

# BCCS School Success Data Report and Action Plan

10.16.2020

## BCCS CA School Dashboard Data (2020-21)

BCCS School Population (2020-21 data)	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
	348	84.77%	29.8%	.57%

### Academic Performance Summary

English Language Arts (CAASPP 2018-19 Data)			
	Level	Status (Pts. Above/ Below standard)	Change (Pts. Ave Points Increased/ Decreased)
BCCS	Red	-78.8	-16.3
State	Green	-3	3.1
Mathematics (CAASPP 2018-19 Data)			
BCCS	Red	-109.5	-8.9
State	Orange	33.5	2.9
English Learner Progress (CAASPP 2018-19 Data)			
	Making Progress Towards Proficiency		Number of EL Learners
BCCS	37.2%		86
State	48.3%		844,257

### Culture and Climate Summary

Suspension			
	BCCS (18-19)	State (18-19)	BCCS (19-20)
Level	Green	Yellow	
Status	6.2%	3.4%	
Change	-.5%	-.1%	50%
Suspension	40		20

### Operations Summary

Chronic Absenteeism (2018-2019)			
Location	Level	Status	Change
BCCS	Yellow	7%	.03%
Local LAUSD (Maclay)	Red	17.8%	5.1%
State	Orange	10.1	1.1%

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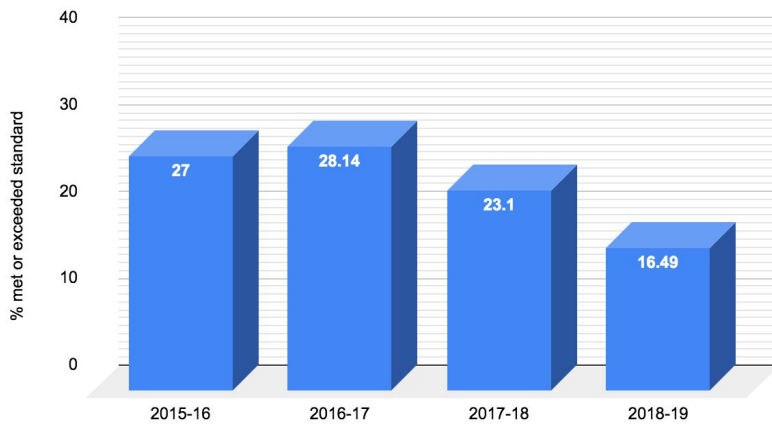
## SECTION 1a: Academic Performance Data (2020-21)

### ENGLISH LANGUAGE ARTS (CAASPP)

	2015-16	2016-17	2017-18	2018-19	Maclay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>% met or exceeded standard</b>	27	28.14	23.1	16.49	22.94	43.9	50.87

\*Source: CAASPP website

**ELA % met or exceeded standard**

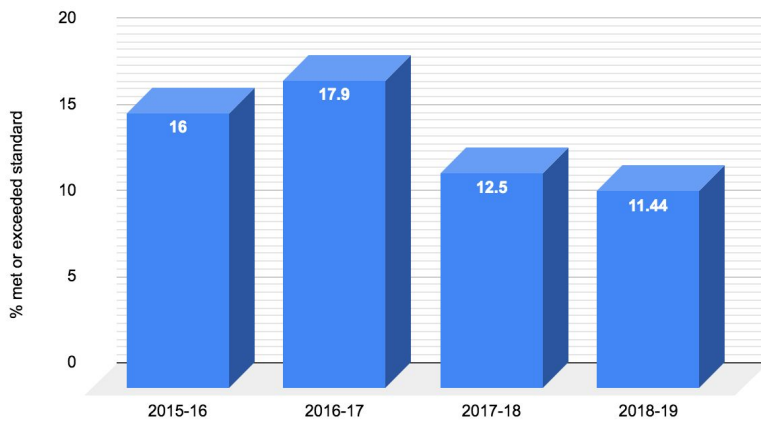


### MATHEMATICS (CAASPP)

	2015-16	2016-17	2017-18	2018-19	Maclay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>% met or exceeded standard</b>	16	17.9	12.5	11.44	14.45	33.47	39.73

\*source: CAASPP website

**Math % met or exceeded standard**

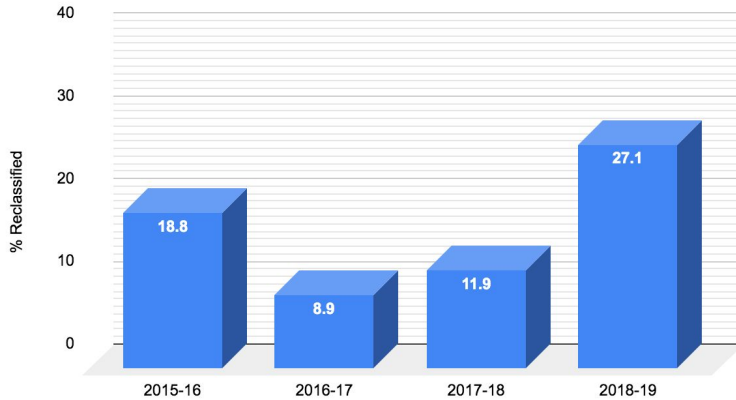


## RECLASSIFICATION RATE (REDESIGNATED ENGLISH PROFICIENT)

	2015-16	2016-17	2017-18	2018-19	Macay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>% reclassified</b>	18.8	8.9	11.9	27.1	16.1	22.8	13.8

