventions

Chronic Absenteeism
By the first Wednesday of October, and on a monthly basis thereafter, sites will have identified students to be monitored as at-risk of chronic absenteeism.

Reduce school Dropout Rate:
100% of students have been identified, and coded appropriately within 30 days of student exit.

Safe Learning Environment

## Identified Need

All students to be given an Individualized Learning Plan, given that most students are severely deficient in credits for their grade level.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Absenteeism to decrease (use of daily notifications to cottages acting as guardians for | School Year Absenteeism rate .01 (194/18445) | Maintain absenteeism rate at or below 1% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| students who did not attend any period of class). | | |
| Suspension Rate | Suspension Rate of 3.5% | Maintain suspension rate below 5% |
| HSD & GED completion rate | Average 3 year graduation 70% | Reach 80% graduation rate |

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 to be given 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 Aries 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 "35 Day Papers" to assess student overall progress after two full months in BRHS, addressing the question, "are students becoming credit current?"  Students who are making inadequate progress are counseled by, principal, counselor, individual teacher and cottage staff.

11. 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.)

12. Use of the GED option to assist 17-year-old students who are considerably deficient in credits to earn a high school equivalency.

13. Use of CTE courses to allow additional avenues for student success upon departure from the program.

14. Review daily attendance report and report on attendance weekly in Town Hall. Cottage status affected by weekly attendance.

15. 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.

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) | Source(s) |
|---|---|
| 0 | None Specified |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

12th grade students within 50 units of graduation with the extra classes.

Strategy/Activity

2b - Extended opportunity for credit recovery outside of the normal school day.

### 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) |
|---|---|
| 0.00 | District Funded<br><br>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. |
| 0.00 | District Funded<br><br>Use of credit recovery material (APEX) and teacher assignments to allow students to earn credit outside of the traditional school day. |
| 1737 | Title I Part D<br>5800: Professional/Consulting Services And Operating Expenditures<br>Field trips to expose students to actual events, historical places, and to different cultural experiences. |

## 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

2c - Provide teaching staff with continuing staff development, by BR treatment staff,  to meet the needs of the mental health issues of the students who are now being accepted by Boys Republic the institution. The training will allow the staff to "Engage in collaborative Professional Development focused on the principles of a professional learning community to inform instruction," as recommended by the WASC VC, recommendation #3.  P

**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) |
|---|---|
| 1000 | Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And Operating Expenditures |

| | Subs to hold conferences to address behavioral concerns & to develop & implement plans to address behavior. |
|---|---|
| 500.00 | LCFF - Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Professional development trainers or workshops to address behavior intervention strategies |

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

Culinary Arts Students

Strategy/Activity

2d Educational Preparation & Training

**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) |
|---|---|
| 2000 | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Career & College Event |

## 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) |
|---|---|

## Strategy/Activity 7
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

2e - Provide the primary language version curriculum. (APEX has translation into Spanish and 25 other languages).

**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) |
|---|---|
| 509.00 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Support EL language acquisition and success in completing graduation requirements, or becoming credit current. Supplemental curriculum will be purchased to ensure academic success. |
| 14,722.05 | Title I Part D<br>4000-4999: Books And Supplies<br>Software programs. Read 180 program, APEX online curriculum. Supplemental enrollment in ROP courses, wielding, wood working, auto technology or masonry as recommend by WASC VC recommendation #5. |

## 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) |
|---|---|

# Annual Review

**SPSA Year Reviewed: 2021-22**

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.

2a - The use of the ILP has been fully implemented. Each student upon entering the school receives and ILP. The plan provides a path for the student to become or approach becoming credit current, graduate if age appropriate form high school or earn a GED. All of the strategies have been implemented with the exception of meeting with the principal upon arrival to the school (this because of the spike in covid 19 cases, which once this levels off, that meeting will resume.) Note: the use of walkie talkies to provide instant communication with the school office, cottage staff and other teachers has been vital for the safety of staff and students alike. (Boys Republic students are now more hardened juveniles than the agency once accepted, which is a result of changes to state law and the probation department policies.)

