

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

BCCH results on Verifiable Data for NWEA indicate that the 11th grade cohort for 2021-2022 maintained or increased its participation percentage beyond the expected 95% threshold for the final verified data periodic assessment of this school year. In addition, their results demonstrate sustained growth in both reading and K-12 mathematics. The Special Education Cohort, which tested at 92% (12 out of 13 students with IEP in the 11th grade cohort of 50 students), also grew significantly. We just finished the final assessment administration last week, May 16-20, so we are continuing makeup testing this week for the 2 students in the EL cohort (10 students in the 11th grade) who did not yet finish their subtests.

Observed growth is attributed to sustained emphasis on mastery over work completion, a commitment to depth over coverage, and a consistent effort to “shrink the classroom” through pedagogy that focuses on personalization; small group differentiated instruction and support, and conferencing with individual students. In addition, our students complete “student-led” conferences twice yearly in which they give a thoughtful explanation of their growth or the lack thereof to their family members. This process requires significant reflection and ownership, which leads to growth.

For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement. 11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities. This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was. Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning in English, for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language. BCCH will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

Review of the 2019 California School Dashboard revealed that the school’s ELA “Status” (Distance from Standard, DFS) was -25.3 points/Orange, which was lower schoolwide than the state.

Root cause analysis for the lower DFS status for schoolwide. Student performance on the 2019 CAASPP dropped compared to the previous cohort’s performance on the 2018 CAASPP reflects that students were not well prepared for the CAASPP exam. The analysis further presents that there was a lack of alignment in instruction in reading and writing.

The analysis further presents that professional development and teacher feedback was impeded by climate and culture issues. Two of the 3 English Language Arts Teachers in the 2018-2019 school year were either in an antagonistic relationship with school staff and administration, or being pressured to engage in this antagonism, making it either difficult or impossible to pursue professional coaching and accountability.

Detailed plans that outline the actions of the school’s leadership team to improve overall student academic performance in ELA, as measured by the California School Dashboard, included:

Implementation of a Writing Round Table PD for aligning and tuning writing instruction within all humanities courses. Creating and stocking a Lending Library in response to student requests for reading material. Implementing VALUE Rubrics with an assessment focus on college-ready reading and writing. Implementing Thinking Nation “Document Based Questions and Essays” in all history courses, as well as partnering with Thinking Nation for outside assessment of DBQ essays.

Reimplementation of the school's historic, longitudinal, goal-oriented periodic assessment tool. Reimplementation of Achieve3000. Utilization of Gear-Up tutoring time in ELA classrooms. Tailoring and personalizing ELA remediation instruction through online instruction using MyPath, the scope of which is derived from algorithmic processing of longitudinal NWEA MAP Growth data. Reimplementation of RTI inventory consideration of every student's needs.

Review of the 2019 California School Dashboard revealed that the school's Math "Status" (Distance from Standard, DFS) was -109.3 points/Orange, which was lower schoolwide than the state and for the two significant subgroups: Latino at -10.3.3 points/Orange and Socioeconomically Disadvantaged at -104.1 points/Yellow.

Root cause analysis for the lower DFS status schoolwide for the two numerically significant subgroups.

Student performance on the 2019 CAASPP dropped compared to the previous cohort's performance on the 2018 CAASPP. As students were not well prepared for the CAASPP exam.

There was a lack of data-driven instructional collaboration and planning among the math faculty for the 2018-2019 school year. Professional development and teacher feedback was impeded by climate and culture issues, and the primary periodic assessment tool used to track internal growth was abruptly terminated in favor of a new and significantly different assessment tool, creating a deficit of longitudinal growth data.

District administration determined the new tool to be more relevant to CAASPP preparation efforts than the existing assessment tool.

Detailed plans that outline the actions of the school's leadership team to improve overall student academic performance in Math as measured by the California School Dashboard included:

Replacing ALEX with IXL (both adaptive, interactive, independent practice software programs giving immediate feedback) due to student lack of engagement with ALEX. Utilization of Gear-Up tutoring time in Math classrooms. Reimplementation of the school's historic, longitudinal, goal-oriented periodic assessment tool. Tailoring and personalizing Math remediation instruction through online instruction using MyPath, the scope of which is derived from algorithmic processing of longitudinal NWEA MAP data. Reimplementation of RTI inventory consideration of every student's needs.

Implementing VALUE Rubrics with an assessment focus on college-ready critical thinking and quantitative literacy.

