CHAPTER THREE

STUDENT/COMMUNITY PROFILE -
OVERALL SUMMARY FROM
ANALYSIS OF PROFILE DATA AND
PROGRESS
BJN PAU has consistently been proactive in assuring student achievement continues to grow in all areas of the school. Although many obstacles have arisen, BJN PAU continues to analyze, gather data, meet collaboratively, create an action plan and execute a solution.

Our 2008 self-study has allowed BJN to increase student achievement despite various changes in leadership, PAU makeup, as well as staff as a whole. Nevertheless the current assigned principal has allowed BJN Culture to strive and work as a true community to target areas of weaknesses, as identified in the 2008 self-study, and including contemporary issues identified in PLC's.

Despite the fact many of our staff were not present in our 2008 self-study WASC process, the staff engaged with enthusiasm and a genuine desire to make the experience a positive and meaningful process. All staff at BJN PAU are invested in the welfare of our students, and constantly reflect on innovation, as we face the very complex academic and emotional needs of our unique students. While challenges and frustrations inevitably arise, the overall atmosphere among the staff at BJN PAU is forward-looking, and inspired by the conviction that we can and will find ways to make things better and help our students succeed.

A major validation of our academic program and positive culture was evident in our Midterm review outcome. Although the PAU had recently acquired a second school, Phoenix Academy, as well as a permanent principal (acting at the time), the PAU received, “no further recommendations” and reaffirmation of the PAU’s accreditation status through June 30, 2014.

Our high transient rate is one of our biggest struggles in creating a continuous and effective academic program. A typical classroom contains different grade levels, course assignments unique to each student, as well as varied reading and math levels. Teachers plan and provide instruction as thematic, individualized, and variations in order to meet the students’ needs. In any given day a teacher may be balancing a class with 6 engaged courses, along with different reading and math skills. Teachers utilize the division’s pacing calendar along with their weekly planners to present lessons.

Nevertheless BJN PAU continues to have mild to moderate gains in student achievement. BJN School has consistently increased student achievement as evidence by the school’s overall API growth as well as individual student data from NWEA. Phoenix Academy continues to meet AYP and most recently has shown an increase of graduates due to their APEX program implementation.

Since 2010 student population has tremendously decreased overall. The decrease has allowed both schools to reanalyze and implement resources for our students.

BJN School
- New Library
- 5 computer labs, one for each wing
- Resource rooms
- APEX Classroom
- Read 180, Intensive English Language Arts Class
- Science Plant and Soil Class (Infancy Stage)
- Renovation of Compound Gymnasium

Phoenix Academy

- APEX Classroom
- Computer Lab
- Read 180, Intensive English Language Arts Class
- Counselor Office
- Storage Area

PAST AND CURRENT MAJOR CHANGES SINCE 2008

- Reduction In Force consistently every year since 2010 affecting all employees
- Administration (Principal) stable in 2010
- Administration (BJNS Asst. Principal) unstable on-going, current SPED AP out on FMLA
- Acquired Phoenix Academy in 2010
- Phoenix Academy AP unstable, current AP recently assigned
- New Superintendent, Asst. Superintendent, Director and Asst. Director
- New Teacher Working Calendar (Summer and Spring breaks)
- Student population decrease
- Allocation of CDS code for each school
- Golden hand shake retirement
- New office staff at BJNS
- New programs instituted by division, TTM, Achieve 3000, Datawise
- Technology support (Implementing domain in all computers)
- New student database EPIC
- New SPED Database EPIC
- GED logistics and computerized testing
- Curriculum
- BJNS potential retirements (4)
- Phoenix Academy School Clerk vacancy
- Paraeducator vacancies/long term absences (4 Both sites)
- ELD program logistics
- Probation Staff promotions (BJNS)
- New Probation Superintendent
Transition counselor / long term absence
Stable LACOE custodians
Overall staff decrease
Three (3) Regional directors eliminated- one (1) new Asst. Director
Common Core State Standards Implementation
No more STAR Advantage, NWEA testing changed from full MAPS to Survey (2014)

CRITICAL LEARNER NEEDS

BJN PAU convened over several Professional Development opportunities to develop, edit, review, and edit again until BJN PAU reaches an overall level of satisfaction and understanding of Chapter 1 and Chapter 2. After becoming familiar with the demographic, assessment, and perception data, the staff aligned our critical learner needs, as written in the SPSA action plan, with the School-wide Learning Outcomes:

School-wide Learner Outcomes

Students Articulate Ideas Clearly, Creatively and Effectively Across the Curriculum
- Articulate understanding of global ideas through verbal, written and artistic expression.
- Develop algebraic computation skills and critical thinking skills applicable to the global workplace.
- Develop an ability to understand the point of view of others while accepting feedback, criticism and/or praise.

