

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
Goal 1. Conditions of Learning Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff. (State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers	63.2% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)	TBD - 2021-22 Teaching Assignment Monitoring Outcomes	2021-22 TAMO 59.9% Teachers "Clear"	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
will be appropriately assigned. Priority 1 Basic Services	were appropriately assigned.	[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]			will be appropriately assigned
Access to standards-aligned curricular and instructional materials Priority 1 Basic Services	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% teachers/ students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: As reported in the 2023 Local Indicators Self Reflection Tool, May 2023)	100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: 2023 Williams Instructional Materials Review)	100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard Priority 2 Implementation of adopted State Standards	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5 (Current local reporting)	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards	100% Teachers participated in professional development throughout the physical closure of the Charter School.	100% of teachers participated in professional development for 21-22	100% of teachers participated in professional development for 22-23	100% Teachers participating in professional development for 23-24 (Current local reporting)	100% Teachers participating in professional development for 23-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards					
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study (Current local reporting)	100% of students have access to a broad course of study
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing. Priority 1 Basic Services	100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020)	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT “Exemplary” (Source: As reported in the SARC, February 2023)	Overall Facility Rating as measured by FIT “Good” (Source: 2023 Williams Facility Review by LACOE in November 2023)	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Facility, Maintenance, Custodial & Security Costs associated with facility/maintenance/security including annual rent for the property. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks	No	Fully Implemented			\$253,638.00	\$241,544

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and Site Inspection Lists with >90% of items meeting the "good" standard or better.						
1.2	Administration Costs associated with the salaries and benefits for administrative staff positions include: Executive Administrator, Operations Coordinator, Parent Coordinator, Community Schools Coordinator, and School Climate & Culture Coordinator. The School Climate & Culture Team will continue quality implementation of the PBIS Framework and programs.	Yes	Fully Implemented			\$916,645.00	\$393,281
1.3	Credentialed Classroom Teachers Costs associated with the salaries and benefits for certificated staff to provide standards-based instruction to all students in grades 5-8.	No	Partially Implemented			\$1,594,460.00	\$812,811
1.4	Paraprofessionals Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education	Yes	Fully Implemented			\$314,218.00	\$134,689

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Professional Development Professional Development for all staff members (Pre-service & On-going) topics include, but are not limited to:</p> <p>RE/LAY Graduate School of Education - Continue training for leaders and teachers to sustain the school vision for high-impact instruction and provide a common framework for coaching, observation and feedback. This allows for a common language and understanding of instructional expectations that are rooted in equity for all students.</p> <p>Critical Friends Group Training to establish and sustain a foundation focused on continuous improvement. The National School Reform Faculty program will be the professional partner for schoolwide training. (School share of cost \$18,317 = 1/3)</p> <p>Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences.</p> <p>Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> Backwards Design 	Yes	Partially Implemented			\$304,241.00	\$41,985

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Standards-Based Grading Project-Based Learning Service-Learning <p>Equity-focused Standards-based Instruction</p> <ul style="list-style-type: none"> Building Positive Relationships (teacher-student; teacher-family; school-home) and sustaining an inclusive culture based on respectful communication ELD strategies for English Learners to access grade-level core curriculum/impact academic growth CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences Instructional shifts for maintaining rigorous instruction (lesson design, "big ideas", essential questions, academic discourse, close reading, text-dependent questions, etc.) Curricular-specific trainings (for core and use of iReady, Infinite Campus, Thinking Nation, writing assessments) Engaging and empowering students 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>through deeper instruction</p> <ul style="list-style-type: none"> Use of data warehouse Innovare to integrate multiple data sources to guide teacher/administration student-centered educational decisions <p>Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) Understanding the language needs of ELD in acquisition of academic language Strategies for supporting Students with Disabilities in the general education classroom Training and use of Success For All instructional strategies to ensure students receive support in the development of foundational skills that posed barriers to accessing grade-level standards-based instructional content 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Standards-based Instruction</p> <ul style="list-style-type: none"> • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences • Instructional shifts for maintaining rigorous instruction (lesson design, "big ideas", essential questions, academic discourse, close reading, text-dependent questions, etc.) • Curricular-specific trainings (for core and use of iReady, Infinite Campus, Thinking Nation, writing assessments) • Engaging and empowering students through deeper instruction <p>Multi-tiered System of Support</p> <ul style="list-style-type: none"> • Use of internal data sources to drive decisions/recommendations for academic acceleration and progress monitoring • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Core Instructional Materials & Licenses Costs associated with the on-going use of: iReady ELA and Mathematics textbooks, eTextbooks for NGSS (annual licenses), History Alive (student licenses for eTexts), Thinking Nation platform for access to primary source documents, Google Classroom Suite	Yes	Fully Implemented			\$87,356.00	\$112,124
1.7	Technology Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	Yes	Fully Implemented			\$189,425.00	\$92,107
1.8	Local Assessments Students will be assessed 3xs per year using the state-verified iReady assessment suite in ELA and math. This data will be used by all teachers to gauge the needed additional supports needed in order to accelerate the acquisition of foundational skills which are necessary for accessing grade-level content.	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