Review of the 2019-2020 school year was as follows: a. The school's Percentage of English Learners making progress toward English proficiency (ELPI) was 28.0%/No Color, which was lower than State at 48.3%. The school was classified as Very Low. Which includes not meeting the ELPAC participation rate for 2019. b. The school's LTEL's rate was 17.4% (28 students), which is higher than the state's average at 5.7%.

Root cause analysis to address the data points above.

BCCH LTEL rate 17.4% in 2019

According to the school's SIS system, there were 23 students listed as EL during the 2018-2019 school year. There were 266 students total that started the school year. At the end of that school year, there were 218 students enrolled, and 20 EL students listed in the school's SIS. The three student differential was due to disenrollment, not reclassification.

BCCH shows that 30 students took the ELPAC in the 2018-2019 school year. 7 of those students scored at 3 or 4 on the overall performance level. The other 23 students scored a 2 or 1.

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing standards based instruction are provided monthly throughout the school year Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter
Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

BCCH students came into this year (out of the pandemic virtual learning time) with learning loss and deficits, BCCH made sure to provide instruction and their grade level while scaffolding to ensure they made up for lost instruction. BCCH also made sure to provide authentic learning experiences and that the needs of all students were met through our support programs. Areas of growth for us would be our parent and family engagement and our school climate. Although these have historically been areas of strength for our school, the pandemic limited our ability to hold events and to have parents engaged and working on our campus. BCCH rebuild our parent engagement in all aspects of school, including academics, school culture, and school safety. Additionally, BCCH wanted to continue building on some of our successes this year in rebuilding our culture, particularly in regard to our Tier 1 plan and intervention for our PBIS framework. Having regular recognition, celebration, and re-teaching of expectations will help continue to build a solid foundation for learning and success at BCCH. Partnering with Luminarious to provide counseling to our students and families, and we use Ripple effects to help students learn to strengthen their emotional and social intelligence.

Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementing, and evaluating ConApp programs through various stakeholder meetings throughout the year, as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

2021-2022: Met

Continued engagement of parents in decision- making open communication on all levels confirmed with Youth Truth Survey

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

BCCH continues to have historically high levels of relationships with families, as evidence, in parent participation rates in student-led parent conferences, parent workshops, coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded and addressed social emotional, cultural needs, for our school community. The school should continue to provide access and communication between all stakeholders.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Bert Corona Charter High School provides resources to assist under-achieving students. These include a school breakfast and lunch program, an after school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing. Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementation, and evaluation of ConApp programs through a variety of stakeholder meetings throughout the year as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school has established relationships with Luminaries (Local mental health providers) and the Los Angeles County Office of Education.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

BCCH student population represents 98% of underrepresented families due to its location of our charter and Free and Reduced Lunch indicators. In addition BCCH has ongoing communication with all parents, outreach to address individual students needs and regular home visits.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The Pandemic -COVID-19 had a significant effect on providing for students via Distance Learning and support. Returning to classroom direct instruction during the 2021-2022 school years has provided administration, teachers, and staff to reassess all instructional methodology and effective instructional delivery. Presently internal measure indicate that although there has been learning loss for all students results indicate progressive growth and measures taken to support students with socio-emotional support, additional learning opportunities are offered.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

While academic resources are important, BCCH also knew that students would not be able to perform academically if their social emotional needs were not met. BCCH counselors and support staff who are trained to provide counseling and support to our students. BCCH uses the PBIS framework to support the needs of all of our students and this, combined with our MTSS referral process, helps us to assess the needs of all students and to allocate the appropriate resources needed for each student. BCCH partnered with Luminarious to provide counseling to our students and families, and we use Ripple effects to help students learn to strengthen their emotional and social intelligence.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

BCCHS was opened in the fall of 2015 with a 9th grade cohort of 60 students. Our first full-cohort graduation was held in the spring of 2019. This cohort is still working their way through college. Our methods of grad tracking to date have been colloquial in nature, and have included asking our college-enrolled alumni to come back to our campus and address successive generations of BCCHS students about what it means to be “college ready.” Now that the first alumni from our school are within a year or two of graduating from college, we are in a process of formalizing our tracking protocols and methods. The tracking databases provided in SBE Agenda Item 14 are slated for discussion in relation to our Logic Model for BCCHS College Readiness and Success.

