



## BCCHS CA School Dashboard Data (2020)

\*source: CA School Dashboard

BCCHS School Population	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
	191	85.9%	16%	0.5%

# CA Schools Dashboard 2019-2020 Data

## BCCHS

[LEARN MORE](#)  
English Language Arts

All Students State



Orange

25.3 points below standard

Declined 24.6 Points ☹️

[LEARN MORE](#)  
Mathematics

All Students State



Orange

109.3 points below standard

Maintained -2.6 Points

## English Learner Progress

All Students State

28% making progress towards English language proficiency

Number of EL Students: 25

## State of CA

English Language Arts

All Students State



Green

3 points below standard

Increased 3.1 Points ☺️

Mathematics

All Students State



Orange

33.5 points below standard

Maintained 2.9 Points

English Learner Progress

All Students State

48.3% making progress towards English language proficiency

Number of EL Students: 844,257

## Academic Performance Summary

## Culture and Climate / Operations Summary

Suspension Rate

All Students State



Green

1.9% suspended at least once

Declined 4.8% ☹️

Suspension Rate

All Students State



Yellow

3.4% suspended at least once

Maintained -0.1%

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## SECTION 1a: Academic Performance Data (2019-2020)

### ENGLISH LANGUAGE ARTS (CAASPP)

	2016-17	2017-18	2018-19	2019-20	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>% met or exceeded standard</b>	23.08%	45.45%	38.09%	NA	40.61%	44%	51%

\*source: CAASPP website

### MATHEMATICS (CAASPP)

	2016-17	2017-18	2018-19	2019-20	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>% met or exceeded standard</b>	0.00%	15.55%	12.9%	NA	20.91%	33%	40%

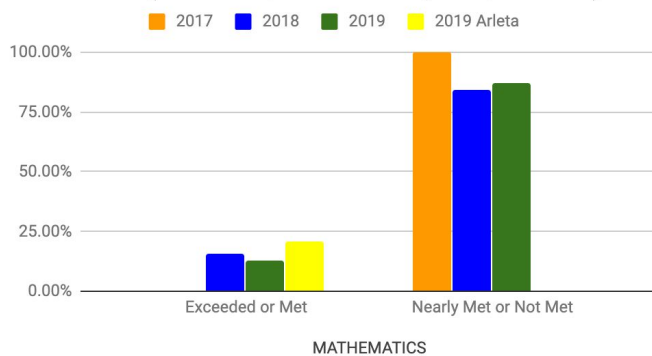
\*source: CAASPP website

### RECLASSIFICATION RATE (REDESIGNATED ENGLISH PROFICIENT)

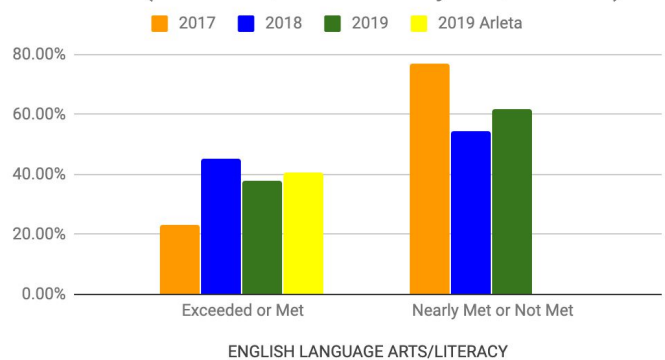
	2016-17	2017-18	2018-19	2019-20	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>% met or exceeded standard</b>	50%	23%	21%	30.77%	11.9%	23%	14%

\*source: Dataquest

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



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



## READING DIAGNOSTIC DATA (IREADY)

- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

<b>BCCHS Fall 2019</b> Castaneda, M.; Castellon, S.; Crispo, C.; Cruz, E.; DeMorgol...	Most Recent	14% 13%	74%
	Baseline	10% 13%	78%
<b>SPED (Reading)</b> Castaneda, M.; Garcia, N.; Simonsen, L.	Most Recent	10% 5%	86%
	Baseline	5% 5%	90%

### FALL 2020 (Baseline)

#### Overall Placement

Students Assessed/Total: 160/190



## MATH DIAGNOSTIC DATA (IREADY)

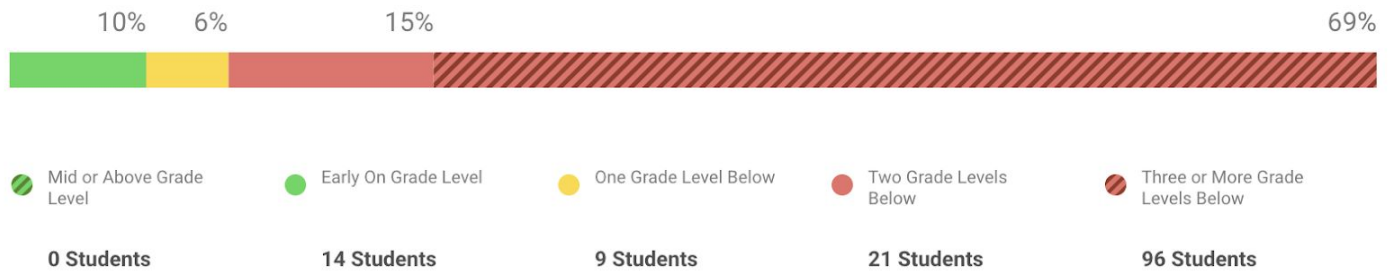
- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