\*source: Dataquest

Reclassification



## iReady Data

iReady	Reading 19-20 SY			Reading 20-21 SY		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Diagnostic	13%	14%	73%	13%	17%	70%
Baseline	17%	17%	66%			
B1	20%	19%	61%			
B2	25%	20%	55%			
B3	12%	6%	-18%			
Change						

iReady	Math 19-20 SY			Math 20-21 SY		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Diagnostic	9%	27%	64%	9%	26%	65%
Baseline	14%	33%	53%			
B1	17%	35%	48%			
B2	26%	31%	44%			
B3	17%	4%	-20%			
Change						

## SECTION 1b: Academic Performance Data Analysis (2020-21)

Trend	Root Cause Analysis
<p>In the 2019 - 2020 school year CAASPP testing was canceled by the state</p> <p>In the previous two academic years (17-18 and 18-19), the number of students Meeting or Exceeding Standard in ELA has declined by 11.65%</p> <p>and the number of students Meeting or Exceeding Standard in Math has declined by 6.46%</p> <p>iReady Data in 2019-2020 shows a 17% increase of students operating at or above grade level in Mathematics and a 12% increase of students operating at or above grade level in Reading.</p>	<ul style="list-style-type: none"> <li>● Areas of academic need               <ul style="list-style-type: none"> <li>○ Need for consistent/effective implementation of curriculum in ELA and Math                   <ul style="list-style-type: none"> <li>■ Effective differentiation of standards based on first time instruction</li> <li>■ Need for effective use of data to drive instruction.</li> </ul> </li> <li>○ An effective and systematic MTSS                   <ul style="list-style-type: none"> <li>■ With academic intervention</li> <li>■ With social emotional supports</li> </ul> </li> </ul> </li> <li>● Math               <ul style="list-style-type: none"> <li>○ At the end of the 2018-19 school year, the BCCS math department adopted a new math program (iReady Math) to be implemented in the 2019-20 school year                   <ul style="list-style-type: none"> <li>■ The Math Department was trained in iReady Math and implemented the program with fidelity                       <ul style="list-style-type: none"> <li>● Need to continue to focus on the training math teachers in 2020-21 on iReady and fidelity of implementation</li> <li>● Continue to support teachers to use iReady assessment data to identify academic interventions and supports for students</li> <li>● 4 of 6 math teachers are new to BCCS and iReady in 2020-21</li> </ul> </li> </ul> </li> </ul> </li> <li>● ELA               <ul style="list-style-type: none"> <li>○ ELA department is focusing on Service Learning to increase student engagement.                   <ul style="list-style-type: none"> <li>■ Continue to support teachers to use iReady assessment data to identify academic interventions and supports</li> <li>■ One 7th Grade ELA teacher was replaced in November 2019 and one 8th Grade ELA Teacher did not return for the 2020-21 school year</li> </ul> </li> </ul> </li> <li>● Interventions and Supports               <ul style="list-style-type: none"> <li>○ Saturday Academy Program was created with support from Think Together and continues through the 2020-21 school year.                   <ul style="list-style-type: none"> <li>■ Students identified based on iReady data and program focuses on areas of growth</li> </ul> </li> <li>○ Students with social emotional and behavioral needs; receive counseling support and benefit from mentors (CSUN intern students working on BA requirements) who work with a caseload of learners to promote good work habits and social emotional support                   <ul style="list-style-type: none"> <li>■ The following support continued or have been increased through the 2020-21 school year                       <ul style="list-style-type: none"> <li>● Counseling support from Luminarias</li> <li>● Quadrupled the number of mentors from 4 to 14</li> <li>● A school counselor was hired (20-21 SY) to</li> </ul> </li> </ul> </li> </ul> </li> </ul>