2b - Fieldtrips have been fully implement and are planned to continue. A fieldtrip to the Mt. Wilson observatory, (the observatory where Hubble discovered the universe) took place in December. Subsequent fieldtrips have brought astronomy experts to the school to allow more students to participate. On Feb. 18, 2022, a number of students attended the Winter Nationals at the Pomona Fair ground to expose them to careers in the automotive industry. Approximately 3,500.00 have been spent on enrichment activities so far. All the ESSER funds have been spent to supply the Wood and Metal Shop classes with working materials.

2c - Staff development has been on going at Staff meetings, PLCs, and during the teacher workday in September.

2d - Primary language version curriculum has been purchased and implemented through the use of the APEX curriculum, which translates into Spanish and twenty-five other languages, using Title 1 Part D monies. There was no request for any other primary language material from teachers.

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

There have been no major differences between the intended and implemented budgets. The money was spent where it was budgeted.

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 "0/U" list will have the "4/0" component remain on it, to emphasize a culture of achievement. List will be sent by the principal to the cottage supervisors and BR administration to ensure

students not meeting academic and behavioral expectations are followed up on by the appropriate cottage personnel. This has been added to the ILP.

# 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 Acheivement
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.
LTELs - 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: (High Schools only)
All students will have access to two fully sequenced CTE Pathways that lead to graduation of student participants.

A-G Course Completion: (High Schools only)
All students will have access to A-G courses that lead to graduation.

AP Course Completion with a 3 or higher: (Secondary Schools only)
AP access: Increase the AP course offerings and access to those courses by students in all subgroups.
AP Success: Increase the percentage of students scoring 3 or higher on AP exams.

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 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 | Students who remain the program for over 90 days will gain an average of 1.0 in reading grade level. |
| Students in CTE classes who complete a block of 10 credits | BRHS baseline for student completion was 3%. The outcome for the 2019/2020 school year was 16/85 for 19%, well above our 6% of our goal. | With the uncertain nature of the school closure because of the pandemic it is difficult to set a goal for CTE course completion. This goal will be reevaluated and set upon return to direct school instruction. |
| Credit Completion - 35 Day Papers, counseling checkups & Administration checkups on students. | 33% of students are earning credit at a rate which allows for credit recovery 50% of seniors who enter the program with less than 50 credits to graduate are earning a High School Diploma. | 35% of students earning credit at a rate which allows for credit recovery. 55% of seniors who enter the program with less than 50 credits to graduate with a high school diploma. |

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

3a - Prepare students for the academic and vocational future

**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) |
|---|---|
| 710.00 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Purchase of printers to replacing aging teacher printers to use with the new computer curriculum APEX. |
| 263.00 | Title I Part D<br>5800: Professional/Consulting Services And Operating Expenditures<br>Purchase of Moodle License a LMS to enhance student instruction. |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Seniors

Strategy/Activity

3b - Seniors making appropriate progress will be advised and assisted to apply for community colleges or trade schools.

### 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<br><br>Students not making adequate progress will be provided with other options to assist them in their career preparation.  (This is a realistic approach - taking into account where most students are at academically when they arrive at BRHS - most have not attended school regularity, 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. |

## 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

3c - 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) |
|---|---|
| | None Specified |
| | BRHS offers the following courses: Auto Technology, Welding, Construction, Wood Shop, Landscaping, Masonry, Bakery, and Culinary Arts. |

## 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

3d - BRHS is continuing the alignment of classroom instruction and materials 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) |
|---|---|
| | None Specified |
| | PLCs and the various academic departments. |

## 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)

# Strategy/Activity 7
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

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.

**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 |
|  | Through the county of San Bernardino Office of Education, the "Only Thoughts to Ownership" program. |

## 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)

# Annual Review
### SPSA Year Reviewed: 2021-22

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.

3a - The strategies for preparing students academically and for vocational opportunities were fully implemented. Aides are employed to assist students, the APEX curriculum was purchased, teachers have updated their curriculum to align with common core, and trainings have been conducted and additional trainings are in the planning stages with PLCs to work within the new mental health model of juvenile correction and trauma informed instruction.

3b - Assisting seniors with applications to community colleges and trade schools was fully implemented through the BR counselor who works with student aftercare.

3c - CTE and trade preparation courses in conjunction with Boys Republic were fully implemented. Courses include: Culinary, Bakery, Auto Tech, Woodworking and Welding classes.

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

There were no major differences. The money was spent as budgeted.

