Barry J Nidorf School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Barry J Nidorf School
Street	16350 Filbert St.
City, State, Zip	Sylmar, CA , 91342
Phone Number	(818) 367-5941
Principal	Bridget Whitaker
Email Address	whitaker_bridget@lacoe.edu
School Website	
County-District-School (CDS) Code	19101990121822

2023-24 District Contact Information

District Name	Los Angeles County Office of Education
Phone Number	(562)922-6111
Superintendent	Dr. Debra Duardo
Email Address	duardo_debra@lacoe.edu
District Website	https://www.lacoe.edu

2023-24 School Description and Mission Statement

Welcome to Barry J. Nidorf (BJN) School where we strive to provide all students with a high quality education to make a difference in the lives of all of our students. We invite you to be part of our school family for the 2023-2024 school year. Our school community is strengthened by our partnerships with parents, families, and community partners. The staff are committed and they care and they want the best for all students. Our goal at Barry j. Nidorf School is to work as a team to provide our students with a quality education and help them build learning experiences to meet their goals and aspirations in life. Our mission is to ALWAYS put students first. The attitude and belief is that all students have the potential and desire to learn and become the best person they can be. We want students to thrive in school and life. We promise to nurture a learning environment that is positive, safe, caring, supportive, and a fun place to learn and grow. I am proud to be the principal at BJN School. Barry J. Nidorf (BJN) School is located within a probation secure facility, Barry J. Nidorf Juvenile Secured Youth Treatment Facility. There are four agencies, the Los Angeles County Probation Department, the Department of Mental Health, the Department of Health Services, and the Los Angeles County Office of Education, who work collaboratively to achieve an integrated, therapeutic environment for the residents in this setting.

BJN School conforms with the course requirements set forth by the California Department of Education (CDE) and the LACOE Board of Education. BJN implements the California Common Core State Standards (CCSS) to ensure that students meet the state achievement and assessment levels. The Road to Success Academy approach to learning is utilized in the school. It is an award-winning model of instruction and intervention for youth in detention centers. The approach features interdisciplinary, project-based learning focused on themes that address students' academic and mental health needs. It incorporates activities to promote self-esteem and empower students to make positive choices and behavior change. In addition, the school offers English Language Development (ELD) support and Special Education services. Also, the school provides supplemental instructional programs such as Achieve3000, Imagine Math, Read 180, System 44, Rosetta Stone, and English 3D to support student learning. Moreover, the school connects with Community-Based Organizations (CBO) to offer enrichment programs and tutoring services. Students are required to complete 220 core subject and elective credits to earn their high school diploma. For students who meet the eligibility for AB216, due to low credits, the school counselors offer the option to complete 130 core academic subjects to earn their high school diploma. We have three academic counselors, one counselor assistant, and one transition counselor.

The school has a Parent Involvement Team which includes two parent liaisons who work under the District Parent & Family Education and Consultation Program (PFECP). They provide parent outreach meetings to engage parents and they conduct

2023-24 School Description and Mission Statement

workshops two times a month. Additional staff providing instructional, behavior and counseling support and services for students are: Paraeducators who support students and teachers in the classrooms and one Literacy Specialist Teacher (LST) who provides literacy intervention; and one Behavior Counselor, one Wellness Counselor and one School Psychologist who provides behavior, and social-emotional support. Also, we are connected with the Transition Partnership Program (TPP) who provide transition services (e.g., career inventory, resume, etc.) and offer the work program for students.

School Vision:
Our learning community envisions an educational environment with academic programs, support services, and technology that prepares students to succeed in college and careers.

School Mission:
All stakeholders are committed to providing a safe and positive educational setting, where students are empowered to develop academic, technological, and personal growth skills necessary to become productive citizens.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	4
Grade 9	11
Grade 10	21
Grade 11	26
Grade 12	81
Total Enrollment	143

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100%
Asian	0.7%
Black or African American	25.9%
Hispanic or Latino	67.8%
Two or More Races	0.7%
White	4.2%
English Learners	19.6%
Foster Youth	5.6%
Homeless	0.7%
Socioeconomically Disadvantaged	100%
Students with Disabilities	35.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.60	22.80	314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	15.00	74.33	139.00	26.27	12115.80	4.41
Unknown	0.50	2.86	20.20	3.82	18854.30	6.86
Total Teaching Positions	20.20	100.00	529.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.30	26.83	327.80	57.81	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	27.10	4.79	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	40.80	7.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13.90	69.59	137.00	24.16	11953.10	4.28
Unknown	0.70	3.53	34.10	6.03	15831.90	5.67
Total Teaching Positions	20.00	100.00	567.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	15.00	13.90
Total Out-of-Field Teachers	15.00	13.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odysseyware 2018	Yes	0%
Mathematics	Odysseyware 2018	Yes	0%

Science	Odysseyware 2018	Yes	0%
History-Social Science	Odysseyware 2018	Yes	0%
Health	Odysseyware (2018)/Health Teen Talk/ Health Connected	Yes	0%