	address the academic and social emotional needs of students
<p>In the 2019 - 2020 school year ELPAC testing was canceled by the state</p> <p>Between the 2017 and 2019 academic years, the number of students that were reclassified fluent English Proficient has increased by 18.9%</p>	<ul style="list-style-type: none"> <li>● The number of EL learners increased to 100 students in the 2020-21 SY. <ul style="list-style-type: none"> <li>○ 92% of our EL population are Long Term EL Learners.</li> <li>○ 41% of EL learners also have an IEP.</li> <li>○ 97.5% of our EL learners with IEPs are LTELs</li> </ul> </li> <li>● In 2020-2021, the academic team is <ul style="list-style-type: none"> <li>○ Reviewing scholars' IEPs and identifying which sections of the ELPAC exam students with IEPs should be excused from based on their Special Education qualifying disability</li> <li>○ The SpEd team is receiving training on: <ul style="list-style-type: none"> <li>■ ELPAC components</li> <li>■ Recalssification criteria for students</li> </ul> </li> </ul> </li> <li>● Supports provided include grade level tutors working with a caseload of EL scholars to provide targeted intervention and support <ul style="list-style-type: none"> <li>○ Tutors identify areas of student needs, provide support and track growth <ul style="list-style-type: none"> <li>■ Supports <ul style="list-style-type: none"> <li>● Conferencing regularly with scholars</li> <li>● Goal setting with learners using data</li> <li>● Identify appropriate targeted interventions to prepare students with ELPAC like activities.</li> </ul> </li> </ul> </li> </ul> </li> <li>● Targeting the specific needs of these learners is a focus of professional development for all teachers ensuring accessibility of curriculum and providing scaffolded support in ELA</li> </ul>

## SECTION 1c: Academic Performance Action Plan (2020-21)

<b>Focus Area</b>	Standards Based Grading	
<b>Goal (SMART)</b>	Full use of standards-based grading rubrics to set the rigor for achievement and provide a tool for scholars to self-assess, conference with teachers, and refine their work for their presentations of learning.	
<b>Impact</b>	Significantly more accurate assessment and communication of student proficiency and progress. Increased student proficiency in all content areas (measured by SBAC scores, grades, and benchmark scores).	
<b>18-19 Action Plan</b>	<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>
Increase collaborative planning time for teachers to develop standards based outcomes and rubrics.	<p>Staff meet regularly though PD as a grade level team every 2-3 weeks. This time is used to plan instruction and assessment, as well as to target scholars with tier II and III academic needs.</p> <p>Data is tracked, intervention and supports are developed, growth is</p>	PD is focused on the implementation of Critical Friends Groups (CFG); to develop professional learning communities that collaborate regularly. Teams meet weekly, focused on presenting teacher or student work, receiving feedback, agreeing to visit classrooms to see implementation of feedback and

	<p>monitored, and effectiveness of intervention is identified.</p> <p>Results of assessments need to be reviewed by the grade level team. The rubrics used must be consistent.</p> <p><b>There must be evidence present that scholars are using rubrics to self-assess and refine their work.</b></p>	<p>making teacher and student work public.</p> <p>To identify and close the achievement gap data is collected and analyzed. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified.</p> <p>Rubrics, assessments, and outcomes are reviewed by the grade level teams through the use of CFG protocols.</p> <p><b>CFG implementation and effectiveness will be measured through agendas, teacher surveys, and teacher presentations of their work and the work of their students.</b></p>
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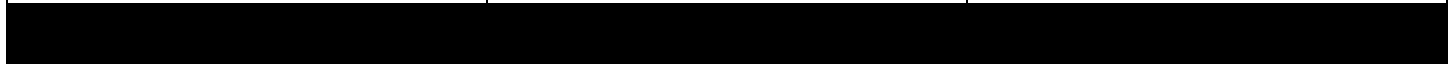
<b>Focus Area</b>	Project Based Learning / Service-Learning
<b>Goal (SMART)</b>	Grade level specific service learning projects that are (aligned to our grade level themes) showcased through CASA Knight (students presentation of learning to the community of BCCS)
<b>Impact</b>	Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios, and which provide opportunities to practice critical thinking, problem solving, collaboration, communication, and presentation skills.

18-19 Action Plan	19-20 Action Plan	20-21 Action Plan
<p>Embed PBL Planning into PD plan, at least once per quarter.</p> <p>Reflect on PBL Implementation at the end of each semester (in PD)</p>	<p>Through CASA Service Learning Projects are being planned and work towards at each grade level throughout the year.</p> <p>Grade level teams must collaborate through PD to develop their grade level project that align to their grade level theme.</p> <p>In collaboration with their scholars, teachers must set a driving question that will ensure essential learning and that scholars are providing service to their community.</p> <p>Teachers who have been with BCCS longer are doing a stronger job of PBL and implementing PBL projects in addition to the grade level CASA project.</p>	<p>The ELA team is leading the implementation of CASA service learning projects. In order to increase student engagement the team is focused on guiding CASA projects to make a high use of culturally relevant resources. Students across the grade level are reading culturally relevant literature to help them better understand the communities we live in and serve. Scholars will be challenged to identify root causes of our community's needs. Their service learning project will guide them through developing a project that addresses this need and provides service to the community.</p> <p>The ELA team is committed to developing authentic culturally relevant service learning and are meeting bi-weekly to collaborate, discuss implementation of CASA</p>