<b>BCCHS Fall 2019 Math</b> Castaneda, M.	Most Recent	11% 11%	79%
	Baseline	6% 5%	88%
<b>SPED (Math)</b> Castaneda, M.; Garcia, N.; Simonsen, L.	Most Recent	4%	96%
	Baseline	8%	92%

### FALL 2020 (Baseline)

## Overall Placement

Students Assessed/Total: 140/190



### Background:

iReady data was implemented **only** in the Fall and Winter of the 2019-2020 school year.

### Summary:

iReady data is now presented in a 5 band performance summary rather than 3 band.

In both Reading and Math, iReady data from the Fall of 2020 presents an initially higher baseline than that of Fall 2019 (students within 1 grade of grade-level performance, or at or above grade-level performance)

Fall 2019 Baseline Math: 11%

Fall 2020 Baseline Math: 16%

Fall 2019 Baseline Reading: 23%

Fall 2020 Baseline Reading: 30%



## NWEA MAPS DATA

### MAPS Implementation History -

Grade	Year	Reading Mean RIT	Math
8	Spring 2019	212.6 +/- 13.8	218.4 +/- 14.3
9	Spring 2020	218.1 +/- 15	226.3 +/- 17.4

Norm Grade Level 9 Mean RIT

221.4

230

Grade	Year	Reading	Math
9	Fall 2018	210.8 +/- 12.9	214.3 +/- 12.4
10	Spring 2020	215.2 +/- 12.2	220.7 +/- 12.8

Norm Grade Level 10 Mean RIT

223.5

232.4

Grade	Year	Reading	Math
10	Fall 2018	216.0 +/- 14.5	221.4 +/- 15.6
11	Spring 2020	222.3 +/- 14.4	228.5 +/- 20.2

Norm Grade Level 11 Mean RIT

224.7

234.2

Grade	Year	Reading	Math
11	Fall 2018	218.8 +/- 11.8	227.4 +/- 15.4
12	Spring 2020	220.6 +/- 15.1	234.4 +/- 20.6

Norm Grade Level 12 Mean RIT

224.3

234.2

#### *Background:*

MAPS Growth assessments were suspended in the spring of 2019 in favor of iReady assessments, but were reinstated in the spring of 2020 to demonstrate longitudinal growth.

#### *Summary:*

There is growth in all mean RIT measurements, both Reading and Math, for all grade levels, from the most recent previous MAPS administration to the most current.

By grade 12, cohorts have nearly or actually erased grade level RIT mean deficits.

TEACHER COACHING/OBSERVATION DATA (WHETSTONE)

Fall Semester 2020 - As of 10/16/2020

Number of Mentors	Number of Teachers	Total Observations in Whetstone	Total DATA Meetings	Quick Feedback Notes
2	12	--	14	--

**SECTION 1b: Academic Performance Data Analysis (2019)**

Trend	Root Cause Analysis
Modest growth in most periodic assessments.	Missing growth mindset. "Maintenance" disposition to academics.
Inconsistent performance on SBAC assessments	Inconsistent approach to preparation.
College-ready reading and analysis skills not distributed as expected in student population	Low expectations at BCCHS for learning through reading.



