

School Support and Readiness Assessment Summary Report

School: Charlie Y. Brown High School	LEA: Bloomfield School District
School Leader: Mr. John Sandoval	LEA Leader: Kimberly Mizell, Ph.D.
SSRA Team Leader: Eileen Reed	Date: January 10, 2024
School Description	
<p>Charlie Y. Brown High School is a non-traditional alternative high school. According to their school website, "When asked what makes us alternative, our answer is: 'We do everything we can to enhance the high school experience without the traditional work-sheet-row-type of instruction.' In short, we have a learning environment where kids from all walks of life find academic success with small class sizes, one-on-one support, access to dual credit and college courses, and friendly staff."</p> <p>Currently, Charlie Y. Brown (CYB) has an enrollment of 77 students in grades 10-12. Its staff consists of seven certified and four non-certified educators. Three of CYB's students receive inclusion special education services, and four have an English Language (EL) designation.</p>	
School Successes and Celebrations	
<p>A significant success and cause for celebration is CYB's expansion of the dual credit program. Principal Sandoval believes that "anything is possible," and his commitment to that belief shows in the growth of this program. At the beginning of the school year, one student participated in dual credit; now, twenty-two students have dual credit on their high school transcripts.</p> <p>Growing the dual credit program sends a message to students that the school cares about their high school learning and experience and is willing to invest the time and resources to look toward their post-secondary education.</p>	

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices: Principal Sandoval has implemented two practices to ensure that teachers and students have the support they need to succeed at CYB: the Monday Morning Mentoring Meeting and the Monday afternoon Professional Learning Community (PLC).

Teachers conduct check-in meetings every Monday morning with the students in their first-period classes. These meetings include monitoring student grades and any social-emotional issues that students may face and with which they would like assistance.

After school every Monday, teachers and administrators meet to discuss students who are struggling academically. Based on the needs of the students, they share instructional strategies and review the data from the weekly formative assessments to inform their next steps.

CYB prides itself on creating a caring environment for its students. The leadership and staff of CYB create a welcoming and supportive environment for their students. Mr. Sandoval greets every student as they arrive, either at the door or outside, where he can also easily engage with their parents or guardians. All faculty are in the hall greeting students and visually assessing the social and emotional state of the students.

To make it easier for the CYB students to access dual credit courses, Mr. Gutierrez, the Academic Dean, worked with San Juan Community College to have a teacher on-site at CYB to offer these classes. CYB also arranges college visits and other activities to help students and their guardians view a college education as attainable. There is a desire to expand opportunities for students for post-secondary career options, such as the trades, as an alternative to a traditional college experience.

Opportunities for Growth:

There is an opportunity to expand parental involvement at Charlie Y. Brown. Parents expressed support for the school and the desire to find ways to be involved and promote the message that "CYB is a great place for kids." Expanding opportunities for parental involvement can be one way to help parents feel more connected to their students' school.

As students forge paths into post-secondary options, parents are critical to students' success. Involving parents in shared decision-making about school initiatives connected to post-secondary planning affects the students and the larger school community.

Potential Next Steps:

Recognizing the need to expand guardian involvement, Mr. Sandoval generated three potential ideas. The first would be adding a parent section to the monthly newsletters where parents can

share success stories. Next would be to include opportunities for parents to share stories of student successes at school board meetings. Third, there is the potential for family nights, including Bingo, pot-luck dinners, and other events that create community. Informal events can be an excellent gathering place for idea-sharing. As the school works to bring in additional community partners, these events can also serve as helpful junctions between families and community services.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

Staff and students welcome and appreciate Mr. Sandoval's approach to leadership. He inspires confidence, and teachers and students feel comfortable with him and view him as open to input and difficult conversations. Mr. Sandoval is visible in the building and classrooms, and students described him as "always being in the hallway so we can talk to him." Students who feel connected to at least one adult in the building increase their potential for school success. Mr. Sandoval is likely "that adult" for many of CYB's students.

Mr. Sandoval's vision for expanding enrollment in dual credit courses is increasing students' belief systems about what is possible. It is shifting the mindset of students and parents to see future success because of increased opportunities.

Opportunities for Growth:

The focus of CYB has been on credit acquisition and course completion. There is now an opportunity to improve the graduation rates. As the CYB focus expands to include dual credit courses and expanded opportunities for students to pursue post-secondary options, there is a need to address the academic rigor of the coursework students receive. Students' low reading proficiency rates were identified as challenging when providing rigorous grade-level instruction.

Given CYB's small number of faculty and limited resources, meeting this challenge can seem overwhelming. As thought partners with Principal Sandoval, several strategies were discussed in a brain-storming session to break the work down into initial steps that increase the academic rigor of daily instruction.

Potential Next Steps:

Adding beginning-of-year, middle-of-year, and end-of-year assessments to establish student growth goals in reading could be one potential first step to increasing student achievement. Teachers and administrators can then use these growth goals during PLC time to establish academic performance goals for teachers.

Another potential next step is adding skills-based targeted interventions to increase reading proficiency rates so students can more effectively access grade-level content. One possibility is leveraging the learning lab and learning lab assistant. The school can work with the district to obtain effective computer-based reading intervention programs. In schoolwide PLC meetings, leadership has the opportunity to empower and engage teachers in identifying data sources that let teachers know the degree to which their students are learning. There is an opportunity to discuss how these data can be gathered, analyzed, and used for goal setting and action planning.