	<p>Though PD time newer teachers and veteran teachers, with the support of administration, will establish a plan of accountability to ensure PBL implementation.</p> <p><b>Accountability plan will be reported on through lead teachers at School Site Leadership Meeting to ensure that POLs are completed to expectations at CASA Knight.</b></p>	<p>across the grade levels, and share their progress through our CFG process.</p> <p>CASA will serve as an anchor and exemplar of PBL projects across the grade levels</p> <p><b>Regular meetings guided by CFG protocols to share progress on CASA project and refine projects, teacher, and student work; showcased at CASA Knight</b></p>
<b>Focus Area</b>	Increase Math Proficiency	
<b>Goal (SMART)</b>	<p>Increase students working at or above grade level as measured by i-Ready Diagnostic in Math to increase achievement as measured by CAASPP. In 2019-2020, i-Ready Diagnostic in math showed a 17% increase.</p> <p>Target Goal is for students to increase their achievement on CAASPP correlated to their graduation year. 21 point increase on individual scale score on CAASPP Mathematics in 2021. (22 point increase in 2022, 23 point increase in 2023, and 24 point increase in 2024 will bring all our scholars to grade level by 2024)</p>	
<b>Impact</b>	Students leave BCCS with a powerful education in mathematics, including critical-thinking and problem solving which will prepare them for success in high school, college, and a number of careers which involve computation and analysis of numbers and data.	
<b>18-19 Action Plan</b>	<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>
<p>Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students.</p> <p>Consistent after school tutoring for ELA and Math.</p> <p>For 2019-20, adopt new math curriculum and train teachers in implementation.</p>	<p>Ready Math Curriculum was adopted for 2019-2020</p> <p>Professional Development is being provided quarterly by Curriculum Associates to help with implementation and training of teachers.</p> <p>Math teachers work to implement with fidelity the Ready Math Curriculum</p> <p>i-Ready Math diagnostic was adopted in 2019-2020 to support instruction.</p> <p>i-Ready diagnostic is aligned to Ready Curriculum which provides curriculum, planned intervention lessons, and adaptive computer-based supplemental instruction</p> <p>Provides actionable data for teachers and tutors. We are seeing growth from the baseline to B1 assessment.</p>	<p>Professional Development is being provided quarterly by Curriculum Associates to help with implementation and training of teachers.</p> <p>Math teachers are working to implement the Ready Math Curriculum</p> <p>i-Ready diagnostic is aligned to Ready Curriculum which provides curriculum, planned intervention lessons, and adaptive computer-based supplemental instruction</p> <p>Provides actionable data for teachers and tutors We are seeing growth from the baseline to B3 assessment of 26%.</p> <p>Ready Math curriculum aligns to YPICS instructional hallmarks by providing real-world problems solved</p>



	<p>Aligns to YPICS instructional hallmarks by providing real-world problems solved through collaborative grouping.</p> <p>Scaffolded to provide intervention for scholars based on their level of proficiency.</p> <p><b>Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.</b></p>	<p>through collaborative grouping and is scaffolded to provide intervention for scholars based on their level of proficiency.</p> <p><b>Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.</b></p>
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<b>Focus Area</b>	Increase ELA Proficiency
<b>Goal (SMART)</b>	<p>Increase students working at or above grade level as measured by i-Ready Diagnostic in Reading to increase achievement as measured by CAASPP. In 2019-2020, i-Ready Diagnostic in reading showed a 12% increase.</p> <p>Target Goal is for students to increase their achievement on CAASPP correlated to their graduation year. 21 point increase on individual scale score on CAASPP ELA in 2021. (22 point increase in 2022, 23 point increase in 2023, and 24 point increase in 2024 will bring all our scholars to grade level by 2024)</p>
<b>Impact</b>	Students will culminate from BCCS with excellent literacy and communication skills which will allow them to flourish in written and verbal communication.

<b>18-19 Action Plan</b>	<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>
<p>Consistent implementation of SFA strategies in all classrooms. Consistent after school tutoring for ELA and Math. Focus on low level claims/standards from internal benchmark testing.</p>	<p>Quarterly, Success For All provides training to ensure that all new staff and returning staff are implementing Success for All Strategies Across the curriculum.</p> <p>SFA strategies are researched based and ensure support for all learners and necessary differentiated instruction coupled with engagement strategies and positive recognition strategies.</p> <p>Ensuring a high use of SFA strategies to support our Integrated English Language Development program and meet the specific needs of our LTEL population, our largest group of English Learners.</p> <p>Grade Level teams continue to refine power standards for their content areas, develop bite-sized daily learning outcomes that are</p>	<p>Quarterly, Success For All provides training to ensure that all new staff and returning staff are implementing Success for All Strategies Across the curriculum.</p> <p>SFA strategies are researched based and ensure support for all learners and necessary differentiated instruction coupled with engagement strategies and positive recognition strategies.</p> <p>Ensuring a high use of SFA strategies to support our Integrated English Language Development program and meet the specific needs of our LTEL population, our largest group of English Learners.</p> <p>Grade Level teams continue to refine power standards for their content areas, develop bite-sized daily learning outcomes that are</p>