Students Apply the Common Core Standards
- Learn to analyze and evaluate quantitative, written and visually displayed information from various sources.
- Develop and apply knowledge and skills obtained in an academic setting.
- Learn to apply knowledge and skills applicable to a global marketplace.

Critical Learner Needs

- SCHOOL GOAL 1A: English Language Arts
  ✓ Barry J. Nidorf PAU will increase students’ reading and comprehension skills, as well as writing and grammar skills, by one month grade equivalent for each month of enrollment and attain proficiency in ELA.

- SCHOOL GOAL 1B: Mathematics
  ✓ Barry J. Nidorf PAU will increase students’ math skills and math reasoning, by one month grade equivalent for each month of enrollment and maintain Math proficiency rate or better.
• SCHOOL GOAL 2: English Language Learners

✓ Barry J. Nidorf PALI will increase English Language Learners’ reading comprehension and math skills by one month grade equivalent for each month of instruction. Beginners and Early Intermediates to advance to Intermediate level for placement in English Language Arts courses required for graduation.

• SCHOOL GOAL 3: Professional Development

✓ Implement a Professional Development program for BJN PAU to train staff members in curriculum delivery, transition to common core standards, use of technology, assessment, intervention strategies in reading-math-ELL, promotion of safe schools and increasing graduation rates.

School-wide Learner Outcomes

Students Develop Life and Vocational Skills Needed to Succeed in a Global Society

• Articulate understanding of global ideas through verbal, written and artistic expression.
• Develop algebraic computation skills and critical thinking skills applicable to the global workplace.
• Develop an ability to understand the point of view of others while accepting feedback, criticism and/or praise.

Critical Learner Needs

• SCHOOL GOAL 4: Safe Schools

✓ To create a safe and positive environment for student learning and achievement; decrease school suspensions and referrals, particularly for defiance; decrease number of student altercations and fights; increase student attendance.

School-wide Learner Outcomes

Students Develop Intrapersonal and Interpersonal Skills

• Develop an awareness, understanding and respect for human beings throughout the globe.
• Develop a sense of personal responsibility.
• Develop self-discipline and cooperation.
• Develop skill in negotiating human differences and global diversity.

Students Develop Life and Vocational Skills Needed to Succeed in a Global Society

• Develop awareness that personal health requires proper care of both mind and body.
• Develop understanding of one’s own character and how one needs to change and grow.
Learn to locate community resources aimed at promoting vocational and life skills applicable to local and global contexts.

Critical Learner Needs

- SCHOOL GOAL 5: Graduation Rate, including GED
  - To assure students are on track for graduation and are aware of courses taken and requirements needed. Provide a support system in which the students have options and support to accomplish their academics. Provided assistance will assure students skills, responsibility and awareness of their civic responsibility to succeed in a global society.

During our Professional Development meetings staff achieved a greater understanding of the process used to enroll and appropriately place students. The use of CELDT, NWEA, CAHSEE, and CST scores to develop a comprehensive picture of a student and his or her needs became clear. The teaching staff also became aware of the many assessment tools available to develop strategies to increase student learning.

IMPORTANT QUESTIONS

The discussions and analysis of past progress and current data resulted in the following important questions:

- How do you motivate students that are facing extended prison sentences?
- How can BJN PAU improve students’ academic performance in high-stakes tests?
- How can BJN PAU successfully and coherently teach a standards-based High School curriculum to students who transition among halls, camps, community day schools, and home schools?
- How can BJN PAU obtain initial bona fide levels of reading and mathematical skills for students?
- How can BJN PAU provide better overall services to students upon enrollment?

Teachers continue to be proactive, always searching for that strategy that will motivate and increase student capacity to learn.