Goal 2. Annual Growth & Achievement in English Language Arts

Increase student achievement in English/Language Arts

Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase student achievement in English/Language Arts as measured by the SBAC [NOTE: The original metric in 22-23 was "English Language Arts – Proficiency"] Priority 4 Pupil Achievement	SBAC ELA 2019 Met/Exceeded 16.76% All (-78.2 DFS) 16.98% Latino (-78.9 DFS)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 Met/Exceeded 24.47% All (-73.6 DFS) 24.69% Latino (-74.2 DFS)	CA Dashboard 2023/ SBAC ELA 2023 Met/Exceeded 17.02% All (-84.9 DFS "Red") 17.31% Latino (-83.7 DFS "Red")	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards
Increase the percentage of students demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 Grade 5 82% Annual Typical 4% Annual Stretch 82% Improved Placement Grade 6 72% Annual Typical 9% Annual Stretch	BOY to MOY Improved Placement: 5th- 38% 6th- 47% 7th- 42% 8th- 50%	Increase students demonstrating growth and improving level placement on local iReady assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			66% Improved Placement Grade 7 63% Annual Typical 28% Annual Stretch 55% Improved Placement Grade 8 66% Annual Typical 31% Annual Stretch 63% Improved Placement		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	SFA Instructional Strategies for Skill Acceleration Applying the training that has been provided, classroom teachers will apply SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in ELA, while providing grade-level access to content standards.	Yes	Partially Implemented			\$3,676.00	\$0

Goal 3

Goal Description

Goal 3. Annual Growth and Achievement in Mathematics & Science

Increase student achievement in Mathematics and Science

Maintain high standards for our community to engage students in high levels of achievement in mathematics through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student achievement in Mathematics as measured by the SBAC [NOTE: The original metric in 22-23 was "Mathematics Proficiency"] Priority 4 Pupil Achievement	SBAC Math 2019 Met/exceeded 11.44% All Students (-109.5 DFS) 11.23% Latino (-110.8 DFS) (Source: CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 Met/exceeded 12.46% All Students (-120.7 DFS) 12.27% Latino (-121 DFS) (Source: CA School Dashboard)	CA Dashboard 2023/ SBAC Math 2023 Met/Exceeded 10.74% All (-134.8 DFS "Red") 10.8% Latino (-134.6 DFS "Red")	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC Math standards
Increase the percentage of students demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 Grade 5 31% Annual Typical 0% Annual Stretch 46% Improved Placement Grade 6 45% Annual Typical 8% Annual Stretch 52% Improved Placement Grade 7 39% Annual Typical 10% Annual Stretch 46% Improved Placement Grade 8 62% Annual Typical 25% Annual Stretch 59% Improved Placement	BOY to MOY Improved Placement: 5th- 38% 6th- 55% 7th- 37% 8th- 39%	Increase students demonstrating growth and improving level placement on local iReady assessment
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 Met/exceeded 5.68% All 5.92% Latino	N/A	CAST 2022 Met/exceeded 7.09% All 7.2% Latino	CAST 2023 Met/exceeded 12.28% All 13.08% Latino	Annually decrease %age of "Nearly Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Nearly Met 65.25% All 65.19% Latino		Nearly Met 66.93% All 67.2% Latino	Nearly Met 59.65% All 59.81% Latino	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Acceleration & Study Hall Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading). Study Hall: Facilitated by a certificated teacher, study hall is focused on iReady pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]	No	Fully Implemented				
3.2	Supplemental Curricula Use of IronBox to address students' math fluency needs which are a barrier to access of grade-level content. Costs associated with this action include materials and math teacher training.	Yes	Partially Implemented				\$26,657

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Goal 4. Growth and Achievement for Special Student Populations

Annual growth for Socioeconomically Disadvantaged, English Learners & Students with Disabilities

Ensure English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science.