	<p>measurable; which results inform instruction and intervention.</p> <p>Continue to develop common assessments and rubrics, calibrate scoring, and provide multiple assessments to demonstrate mastery.</p> <p>i-Ready Reading diagnostic was adopted in 2019-2020 to support instruction.</p> <p>i-Ready diagnostic Provides actionable data for teachers and tutors. We are seeing growth from the baseline to B1 assessment.</p> <p>Scholars are supported through Ready's adaptive computer-based supplemental instruction.</p> <p><b>Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.</b></p>	<p>measurable; which results inform instruction and intervention.</p> <p>Through the critical friends group process, continue to refine instruction as well as develop common assessments, rubrics, calibrate scoring, and multiple assessments to demonstrate mastery.</p> <p>i-Ready diagnostic Provides actionable data for teachers and tutors to identify scholars strengths, areas for growth, and gives the instructional team the tools to provide targeted intervention. Our 2019-2020 data highlights the growth scholars had throughout the year from the baseline to our B3 assessment at the end of the year.</p> <p>Scholars benefit from i-Ready's adaptive computer-based supplemental instruction, as well as teacher assigned i-Ready lessons, assessments, and mastery checks.</p> <p><b>Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.</b></p>
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<b>Focus Area</b>	Re-classification Rate (and EL Progress)
<b>Goal (SMART)</b>	Maintain a Reclassification Rate of 25% or greater for 2020-2021.
<b>Impact</b>	English Learners will make significant gains in mastery of English, including being able to read, write, speak, and listen effectively in English.

<b>18-19 Action Plan</b>	<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>
<p>Create English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.</p>	<p>We meet our Reclassification goal for 2018-2019 with a reclassification rate of 27.1%</p> <p>Make a high use of i-Ready diagnostic data to support English Learner Snapshot data tracking and goal setting and to identify scholars most ready to reclassify.</p> <p>Continue to provide grade level tutor support to general education English Learners to provide targeted intervention.</p>	<p>Ensure the instructional team is making a high use of i-Ready diagnostic data to support English Learners through our EL Snapshot data tracking and goal setting process. Supports the team in identifying scholars most ready to reclassify and benefit from targeted support. Grade level tutors are assigned to a caseload of general education English Learners to provide targeted support.</p> <p>In 2020-2021, the academic team is</p>

	<p>For 2019 we have identified that 49% of all current English Learners are long-term English Learners</p> <p>50% of all SPED learners are EL and 50% of them are LTEL</p> <p>Adopting new reclassification criteria that provides an alternative path towards reclassification for SPED learners who are LTEL</p> <p><b>Effectiveness will be measured by maintaining or exceeding current growth rate in reclassification.</b></p>	<p>reviewing EL scholars with IEPs; to identify which sections of the ELPAC exam students with IEPs should be excused from based on their Special Education qualifying disability. By determining scholars who meet updated reclassification criteria we will provide an alternative path towards reclassification for SPED learners who are LTEL</p> <p><b>41% of all SPED learners are EL. A high percentage of the EL population are LTELs 97.5%</b></p> <p><b>Effectiveness will be measured by maintaining or exceeding current growth rate in reclassification.</b></p>
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<b>Focus Area</b>	Effective Teaching Strategies (ie. Questioning, Anticipatory Sets, Do Now, Exit Ticket, etc.)
<b>Goal (SMART)</b>	Teachers will progress through the phases of the GBF scope and sequence
<b>Impact</b>	Teachers will be able to hone their craft at various levels, whether they need support with classroom management, effective lesson structure, or more specific skills such as effective questioning strategies or promoting academic discourse.

<b>18-19 Action Plan</b>	<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>
<p>Provide differentiated professional development through “Choose your own Professional Adventure” protocol once per month.</p> <p>Include measures such as Instructional Rounds to increase accountability.</p>	<p>In 2019-2020, YPICS has adopted Relay’s Get Better Faster coaching model and has focused on using this model to train staff regularly on Get Better Faster strategies to ensure strong management and rigor.</p> <p>Through the adoption of i-Ready diagnostic, staff have been making a high use of actionable data to inform their instruction and increase the differentiation scholars are provided and are better equipped to provide scholars the scaffolding needed to do rigorous work.</p> <p>This year, teachers are receiving lesson plan and instructional feedback focused on their Common Core aligned lessons.</p> <p>These supports are reinforced through observations and coaching provided to all teachers.</p> <p>Though PD data review assessment results are reviewed to measure progress of scholars towards mastery of standards and determine which CCSS standards need to be re-taught and reinforced.</p> <p><b>Evidence will be gathered through observation data as documented in Whetstone (Observation and Data tracking platform that supports GBF coaching).</b></p>	<p>YPICS continues to use Relay’s Get Better Faster coaching model and has focused on using this model to train staff regularly on Get Better Faster strategies to ensure strong management and rigor.</p> <p>Through the adoption of i-Ready diagnostic, staff have been making a high use of actionable data to inform their instruction and increase the differentiation scholars are provided and are better equipped to provide scholars the scaffolding needed to do rigorous work.</p> <p>This year, teachers are receiving feedback on lesson plans, instructions, and their students outcomes. The feedback is focused on identifying the achievement Gap and ensuring that Common Core aligned lessons are differentiated to provide scaffolding to meet the needs of all students that supports scholars in achieving rigorous outcomes.</p> <p>These supports are reinforced through observations and coaching, by administration, mentor teachers, and by colleagues through our grade level Critical Friends Groups.</p> <p>Though PD data assessment results are reviewed to measure progress of scholars towards mastery of standards and determine which CCSS standards need to be re-taught</p>