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 will continue to pursue the goal of the ILP for each student with both academic and CTE options allowing students to progress from their current academic levels and vocational preparation.

# 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 | $266,220.00 |

## 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 D | $170,000.00 |
| Title II Part A: Improving Teacher Quality | $4,800.00 |

Subtotal of additional federal funds included for this school: $174,800.00

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 ($) |
|---|---|
| District Funded | $36,710.00 |
| LCFF - Supplemental | $54,710.00 |
| None Specified | $0.00 |

Subtotal of state or local funds included for this school: $91,420.00

Total of federal, state, and/or local funds for this school: $266,220.00

# 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 D | 170,000.00 | 0.00 |
| Title II Part A: Improving Teacher Quality | 4,800.00 | 0.00 |
| LCFF - Supplemental | 54,710.00 | 0.00 |
| Lottery: Instructional Materials | 263.00 | 263.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| District Funded | 36,710.00 |
| LCFF - Supplemental | 54,710.00 |
| None Specified | 0.00 |
| Title I Part D | 170,000.00 |
| Title II Part A: Improving Teacher Quality | 4,800.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
|  | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 47,990.38 |
| 2000-2999: Classified Personnel Salaries | 147,209.71 |
| 4000-4999: Books And Supplies | 34,219.91 |
| 5800: Professional/Consulting Services And Operating Expenditures | 36,800.00 |
| None Specified | 0.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|

| | District Funded | 0.00 |
|---|---|---|
| 4000-4999: Books And Supplies | District Funded | 4,710.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 32,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 11,426.52 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 26,695.62 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 14,787.86 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 1,800.00 |
| | None Specified | 0.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part D | 32,763.86 |
| 2000-2999: Classified Personnel Salaries | Title I Part D | 120,514.09 |
| 4000-4999: Books And Supplies | Title I Part D | 14,722.05 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part D | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 3,800.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 1,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 244,778.95 |
| Goal 2 | 20,468.05 |
| Goal 3 | 973.00 |
| 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 |
|---|---|
| Carl Hampton | Principal |
| Evelyn Yates | Other School Staff |
| Dan Christensen | Classroom Teacher |
| James Crowell | Classroom Teacher |
| Cindy Palacios | Classroom Teacher |
| Destiny Corona | Other School Staff |
| Mark Landeros | Parent or Community Member |
| Lisa Rescendez | Parent or Community Member |
| Roberto Sanchez | 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 5/11/22.

Attested:

| | |
|---|---|
|  | Principal, Carl Hampton on 5/11/22 |
|  | SSC Chairperson, Dan Christensen on 5/11/22 |

# 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.**

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.

# Stakeholder 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 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 Stakeholder 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 (Stakeholder 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/guidanceuseseinvestment.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 (Stakeholder 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/guidanceuseseinvestment.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

## 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. *(School Name)* 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 **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/Guardians.*** We will promote and support parenting/guardian 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.

2. ***Communication.*** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods, such as the weekly grades, 35 Day Papers progress report, 45 Day Papers, and credit as it is earned. Parents/guardians will have reasonable access to staff walk throughs, phone calls, emails, follow ups and conferences as needed. Cottage guardians may volunteer and participate in their student's class as desired to facilitate student progress and skills acquisition.

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.

4. ***Learning at Cottage.*** We will promote family engagement in learning activities at cottage including homework and other curriculum-related activities appropriate to the grade and development of the student.

5. ***Decision-making.*** We will include students, parents/guardians, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians 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. Decision making occurs at multiple levels including the SSC, CFT (Child Family Team meeting), IEPs and family visits.

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. Projects include Culinary, Bakery classes which produce food products sold to the community; Wreath Production, with 35,000 wreaths sold worldwide; and the Steve McQueen Car Show, which allows students to practice the skills learned at the institution and in school.

## 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 2021 - 2022)**

## PARTNERSHIPS

**Learning Compact**

### 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 feed back 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

## 2022-2023



*Grade levels: 9 - 12*

**"Nothing Without Labor"**

**(BOYS REPUBLIC HIGH SCHOOL)**

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

<div>

## Our Goals for Student Achievement

**Learning Compact**

### 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.

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## 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 schools motto, "Nothing Without Labor"

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