## SECTION 1c: Academic Performance Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Credit Recovery	Utilize Edgenuity for all 12th and 11th grade students with credit deficiencies.	Fewer “intentional fails” by closing back-door of “easy” credit recovery option.	<b>Summer 2020</b> - Enrollment <b>Fall/Spring 2020-2021</b> - Monitor student progress weekly towards Cr Recovery
Content Reading	Reading core content materials required in each course, every week, outside of class.  Achieve 1 year growth in lexile for all BCCHS students at current 8th grade or above level.	Students are currently trying to learn without engaging in college-prep or even typical grade-level quantities of reading.  Required reading for comprehension and analysis will build pre-college reading muscles.	<b>All 2020-21</b> Meet with all A-G content teachers to identify reading material for all courses.  <b>All 2020-21</b> Require all students reading below 8th grade lexile to engage with identified staff in reading intervention activities during class, and use Achieve 3000.
SBAC Preparation	SBAC scores commensurate or better than similar local LEA	Meet charter authorizer requirements for academic performance.	<b>Fall Semester 2020</b> If necessary: Return to weekly Advisory-Based SBAC prep for 11th grade.
Periodic Assessment	Double-digit growth from Baseline to B2 for every student; Grade-level performance by 11th grade	Growth mindset reinforced for students; academic self-confidence affirmed.	<b>Fall Semester 2020 - Advisory</b> Explanation of growth significance to all student body - counselor and admin. Growth mindset training - advisors.
GPA Awareness	Equip students to develop SMART goals for achieving a B in every A-G class.	4 year college-readiness for more BCCHS students. Elimination of SAT testing gate-keeper for CSU system.	<b>Monthly</b> Counselor meetings with each grade level.
Writing across the curriculum and interdisciplinary tasks.	Students will produce college-ready writing to convey mastery of core content.	Students will be equipped to handle college writing without plagiarism.	<b>Monthly</b> Teachers will ask for writing tasks to be completed monthly, in all disciplines.
PBL	Students will complete a deeper-learning passion project by May 2021	Students will grow in college-ready research, persuasion, collaboration and presentation skills.	<b>Monthly</b> Students will execute the different stages of PBL long-term projects, starting with the Driving Question.

## SECTION 2a: Culture and Climate Data (2019)

### SUSPENSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>Total Suspensions</b>	3	16	17	5	7	0	4	---	---
<b>Unduplicated Suspensions</b>						0			
<b>Suspension Rate</b>	3.8%	9.3%	6.7%	2%	3.6%	0%	0.4%	0.7%	3.5%

\*source: Dataquest

### EXPULSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>Total Expulsions</b>	0	0	0	0	1	0		---	---
<b>Expulsion Rate</b>	0%	0%	0%	0%	1.97%	0%		.02%	.08%

\*source: Dataquest

## SECTION 2b: Culture and Climate Data Analysis (2019)

Trend	Root Cause Analysis
Suspension rate inconsistent	Pressure to avoid suspensions. New crew activity on campus.
First Expulsion	Weapons activity on and around campus has arisen in a new way for the first time.

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

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
SEL	Train staff in SEL practices.	Students able to self-regulate and experience social and academic success.	Ongoing PD SEL training for all staff.

## SECTION 3a: Operations Data (2019)

### CHRONIC ABSENTEEISM

	2017-18	2018-19	2019-20	2020-21	Cesar Chavez (Technology Prep Academy) (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>% chronically absent students</b>	18.3%	20%	11%			18.4%	12.1%

\*source: Dataquest / CA School Dashboard

### AVERAGE DAILY ATTENDANCE (ADA)

	2017-18	2018-19	2019-20	2020-21	Cesar Chavez (Technology Prep Academy) (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
<b>ADA</b>	93.994%	93.389%	94.902%				

\*internal data

### MEAL PROGRAM

### ENROLLMENT

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Total 9th grade</b>	78	56	46	56	52
<b>Total 10th grade</b>	62	86	63	30	57
<b>Total 11th grade</b>	13	49	67	54	33
<b>Total 12th grade</b>		11	42	54	49
<b>Total Enrolled Students</b>	153	202	218	197	191

\*source: Dataquest

## SECTION 3b: Operations Data Analysis (2019)

Trend	Root Cause Analysis
Reduced rate of chronic absenteeism.	Improved climate and culture from 2018-2019
ADA is holding steady for the past 2.5 years.	Lack of aggressive attendance interventions
First net loss in enrollment in 5 years	Climate and culture issues during 2018-2019; parent disinformation communication

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## SECTION 3c: Operations Action Plan (2020-)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
<p><b><i>Student Engagement</i></b> Pupil Engagement as measured by school attendance rates, chronic absenteeism rates.</p>	<p>Maintain average ADA of 95% or better.</p> <p>Keep chronic absenteeism to 9% or less.</p>	<ul style="list-style-type: none"> <li>● Daily phone calls are made to parents of all absent students by 10 a.m.</li> <li>● Meetings are scheduled with parents if students have more than three absences.</li> <li>● Attendance Progress Reports are run weekly that include: days absent, class periods missed, and tardies in each class.</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Workshops need to be offered to those parents of students with 10 or more absences or 1st period tardies, to explain the academic impact of chronic absenteeism and tardiness.</li> <li>● Tardiness at the beginning of the day needs to be curbed significantly. Students with chronic tardiness will be assigned make-up time (detention) to make up lost instructional minutes and support long-term behavioral changes.</li> </ul>

		<ul style="list-style-type: none"><li>● An eligibility list of all school activities is based on attendance: 10 absences or more will exclude students from representing the school in extra-curricular activities, or participation in school events, including participation on sports teams.</li></ul>	<ul style="list-style-type: none"><li>● Incentives for Perfect Attendance are being created to celebrate scholars who have perfect attendance at each Monthly Assembly.</li></ul>
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