		and reinforced. sCFG provides feedback on teacher and student work throughout the year.  <b>Evidence will be gathered through observation data as documented in Whetstone (Observation and Data tracking platform that supports GBF coaching).</b>
<b>Focus Area</b>	Intervention	
<b>Goal (SMART)</b>	Provide the necessary scaffolding and differentiated instruction to sub-groups to ensure their growth matches or exceeds the rate of all scholars.	
<b>Impact</b>		
<b>18-19 Action Plan</b>	<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>
	<p>We have created and implemented “EL snapshots” which create language acquisition goals for English Learners based on the needs of each student.</p> <p>Through i-Ready diagnostic data snapshots also include individualized support for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner.</p> <p>With the adoption of i-Ready Math and ELA computer-based adaptive instructional program and the i-Ready Diagnostic general education teachers are collaborating with special education teachers, special education tutors, and general education tutors to establish groups of scholars who would benefit from targeted instruction.</p> <p>Small group, mini-lessons, are providing learners with a higher degree of differentiated instruction in the classroom</p> <p>We provide after school math and ELA intervention/tutoring at each grade level to provide targeted support and differentiated instruction for students who are struggling to meet proficiency.</p> <p>These after school tutoring groups are small in size to allow students to have more time to interact directly with the teacher.</p> <p>Teachers utilize the intervention materials provided by iReady Math and iReady ELA.</p> <p>Ready adaptive computer programs support teachers in providing pre-teaching of difficult lessons to students, as well as</p>	<p>We have created and implemented “EL snapshots” which create language acquisition goals for English Learners based on the needs of each student.</p> <p>Through i-Ready diagnostic data snapshots also include individualized support for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner.</p> <p>With the adoption of i-Ready Math and ELA computer-based adaptive instructional program and the i-Ready Diagnostic general education teachers are collaborating with special education teachers, special education tutors, and general education tutors to establish groups of scholars who would benefit from targeted instruction.</p> <p>Small group, mini-lessons, are providing learners with a higher degree of differentiated instruction in the classroom</p> <p>We provide, through the school day math and ELA intervention/tutoring at each grade level to provide targeted support and differentiated instruction for students who are struggling to meet proficiency.</p> <p>In addition to the target support we provide. There are after school tutoring groups designed to provide small group instruction that allows students to have more time to interact directly with the teacher.</p> <p>Teachers utilize the intervention materials provided by iReady Math and iReady ELA.</p> <p>Ready adaptive computer programs support teachers in providing pre-teaching</p>

	<p>re-teach topics that students struggled with.</p> <p>Teachers through Ready Math assign specific lessons to help groups with similar needs fill their academic gaps and allows for instruction to be differentiated based on the need of each student.</p> <p>Support each general education grade level with at least one tutor.</p> <p>These tutors carry a caseload of scholars to focus on for support.</p> <p>These grade level tutors provide support in class, help conduct small group intervention and practice on targeted skills to ensure academic growth.</p> <p>Tutors regularly, in collaboration with teachers, identify focus areas for growth and regularly conference with these scholars to set goals.</p> <p>PD Grade Level Team Meeting</p> <p>This time is used to plan instruction and assessment, as well as target tier II and III scholars specific academic and behavioral needs. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified.</p> <p>Next steps are planned to ensure scholars progress and movement towards grade level mastery and that behavioral incidents diminish.</p> <p><b>Effectiveness will be evidence by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments</b></p>	<p>of difficult lessons to students, as well as re-teach topics that students struggled with.</p> <p>Teachers through Ready Math assign specific lessons to help groups with similar needs fill their academic gaps and allows for instruction to be differentiated based on the need of each student.</p> <p>Support each general education grade level with at least one tutor.</p> <p>These tutors carry a caseload of scholars to focus on for support.</p> <p>These grade level tutors provide support in class, help conduct small group intervention and practice on targeted skills to ensure academic growth.</p> <p>Tutors regularly, in collaboration with teachers, identify focus areas for growth and regularly conference with these scholars to set goals.</p> <p>PD Grade Level Team Meeting</p> <p>This time is used to plan instruction and assessment, as well as target tier II and III scholars specific academic and behavioral needs. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified.</p> <p>Next steps are planned to ensure scholars progress and movement towards grade level mastery and that behavioral incidents diminish.</p> <p><b>Effectiveness will be evidence by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments</b></p>
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## SECTION 2a: Culture and Climate Data (2020-21)

### SUSPENSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	Maclay Middle School	LAUSD (2018-19)	State of CA (2018-19)
<b>Total Suspensions</b>	44	47	37	29	20	8	5096	45720
<b>Unduplicated Ct.</b>	29	32	25	24	16	6	4116	29819

