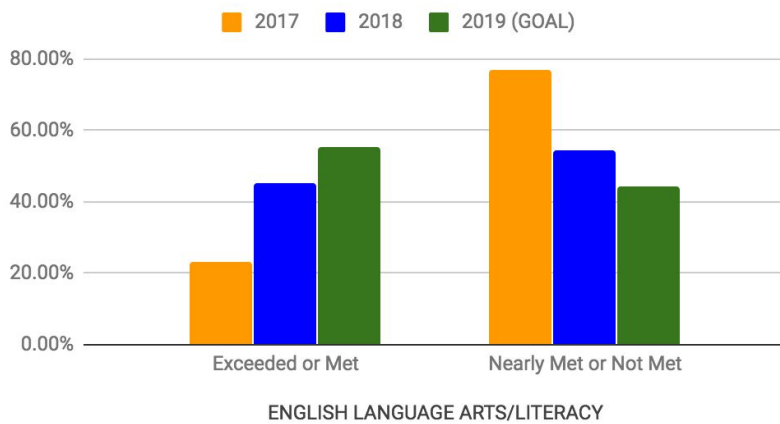
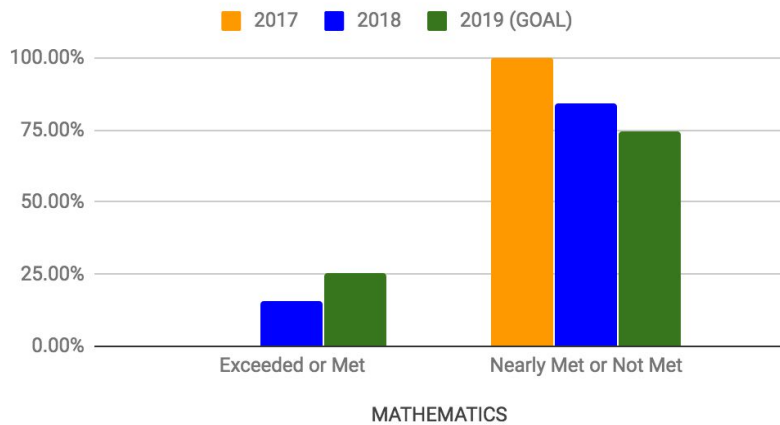


I. Data
A. SBAC Achievement Level Distribution

ENGLISH LANGUAGE ARTS/LITERACY	2017	2018	2019 (GOAL)
Exceeded or Met	23.08%	45.45%	55.45%
Nearly Met or Not Met	76.93%	54.54%	44.54%

SBAC ELA (Exceeded/Met vs Nearly Met/Not Met)


MATHEMATICS	2017	2018	2019 (GOAL)
Exceeded or Met	0.00%	15.55%	25.55%
Nearly Met or Not Met	100.00%	84.44%	74.44%

SBAC Math (Exceeded/Met vs Nearly Met/Not Met)


[Comparative Data: BCCHS compared to local LAUSD High Schools](#)

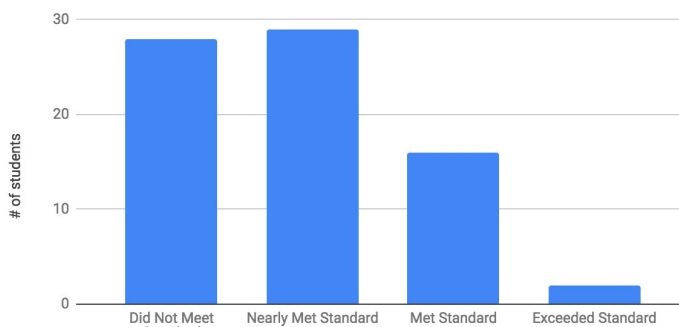


Academic Excellence Action Plan — BCCHS Spring 2019

B. SBAC Interim Assessment Results Fall 2018 (11th Grade)

ELA Scale Score Achievement Level	# of students	Percent	Percent Pass vs. Not Passed	
Did Not Meet Standard	28	37.33%	Nearly/Not Met	76.00%
Nearly Met Standard	29	38.67%		
Met Standard	16	21.33%	Exceeded/Met	24.00%
Exceeded Standard	2	2.67%		

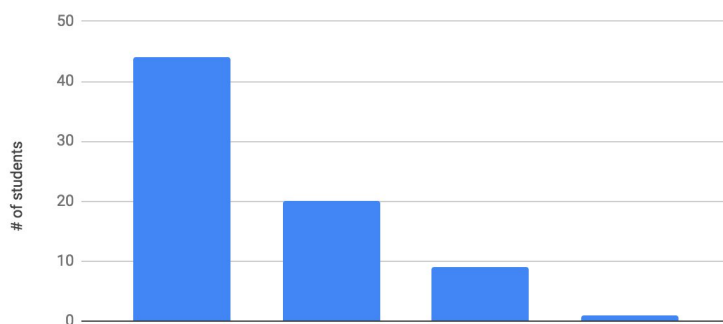
18-19 Fall SBAC Interim ELA — 11th Grade