(State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	37.2% making progress towards English language proficiency "Low" (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	45.2% making progress towards English language proficiency "Medium" (Source: 2022 CA School Dashboard)	56.9% making progress towards English language proficiency "Blue" (Source: 2023 CA School Dashboard)	Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	10.23% Proficient 27.27% Level 3 45.45% Level 2 17.05% Level 1 (Source: English Language Proficiency or Summative ELPAC 2018-19)	12.26% Proficient 25.47% Level 3 42.45% Level 2 19.81% Level 1 (Source: English Language Proficiency or Summative ELPAC 2020-21)	11.11% Proficient 34.26% Level 3 36.11% Level 2 18.52% Level 1 (Source: English Language Proficiency or Summative ELPAC 2021-22)	18.58% Proficient 35.4% Level 3 31.86% Level 2 14.16% Level 1 (Source: English Language Proficiency or Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	27.1% Reclassification Rate (Source: DataQuest CDE 2018-19)	0% Reclassification Rate (Source: DataQuest CDE 2020-21)	TBD - Reclassification Rate for 2021-22 pending	Reclassification Rates 4.42% for 2021-22 and 3.5% for 2022-23	Annually increase reclassification of English learners
SWD/SED/ELs student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-137 DFS) 2.6% Met/exceeded 22.08% Nearly Met 75.32% Not Met SED (-78.2 DFS) 16.72% Met/exceeded 30.55% Nearly Met 52.73% Not Met EL (-107.2 DFS) 0% Met/exceeded 14.77% Nearly Met 85.23% Not Met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-156.8 DFS) 4.76% Met/exceeded 12.7% Nearly Met 82.54% Not met SED (-75.5 DFS) 11.03% Met/exceeded 23.79% Nearly Met 65.17% Not Met EL (-124.1 DFS) 3.7% Met/exceeded 19.44% Nearly Met 76.85% Not met	CA Dashboard 2023/ SBAC ELA 2023 Met/Exceeded SWD (-143.1 DFS "Orange") 2.74% Met/exceeded 9.59% Nearly met 87.67% Not met SED (-87.4 DFS "Red") 16.37% Met/exceeded 28.47% Nearly met 55.16% Not met EL (-133.7 DFS "Red") 0.92% Met/exceeded 17.43% Nearly met 81.65% Not met	Annually decreasing the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of SWD/SED/ELs demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 SWD xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement	Improved placement BOY to MOY EL- 52% SWD- 55%	Annually increase percentage of SWD/SED/ELs demonstrating growth in reading as measured by local assessments in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			ELs xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		
SWD/SED/ELs student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-176.7 DFS) 1.3% Met/exceeded 9.09% Nearly Met 89.61% Not met SED (-109.9 DFS) 11.9% Met/exceeded 22.51% Nearly Met 65.59% Not Met EL (-138.8 DFS) 0% Met/exceeded 9.09% Nearly Met 90.91% Not met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 SWD (-182.7 DFS) 1.56% Met/exceeded 14.06% Nearly Met 84.38% Not met SED (-122.4 DFS) 11.03% Met/exceeded 23.79% Nearly Met 65.17% Not Met EL (-165.2 DFS) 1.85% Met/exceeded 12.96% Nearly Met 85.19% Not met	CA Dashboard 2023/ SBAC Math 2023 Met/Exceeded SWD (-182.8 DFS "Red") 2.74% Met/exceeded 5.48% Nearly met 91.78% Not met SED (-136.4 DFS "Red") 10.56% Met/exceeded 13.38% Nearly met 76.06% Not met EL (-182.8 DFS "Red") 0% Met/exceeded 5.41% Nearly met 94.59% Not met	Annually decrease the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of SWD/SED/ELs demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 SWD xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth	Improved placement BOY to MOY EL- 44% SWD- 30%	Annually increase percentage of SWD/SED/ELs demonstrating growth in math as measured by local assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			xx% with Improved Placement ELs xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		
Next Generation (Science) as measured by CAST for SWD/SED/ELs Priority 4 Pupil Achievement	CAST 2019 SWD 0% Met/exceeded 41.67% Nearly Met 58.33% Not met SED 5.22% Met/exceeded 64.35 Nearly Met 30.43% Not Met EL 0% Met/exceeded 58.33% Nearly Met 41.67% Not met	N/A	CAST 2022 SWD 0% Met/exceeded 50% Nearly Met 50% Not met SED 8.34% Met/exceeded 65.74% Nearly Met 25.93% Not Met EL 0% Met/exceeded 56.1% Nearly Met 43.9% Not met	CAST 2023 SWD 0% Met/exceeded 45.83% Nearly Met 54.17% Not met SED 9.28% Met/exceeded 62.89% Nearly Met 27.84% Not Met EL 0% Met/exceeded 43.59% Nearly Met 56.41% Not met	Annually decrease the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Integrated and Designated ELD Designated ELD will be provided to ELs in alignment with their level of English development. Students will also be provided support during core instruction using push-in and through pull-out time for ELs. Moreover, the EL teacher provides instruction in the resource	Yes	Fully Implemented			\$100,563.00	\$44,910