<b>Suspension Rate</b>	7.6%	8.3%	6.7%	6.2%	4.2%	0.9%	0.7%	2.0%
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\*source: Dataquest

**EXPULSION DATA**

	2015-16	2016-17	2017-18	2018-19	2019-20	Maclay Middle School	LAUSD (2018-19)	State of CA (2018-19)
<b>Total Expulsions</b>	1	0	0	0	0	0	121	5236
<b>Expulsion Rate</b>	.26%	0%	0%	0%	0	0.0%	.02%	.08%

\*source: Dataquest

**TIERED FIDELITY INVENTORY (PBIS)**

TFI Tier I Rating	2015-16	2016-17	2017-18	2018-19	2019-2020
<b>B0</b>	77%	40%	67%	60%	73%
<b>Final</b>	57%	63%	80%	93%	93%

## SECTION 2b: Culture and Climate Data Analysis (2020-21)

Trend	Root Cause Analysis
<p>The Suspension Rate has reduced over the past 5 years, from a high of 8.3% to low of 4.2% in the 2019-2020 SY.</p>	<ul style="list-style-type: none"> <li>● Implementation of PBIS practices (Tier 1)                             <ul style="list-style-type: none"> <li>○ ODR Minor - Major 4:1 Submissions</li> <li>○ Narrowed focus of all the “Rules” to “Essential 5”</li> <li>○ Conversion to Digital Token economy</li> <li>○ Consistency of teaching BETM in multiple classes (I.E. Advisory)</li> <li>○ Tier 1 implementation team</li> <li>○ More defined procedures created for SCC department</li> </ul> </li> <li>● Increase use of Alternatives to Suspension                             <ul style="list-style-type: none"> <li>○ Infraction related coursework</li> <li>○ Restorative conversations prior to reintegrating students</li> <li>○ Saturday School</li> <li>○ Consistency of hosted make up time, and communication home.</li> <li>○ Behavior Contracts implemented every 5 weeks, or as needed</li> </ul> </li> <li>● Continued use of MTSS team structure to identify and provide supports for student and families to reduce undesired behaviors                             <ul style="list-style-type: none"> <li>○ MTSS Bi-Weekly Meetings</li> <li>○ Follow up with teachers/parents/students                                     <ul style="list-style-type: none"> <li>■ I.E. Student Support Success Team meetings, Family Support and Teacher meetings, etc.</li> </ul> </li> </ul> </li> </ul>

## SECTION 2c: Culture and Climate Action Plan (2020-21)

Focus Area	Alternatives to Suspension	
<b>Goal (SMART)</b>	Continue to maintain a downward trend in annual suspensions. Our goal is to lower our unduplicated percentage of suspended students by .5% during the 20-21 school year.	
<b>Impact</b>	Our goal will foster stronger relationships between students and their teachers. By increasing our restorative conversations between teachers and students, as well as students and students, it will better enable our students to build respectful relationships. This will in turn enable students to potentially see success in multiple avenues, which in turn will help them stay in the classroom	
<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>	
<ul style="list-style-type: none"> <li>● Continued use of Saturday Make-Up Time.</li> <li>● Continued use of Behavior contracts, that were implemented in Week 10 of the Fall Semester.</li> <li>● Continued consistent use of Check in/Check Out, as it is built into student behavior contracts.</li> <li>● January 2020 - Full implementation of Ripple Effects during Make up Time on Monday.</li> <li>● February 2020, Transform make-up time on Saturdays from community service to Restorative practices, reflection, and review of the expectations on campus</li> <li>● February 2020, meet with Tier 1 implementation team to provide teachers with opportunity to provide feedback on the Disciplinary code</li> <li>● In February 2020, provide teachers with a</li> </ul>	<ul style="list-style-type: none"> <li>● Continued use of Saturday Make-Up Time.</li> <li>● Continued use of behavior contracts to support scholars with Tier II identified behaviors.</li> <li>● Continued consistent use of Check in/Check Out, as it is built into student behavior contracts.</li> <li>● Ripple Effects support for students during Make up Time on Monday and Saturday Make-Up time.</li> <li>● Saturday and Monday make-up time is focused on Restorative practices, reflection, and review of the expectations on campus</li> <li>● Through PD meetings are held with the Tier 1 implementation team to provide teachers and tutors with opportunities to provide feedback on the Disciplinary code and continue to be trained regularly on student support and planning.</li> </ul>	