School Facility Conditions and Planned Improvements

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition. Facility reports can be found contacting the Building Services Department in LACOE at 562-922-6111. The most recent inspection rated the overall facility as "good" with a rating of 92.9%

Year and month of the most recent FIT report	1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Loose ceiling tiles. Stained carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Graffiti on carpet. Carpet strip not secured. (by vending machines)
Electrical		X		Light not working in restroom. Lighting fixture or bulbs are not working or missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	4	38	38	47	46
Mathematics (grades 3-8 and 11)	0	0	22	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	45	24	53.33	46.67	4.17
Female	0	0	0	0	0
Male	45	24	53.33	46.67	4.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	8	57.14	42.86	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	14	50.00	50.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	18	60.00	40.00	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	9	47.37	52.63	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	45	17	37.78	62.22	0.00
Female	0	0	0	0	0
Male	45	17	37.78	62.22	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	7	50.00	50.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	9	32.14	67.86	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	13	41.94	58.06	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	6	31.58	68.42	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	0.00	27.78	35.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	16	44.44	55.56	0.00
Female	0	0	0	0	0
Male	36	16	44.44	55.56	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	10	43.48	56.52	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	11	44.00	56.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	6	50.00	50.00	--

2022-23 Career Technical Education Programs

LACOE Career Technical Education (CTE) pathways provide students with the opportunity to explore potential careers while developing modern and in-demand technical and soft skills needed to be successful in post-secondary college and/or career. LACOE's JCS currently offers CTE pathway programs in Culinary Arts, Building Construction, and Graphic Communications at various camp schools. In partnership with Los Angeles Mission College and Glendale Community College, some sites offer dual enrollment depending on the pathways. LACOE's career and technical education (CTE) courses are aligned with California Department of Education Career Technical Education Model Curriculum Standards and are integrated into the student's academic plan as elective courses. BJN currently offers OSHA Safety Certification for different industries. When possible, LACOE offers paid work experience and a mentorship program that promotes leadership, develops job-related skills, provides on-the-job experience, and increases interest in school, as well as college and careers. LACOE's goal is to increase overall CTE participation and completion of industry recognized certification.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes	State Priority: Other Pupil Outcomes
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Barry J. Nidorf Juveniile Hall recognizes parents as an integral part of our program. Parents and families can become involved in school activities and are contacted pertaining to organized opportunities. The Title I Parent & Family Education and Consultation Program (PFECP) provides resources, information, engagement opportunities and parenting classes in a language that is accessible to parents and families. PFECP's Parent Liaisons (teachers, counselors, and other school staff) host at least one virtual engagement opportunity per month at their school site/Principal Administrative Unit (PAU). All LACOE parents may connect to any workshop, class, informational session, or town hall meeting, whether hosted by their student's school site or a different one. PFECP has been flexible to pivot and accommodate virtual engagements as vigorous as the in-person learning opportunities for families, in response to the pandemic. Topics of engagements for families include presentations on social-emotional learning, academics, resources/information, and empowerment/self-care.

Parent Liaisons contact parents and families via weekly phone calls, texts, or e-mails. Staff also mail invitations to all parents and families to connect to advisory meetings scheduled bi-monthly; and follow up with individual phone calls to families prior to the scheduled meeting. These communications convey the family engagement opportunities scheduled for that week, serve as a wellness check, and are a courtesy reminder. In addition, PFECP maintains a website, in English and Spanish, that advertises a monthly calendar of activities for families, a directory of Parent Liaisons, and a resource bank that categorizes County-wide basic services. PFECP also has a presence on social media, including Instagram, YouTube and Facebook to post advertisements for events and archive sessions for the benefit of those unable to attend on the scheduled day of the event.

PFECP Parent Education Specialists focus on furthering relationships with families by connecting them to resources as needed and empowering them to participate in decision-making and consultation forums such as the School Site Councils, English Learner Advisory Committees and Shared-Decision Making Committee. PFECP supports LACOE parents and families as they complete their requirements for family reunification. Cohort-style parenting classes are offered in English and in Spanish. In addition, parents and families may receive a certificate of completion once they participate in any five (5) PFECP workshops. Families can provide their thoughts and input on plans, programs and services at each engagement opportunity. Standing