ELA Scale Score Achievement Level

MATH Scale Score Achievement Level	# of students	Percent	Percent Pass vs. Not Passed	
Did Not Meet Standard	44	59.46%	Nearly/Not Met	86.49%
Nearly Met Standard	20	27.03%		
Met Standard	9	12.16%	Exceeded/Met	13.51%
Exceeded Standard	1	1.35%		

18-19 Fall SBAC Interim Math — 11th Grade



MATH Scale Score Achievement Level

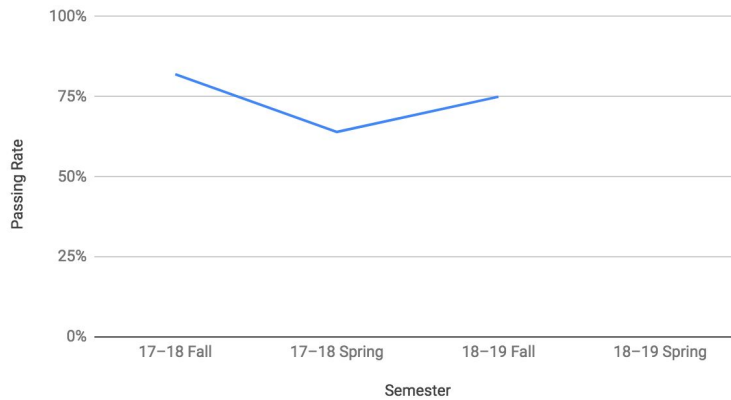


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C. Grade Distribution (Passing Rate for ELA and Math courses)

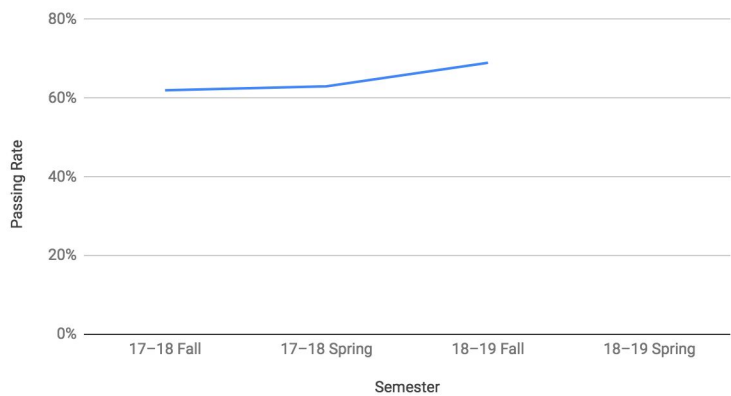
ELA	
Semester	Passing Rate
17–18 Fall	82%
17–18 Spring	64%
18–19 Fall	75%
18–19 Spring	

Grade Distribution (Passing Rate ELA Courses)



Math	
Semester	Passing Rate
17–18 Fall	62%
17–18 Spring	63%
18–19 Fall	69%
18–19 Spring	

Grade Distribution (Passing Rate Math Courses)



II. Action Plan

Focus Area	Goal	Action Plan
Standards-Based Grading	<ul style="list-style-type: none"> ● All teachers will have a complete set of learning outcomes, rubrics, and unit plans by the end of the semester. ● Students will be able to articulate expectations in each learning outcome and their progress in mastering the outcomes by referencing their work as evidence. 	<ul style="list-style-type: none"> ● PD time during this semester will be devoted for Critical Friends Group to support teachers in completing/refining rubrics and calibrating the use of rubrics to evaluate assignments. ● PD time during this semester will be devoted to teachers sharing best practices for both presenting rubrics to students and guiding students to reflect on their mastery.
Project-Based Learning	<ul style="list-style-type: none"> ● Teachers will implement PBL at least once during the semester. ● Teachers will begin to create a road map to learning the programs/skills/content needed to implement UCCI projects that extend outside the teacher’s content area OR plan a cross-curricular project if it’s not already part of the current curriculum. 	<ul style="list-style-type: none"> ● PD time will be devoted for teachers to share PBL plans and receive feedback prior to executing the project. ● PD time will be devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Coding (Visual Arts content) etc. that are needed for specific UCCI course projects. Teachers will be given time to collaborate with other teachers with whom UCCI courses are intended to be taught.
Math Proficiency	<ul style="list-style-type: none"> ● Increase the passing rate for all math courses. ● Increase student performance levels on the SBAC and NWEA Math assessments. 	<ul style="list-style-type: none"> ● Track grade distribution at the end of every grading period and use the data during PD to create a plan of intervention. ● PD math department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● Math teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. ● Partner with Gear Up to hold mandatory