<p>consistent opportunity to have restorative conversations with students.</p> <ul style="list-style-type: none"> <li>January 2020, the SCC department will pilot a restorative program through 7th grade teachers, this will enable teachers and students to have the opportunity to speak with the teachers as soon as both are able to. This is in an attempt at building relationships between teachers and students that are sent out of class. This will be in conjunction with the restorative circles that will take place in 7th grade.</li> <li>February 2020 - Implementation of restorative practices when students are sent from class in 7th and 8th grade.</li> <li>March 2020 - Implementation of restorative practices when students are sent from class in 5th - 8th grade</li> </ul>	<ul style="list-style-type: none"> <li>When reintegrating students provide teachers with a consistent opportunity to have restorative conversations with students.</li> <li>Restorative circles will be used to reset whole-class behavior and expectations, and restorative conversations will be used in a timely manner to restore teacher student relationships</li> </ul> <p><b>Effectiveness will be measured by reducing our percentage of unduplicated suspended students by .5% or greater.</b></p>
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<b>Focus Area</b>	Decrease of repeated behaviors in an academic school year.
<b>Goal (SMART)</b>	Provide more individualized supports for students that commit a Category 2-3 infraction; suspendable offense. In addition, our goal is to continue to lower our suspensions that are repeat infractions through the 20-21 school year.
<b>Impact</b>	By providing students alternatives to suspension, and opportunities for students to educate themselves to address their behavioral concerns, students will stay in the classroom and ensure they continue to grow academically and have social emotional growth.

<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>
<p>Continuing from Fall semester - Restorative Justice circles and Second step lessons with 5th grade. These lessons range from empathy training to drug use.</p> <ul style="list-style-type: none"> <li>Continuing from Fall semester - Saturday School. Increase sessions to 2 times a month.</li> <li>January 2020 - Begin our Restorative Justice Circles and Second step lessons with our 7th grade students.</li> <li>Starting March 2020 - Structured second step lessons for students that receive Saturday School.</li> </ul>	<ul style="list-style-type: none"> <li>Our school counselor leads the team in weekly Social Emotional Learning Lessons that they provide to their SEL class, weekly, to provide greater Tier I support</li> <li>Restorative Justice Circles and Second Step lessons will be used across the grade levels to support our scholars social emotional learning needs. These lessons range from empathy training to drug use.</li> <li>Saturday School and Monday Make-Up time will be used to provide Tier II students with Ripple effects support. This will provide opportunities for students to participate in restorative practices, reflection, and review campus expectations.</li> </ul> <p><b>Effectiveness will be measured by a reduction in the percentage of students identified needing Tler II supports..</b></p>



## SECTION 3a: Operations Data (2020-21)

### CHRONIC ABSENTEEISM

	16-17	17-18	18-19	19-20	McClay MS (18-19)	LAUSD (18-19)	State of CA (18-19)
<b>% with chronic absenteeism</b>	5.3%	6.7%	7%	9.91%	17.8%	18.2%	10.1%
<b># of Students</b>	20	25	27	37			

\*source: Dataquest

### AVERAGE DAILY ATTENDANCE (ADA)

	2016-17	2017-18	2018-19	2019-2020	2020-2021
<b>ADA</b>	96.73%	96.55%	96.23%	95.49%	

### MEAL PROGRAM

School Year	Free	Reduced	Paid
17-18	60.00 %	10.27 %	29.73 %
18-19	51.99%	13 %	35.01%
19-20	65.95 %	9.92 %	24.137 %
20-21	74.43	10.34%	15.23%

### ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-21
<b>Total 5th grade</b>	23	29	25	25	22	11
<b>Total 6th grade</b>	115	116	119	118	120	104
<b>Total 7th grade</b>	117	111	120	118	114	119
<b>Total 8th grade</b>	116	115	106	115	117	114
<b>Total Enrolled Students</b>	371	371	370	376	373	348

\*source: Dataquest

## SECTION 3b: Operations Data Analysis (2020-21)

Trend	Root Cause Analysis
The number of students who	Students are not engaged or connect to school, have family medical conditions that are

are chronically absent has increased from 5.3% to 9.91% over the past 4 school years	preventing them from coming to school, and have other social emotional needs that are not being addressed. Parents and students need access to wrap around services to help keep students motivated to attend school.
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### SECTION 3c: Operations Action Plan (2020-21)

<b>Focus Area</b>	Reduce chronic absenteeism in targeted group	
<b>Goal (SMART)</b>	<p>MTSS Committee will focus on using data to identify students at risk of being identified as chronically absent (10% of days enrolled in school).</p> <p>The committee completes home visits/parent conferences for all students identified at risk of being chronically absent.</p>	
<b>Impact</b>	See a reduction of students identified as chronically absent below 8%	
<b>19-20 Action Plan</b>	<b>20-21 Action Plan</b>	
<p>Jan - Meet to discuss targeted group. Set an action plan for desired goals.</p> <p>Feb - Monitor progress and discuss trends.</p> <p>Mar - Monitor progress and discuss trends.</p> <p>April - Monitor progress and discuss trends.</p> <p>May - Report on progress made and make future recommendations for next year.</p>	<p>Identify target group</p> <p>Develop a Student Support Plan for each student</p> <p>Directly contact parents/students at least weekly</p> <p>Provide support services for student and parents</p> <p>Monitor progress and discuss trends</p> <p>Modify Student Support Plan</p> <p><b>Effectiveness will be measured by a reduction in the percentage of students identified as chronically absent to below 8%.</b></p>	