2023-24 Opportunities for Parental Involvement

items on the agenda of each session include updates on Title I, LCAP & other federal and/or state plans and funds.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	36.7	31	18.9	14.3	13.4	13.8	9.4	7.8	8.2
Graduation Rate	20.4	28.2	56.8	72.7	72.7	77.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	21	56.8
Female	--	--	--
Male	36	21	58.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	12	5	41.7
Filipino	0	0	0.00
Hispanic or Latino	25	16	64.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	17	9	52.9
Homeless	--	--	--
Socioeconomically Disadvantaged	37	21	56.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	9	52.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	252	96	38.1
Female	0	0	0	0.0
Male	630	252	96	38.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	175	74	31	41.9
Filipino	1	0	0	0.0
Hispanic or Latino	400	162	59	36.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	1	1	100.0
White	34	12	4	33.3
English Learners	114	42	20	47.6
Foster Youth	150	53	20	37.7
Homeless	5	3	1	33.3
Socioeconomically Disadvantaged	630	252	96	38.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	189	110	47	42.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	8.59	26.84	25.87	1.87	4.48	5.74	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	25.87	0
Female	0	0
Male	25.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	32	0
Filipino	0	0
Hispanic or Latino	25	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	11.76	0
English Learners	26.32	0
Foster Youth	30	0
Homeless	0	0
Socioeconomically Disadvantaged	25.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	39.15	0

2023-24 School Safety Plan

The safety plan has been and will be presented to the school community, including parents, law enforcement, fire department, school staff and students for review and comment before the end of January 2024.

The BJN Safety Plan consists of the following items:
1. Safety Committee Members
2. Emergency Phone Tree
3. Assessment of the Current Status of School Crime
4. Child Abuse Reporting Procedures
5. Disaster and Crisis Intervention Plan(s)
6. Pandemic/COVID-19 School Site Compliance Team
7. Suicide Prevention
8. Procedures for Notifying Teachers about Dangerous Pupils
9. Sexual Harassment Policy
10. Procedures for Safe Ingress and Egress from school
11. Procedures to Ensure a Safe and Orderly Environment
12. Procedures for conducting tactical responses to criminal Incidents
13. Rules and Procedures on School Discipline
14. Suspension and Involuntary Transfer Policies
15. Hate Crime Policies and Procedures
16. Bullying Prevention Policies and Procedures
17. Guidelines, roles, responsibilities of Mental Health agencies and Law Enforcement
18. Threat Assessment Protocol
19. Sexual Abuse and Sex Trafficking Prevention Procedures

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	219		
Mathematics	2	68		
Science	2	59		
Social Science	2	89		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	159		
Mathematics	2	58		
Science	2	48		
Social Science	2	87		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	185	0	0
Mathematics	2	64	0	0
Science	2	61	0	0
Social Science	2	129	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	35.75

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	138,003	73,151	64,851	94,184
District	N/A	N/A	23,076	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

The school invests its Title 1 funds in supplemental staff and programs to facilitate parent involvement and enhance student learning and achievement. The school has two Parent Liaisons who were under the direction of the Parent Family Education and Consultation Program (PFECP). Parent Liaisons conduct parent and family education and consultation activities. The Parent Liaisons offer workshops on topics such as substance abuse, violence prevention, community resources, gang intervention, mental health, cognitive and emotional learning, parenting, college/career and technical education, and community resources. The Parent Liaisons also facilitate collaborative meetings to provide opportunities for parents to give input on LACOE policies and plans, including LACOE's Strategic Plan, the Local Control Accountability Plan, Title I Parent and Family Engagement Policy, and the Master Plan for English Learners.

LACOE provides funding for various supplemental intervention specialists. Our site has Literacy Specialist Teachers (LST). LSTs collaborate with teachers and provide professional development on topics related to literacy strategies to impact low level readers and English learners. Each school also has Para-Educators to further support students to meet their academic needs. Para-Educators support classroom work and assist students with supplemental programs such as Apex and Aztec Software which helps credit deficient students to earn their diploma. The school also utilizes programs such as Read 180, Achieve 3000, and Imagine Learning to further enhance academic skills and address gaps in learning. AVID and the Jane Schaffer writing Program are used to provide strategies students can apply to executive functioning and writing skills. The school contracts with community-based organizations to provide enrichment programming to students in life skills, art, music, conflict resolution skills, music, dance, reading comprehension, and tutoring.

To further impact student learning and achievement, the school offers Extended Learning Opportunity (ELO) to students. The ELO Program is offered after school and is designed to provide supplemental direct services to students through additional interventions for those students who are not meeting the challenging state standards. A Behavior Counselor, who promotes a positive school climate using the Positive Behavior Interventions and Supports (PBIS) framework and restorative practices, is also funded through Title 1. The Behavior Counselor consults and provides interventions and supports to increase student school attendance and decrease school suspensions. There is also a Transition Counselor who serves as an advocate for students as they transition out from their current setting to their school of residence, an institution of higher education, a vocational training program or employment. The Transition Counselor provides guidance, support, and resources for students transitioning back to the community.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Division of Student Programs provides administrators, support staff, Paraeducators and teachers with evidence-based professional learning opportunities that address the social, emotional and academic goals of all students as indicated by assessment data results. Educators participate in professional learning designed to be on ongoing and embedded in best practices that are aligned with the LCAP goals and objectives, which are aligned to the instructional and cultural foci . The school site regularly meets each Thursday afternoon, from 1-3, to participate in Professional Learning Communities in addition to the district-wide opportunities provided by the Central Office.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18