Academic Excellence Action Plan — BCCHS Spring 2019

		tutoring for target students in Math.
English Proficiency	<ul style="list-style-type: none"> ● Increase the passing rate for all English courses. ● Increase student performance levels on the SBAC and NWEA English assessments. 	<ul style="list-style-type: none"> ● Track grade distribution at the end of every grading period and use the data during PD to create a plan of intervention. ● PD English department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● English teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. ● Partner with Gear Up to hold mandatory tutoring for target students in English.
English Learner Progress	<ul style="list-style-type: none"> ● Increase EL student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● Reclassify at least 20% of students. 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices to support EL students in all content areas. Teachers will participate in data dives that include student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● PD time will be devoted to reviewing the ELPAC practice test with the intention of determining the possible needs for EL students based on the type/format of questions in each subsection. ● EL students will take part in ELPAC practice test sessions prior to the ELPAC summative assessment.
SPED Accommodations	<ul style="list-style-type: none"> ● Increase the level of implementation and tracking of accommodations provided to students based on their IEP to ensure an appropriate level of access to content based on student's needs. 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices in regards to specific examples of accommodations used by teachers in each course. ● Teachers will start using an accommodation tracker during this semester with the intention of reflecting on the effectiveness of how well

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		accommodations are implemented for each student to improve mastery.
Advisory Alignment	<ul style="list-style-type: none"> ● Increase the level of alignment in the implementation of Advisory. ● Increase the level of student participation in Advisory activities. 	<ul style="list-style-type: none"> ● PD time will be devoted to collaborative planning of Advisory. The College and Career Curriculum acquired through Gear Up will be used more frequently by sorting lessons according to the theme of each Advisory day (Monday: Life Skills, Tuesday: Academic Awareness, Wednesday: Service, Thursday: Deep Dive, Friday: College/Career Planning)

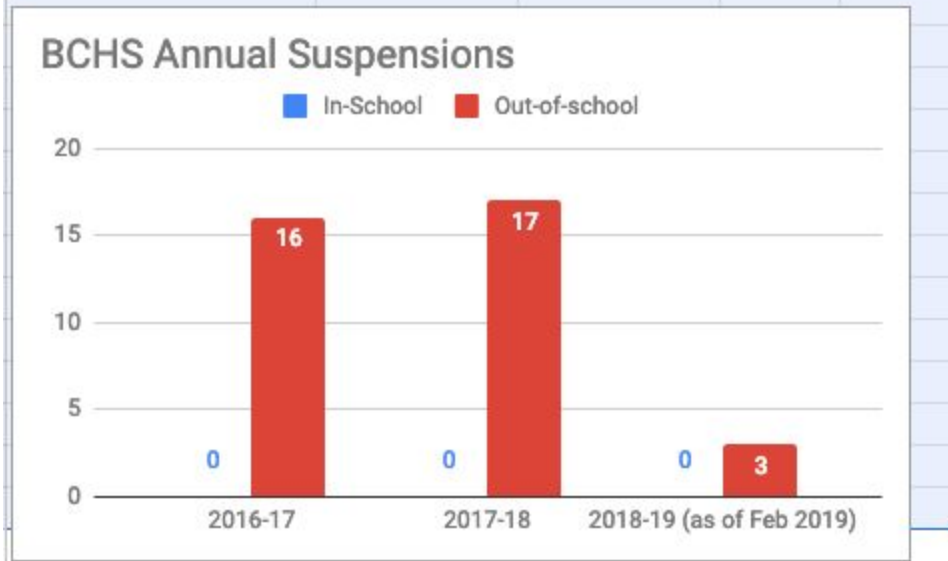
Culture and Climate

This school year we have been focusing on reducing our school suspensions. With the support of Mr. Cruz, we have successfully reduced our numbers by working with the students and addressing issues before they escalate.

We are focusing on the implementation of PBIS throughout the school community. This program is the reason for the decrease in suspension this school year. While we have identified the students who are in most need of support, we are also encouraging the students to participate in group counseling session with a local nonprofit on campus.

Suspension:

Suspensions	In-School	Out-of-school	Total	Rate
2016-17	0	16	16	9.3%
2017-18	0	17	17	6.7%
2018-19 (as of Feb 2019)	0	3	3	



We are focusing on the implementation of PBIS throughout the school community. This program is the reason for the decrease in suspension this school year. While we have identified the students who are in most need of support, we are also encouraging the students to participate in group counseling session with a local nonprofit on campus.