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>classrooms and our resource teachers co-teach with her once or twice a week. This provides much more time for support for our ELs and students who are both EL and SPED.</p> <p>[NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]</p>						
4.2	<p>Acceleration & Study Hall</p> <p>Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading).</p> <p>Study Hall: Facilitated by a certificated teacher, study hall is focused on iReady pathway completion and re-do mastery assignments.</p> <p>[NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	Expanded Learning Opportunities Summer Learning & Enrichment Scholars identified from the targeted LCFF student groups will be granted priority enrollment. This extended instructional time will occur during the summer to address learning loss and address the academic barriers to grade-level standards. The costs associated with this action include supplies, materials, summer stipends for teachers and school tutors.	Yes	Planned			\$205,980.00	\$133,827

Goal 5

Goal Description

Goal 5. Positive School Climate & Culture

Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.

(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School efforts to increase Parent involvement through input in decision-making via board meetings, SSC, ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	10 Board Meetings held 10 SAC/ELAC meetings held	Monthly EL-PAC and SAC meetings being implemented (missed November)	Maintain monthly meetings of the Board of Directors and SAC Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	31% Parent Participation 89% Input in decision-making 92% Satisfaction	37% participation	Annual improvement in parent survey participation rate and ratings of satisfaction
Increase student participation rate on student survey and positive ratings (School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate	Same as Year 2 Outcome	N/A	88% Student Participation 52% Belonging 62% Relationships	pending	Annual improvement in student survey participation rate and ratings by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	77% Teacher Participation 75% Relationships/ School Culture	pending	Annual improvement in teacher survey participation rate and ratings of satisfaction
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 7% All 7.7% SWD	(ADA and enrollment dropped due to COVID-19 absences and due to operating in the hardest-hit	2022 Chronic Absenteeism Indicator "Very High" 27.2% All	2023 Chronic Absenteeism Indicator "Red" 30.3% All "Red"	The school will annually decrease and maintain a chronic absenteeism rate below 7%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	5.6% EL 6.7% Latino 6.9% SED	county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).	27.3% SWD 26.6% EL 26.3% Latino 27.5% SED	31% SWD "Red" 26.7% EL "Red" 28.8% Latino "Red" 30% SED "Red"	
Suspension Rate Priority 6 School Climate	2019 Suspension Rate 6.2% All 5.1% SWD 3.3% EL 6.1% Latino 6.6% SED	Maintained below 1%	2022 Suspension Rate Indicator "Medium" 2.8% All 3% SWD 4.6% EL 3% Latino 3.3% SED	2023 Suspension Rate Indicator "Orange" 3.3% All 2.4% SWD "Green" 5% EL "Orange" 3.2% Latino "Yellow" 3.2% SED "Yellow"	The school will decrease and maintain a suspension rate below 6.2%.
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	Maintained below 1%	0% Expulsions	0% Expulsions Locally tracked data	The school will continue to maintain an expulsion rate below 1%.
Middle School Dropout Rates Priority 5 Student Engagement	Same as Year 2 Outcome	N/A	0% MS Dropout rate	0% MS Dropout rate	Dropout rate < 1%
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 96%	Met modified metric [NOTE: Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22- 23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.]	92% ADA (P-2 reporting 22-23)	93.62%	94% [NOTE: Modified]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Student Activities & Incentives The school leadership will work with teachers/advisory course leaders to develop system of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g. aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate.	Yes	Partially Implemented			\$124,906.00	\$27,666
5.2	Enrollment and Outreach- Schola Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	No	Partially Implemented			\$40,000.00	\$29,361
5.3	Parent/ Guardian Engagement The Coordinator of Operations will assist with planning and implementation of the annual	No	Partially Implemented				\$2,357

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	activities for meaningfully engaging parents/guardians to support the success of their child at BCCS. At minimum, these activities include meetings of the School Advisory Council, English Learner Advisory Committee, back to school night, parent conferences, IEP meetings.						
5.4	Home/School Communications & Feedback Use of Infinite Campus to provide cohesive system of schoolwide communications in various languages. Costs associated with the following: <ul style="list-style-type: none"> School communication platform Survey platform for parents, teachers, and students 	No	Fully Implemented				