BCCH uses NWEA as Verifiable Data Indicator that shows the following:

The 11th grade cohort for 2021-2022 maintained or increased its participation percentage beyond the expected 95% threshold for the final verified data periodic assessment of this school year. In addition, their results demonstrate sustained growth in both reading and K-12 mathematics. The Special Education Cohort, which tested at 92% (12 out of 13 students with IEP in the 11th grade cohort of 50 students), also grew significantly. We just finished the final assessment administration last week, May 16-20, so we are continuing makeup testing this week for the 2 students in the EL cohort (10 students in the 11th grade) who did not yet finish their subtests.

Observed growth is attributed to sustained emphasis on mastery over work completion, a commitment to depth over coverage, and a consistent effort to “shrink the classroom” through pedagogy that focuses on personalization; small group differentiated instruction and support, and conferencing with individual students. In addition, our students complete “student-led” conferences twice yearly in which they give a thoughtful explanation of their growth or the lack thereof to their family members. This process requires significant reflection and ownership, which leads to growth.

11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities.

This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was.

Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning in English, for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language. We will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

As indicated below BCCH's Dashboard results the following:

BCCH's Areas of Demonstrated Strength and/or Progress

The school's percentage of “At Risk” English Learners is 0.0%, which is at a rate lower than the Resident Schools Median at 1.4%.

The school's Four-Year Adjusted Cohort Graduation Rate is 93.2%, which is at a rate higher than Resident Schools Median at 88.9%.

Areas Noted for Further Growth and/or Improvement

None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, whereas: 38.71% of Latino students Met or Exceeded the Standards, a decrease of 6.53 percentage points. 41.82% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, decrease of 13.74 percentage points. None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, whereas:

13.12% of Latino students Met or Exceeded the Standards, a decrease of 0.83 percentage points. 12.96% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, decrease of 9.26 percentage points.

The school leadership noted that the 2019-2020 focus is: aimed at two new instructional initiatives mandated and prescribed by the Executive Director and Governing Board: Get Better Faster instructional coaching with Relay school leader training, and iReady periodic assessment implementation.

2018-2019. Further analysis indicate the following:

- 1) Monitoring grade distribution at the end of every grading period – for 2019-2020 the 10 weeks grades distribution was completed to plan intervention and reteach lessons.
- 2) Per the leadership team, PD for the Math department was devoted to data dives – for 2019-2020. This has been sharply curved to conduct scope and sequence meetings and data meetings with teachers and coaches.
- 3) Math teachers are reviewing sample SBAC questions and plan to embed them into their lesson. Added beginning February 24, 2020 all 11th graders will be engaged in 9 weeks of SAT preparation at 3 hours per session.
- 4) In ELA the school leadership noted a need to facilitate growth of reading comprehension for students' academic skill.
- 5) The school leadership noted their data dive into iReady has set the course for multiple professional development pathways into learning how to better equip students to become readers for comprehension

(A5) The school reclassifies English Learners at a rate lower than the Resident Schools Median, whereas Bert Corona High School reclassification rate for 2018-2019 is 20.0% compared to Resident Schools Median of 22.4%.

? The school leadership noted that in review of the 2019 Summative ELPAC results, English Learner students' need the most support in the areas of Reading, Listening, and Writing, below are the steps the school noted for support of all At-Risk, LTEL and English Learners:

- 1) The 8-block schedule for English Learners has been adjusted to include the Success for All. This is a reading program created to support students in reading and writing.

2) All teachers use clarifying, questioning, predicting, summarizing and collaborative group work as part of good teaching when developing lessons and tasks.

The school's percentage of LTELs is 16.5%, which is at a rate higher than the Resident Schools Median at 10.5% . The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. The school leadership noted that this year has been difficult to reflect on data comparison from beginning of the year to mid-year due to their transition into iReady. The reading data provided did not include 9th complete numbers. The school leadership did note that the internal assessment results from the beginning of the 2019-2020 school year reveal the need to support students in achieving growth in reading as only 21% started the school year at or above grade level. In math the school provided data of 150 students with missing a group of 40 students. The school leadership is formalizing a plan to move forward in terms of data tool selection, which might include the following: MAPS internal assessments – the school leader noted that MAPS is an appropriate tool for a high school to measure internal assessment data and growth over time.iReady which has a pathway to support students that are below grade level. Redefining Achieve 3000 -a tool to measure lexile levels.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts, courses approved through A-G, WASC approved and certified.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					