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 Teacher 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	83.3% 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 45.4% Teachers with "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	100% of teachers/students with access to standards-aligned curricula (ELA, 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, 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, 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% of teachers/students with access to standards-aligned curricula (ELA, 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 Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5 (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	Implementation of State Standards Local Indicator Reported 2022 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next	96% Teachers participated in professional development throughout the physical closure of the Charter School.	96% of teacher participated in professional development during 21-22	100% of teacher participated in professional development as it pertains to their content area/field during 22-23	100% of teacher participated in professional development as it pertains to their content area/field during 23-24	100% of teachers participating in professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Generation Science Standards (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 Midyear 2023-24	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 "Good" (Source: As reported in the SARC, February 2023)	Overall Facility Rating as measured by FIT "Good" (Source: As reported in the SARC, December 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, Custodial, Safety & Security** BCCHS operates on a co-located Prop 39 site under an agreement with LAUSD. The costs for this action include the annual cost of	No	Fully Implemented			$220,000.00	$123,436

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
	operation under the MOU for the use of Maclay facilities and janitorial services.Supervision Aide conducts regular walkthroughs and monitors pupil/staff safety. 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.						
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	Partially Implemented			$623,415.00	$274,129
1.3	**Credentialed Teachers** Costs associated with hiring/maintaining the following highly effective credentialed staff (salaries & benefits): Credentialed Classroom Teachers Lead Teacher stipends Administrators and Teacher leads will conduct regular instructional	No	Fully Implemented			$1,179,673.00	$523,944

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
	walkthroughs/observations to align to the expectations for impactful instruction. Observations will be followed by coaching/feedback and mentoring as needed.						
1.4	**Paraprofessionals** Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education. Behavior Intervention Implementation Assistants assigned to work with special education students 1:1 as required by the IEPs	No	Partially Implemented			$225,329.00	$104,279
1.5	**Professional Development** Professional Development for all staff members (Pre-service & On-going) topics include, but are not limited to: 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.	Yes	Fully Implemented			$226,654.00	$72,605

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
	BTSA Training/ New Teacher Support (Title 2) • Backwards Design • Standards-Based Grading • Project-Based Learning • Service-Learning Equity-focused Standards-based Instruction • 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)						

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
	• Engaging and empowering students through deeper instruction • Use of data warehouse Innovare to integrate multiple data sources to guide teacher/administration student-centered educational decisions Supporting the Growth of English Learners & Dually-Identified Students • 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						

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
	accessing grade- level standards-based instructional content Multi-tiered System of Support • 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						
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, NearPod, Explore Learning for Science, iXL for math, visual/media arts Adobe Suite	Yes	Fully Implemented			$63,872.00	$10,895
1.7	**Technology** Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	Yes	Fully Implemented			$88,821.00	$40,124

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
1.8	**Local Assessments** Students will be assessed 3xs per year using the state-verified NWEA MAP 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.	No	Fully Implemented				
1.10							

Goal 2

Goal Description
Goal 2. Annual Growth & 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 Involvement	SBAC ELA 2019 %Met & Exceeded 38% All students 38.7% Latino 41.8% SED (Source: CA School Dashboard 2019)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 %Met & Exceeded 53% All students (-20 DFS) 38.7% Latino (-22.2 DFS) 41.8% SED (-22.6 DFS) (Source: CA School Dashboard 2019)	CA Dashboard 2023 "Red" SBAC ELA 2023 %Met & Exceeded 33.33% All students (-62.5 DFS "Red") 33.33% Latino (-59.6 DFS "Red") 34.88% SED (-59.2 DFS "Red")	Annually increase students meeting/exceeding 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	NWEA 2022-23 Growth 39% At/Above Grade-level 53% Students demonstrating growth BOY to EOY	pending	Annually increase percentage of students demonstrating growth in NWEA reading as measured by local assessments

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	**ELA Interventions** BCCHS Literacy Specialist works with small groups of students who are reading below middle school Lexile norms. On a pullout basis for 80 minutes per week, students who are performing below grade-level average on NWEA MAP and Achieve3000 Lexile levels in order to increase their fluency, vocabulary development, and Lexile level.	Yes	Partially Implemented			$106,802.00	$42,945

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
	(NOTE: Costs for materials; costs associated with salary/benefits are captured in Goal 1)						
2.2	**ELA Instructional Support Courses** Scheduled instructional block where students are programmed for supports and acceleration in ELA. 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	Fully Implemented				
2.3	**Junior and Senior Seminars (ELA component)** Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks.	No	Partially 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 3

Goal Description
Goal 3. Annual Growth & Achievement in Mathematics and Science **Maintain high standards for our community to engage students in high levels of achievement in mathematics and science 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: Priority 4 Pupil Achievement, Priority 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
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 12.9% All Students 13.1% Latino 13% SED (Source: CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 CA Dashboard Indicator "Very Low" %Met/exceeded 8% All Students (-128.2 DFS) 6.1% Latino (-131.4 DFS) 8.5% SED (-131.8 DFS) (Source: CA School Dashboard)	CA Dashboard 2023 "Red" SBAC Math 2023 %Met/exceeded 4.16% All students (-153.5 DFS "Red") 4.44% Latino (-156.7 DFS "Red") 4.66% SED (-154.6 DFS "Red")	Annually increase students meeting/exceeding 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	NWEA Math Growth 2022-23 28% At/Above Grade-level 53% Students demonstrating growth BOY to EOY	pending	Annually increase percentage of students demonstrating growth in reading as measured by local assessments NOTE: Previously reported as "Use of Verifiable Data i-Ready results: Reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					172% of student typical growth All grades 165% to 200% growth 13% of students at grade to 24% Mathematics 122% of student typical growth All grades 28% of students at grade"
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 %Met/exceeded 17% All Students 15% Latino 21% SED %Nearly Met 68% All Students 70% Latino 67% SED (Source: CDE CAASPP 2019)	N/A	CAST 2022 %Met/exceeded 3.7% All Students 3.7% Latino 4% SED %Nearly Met 37% All Students 37% Latino 36% SED (Source: CDE CAASPP 2022)	CAST 2023 %Met/exceeded 20% All students 18.37% Latino 22.22% SED %Nearly Met 66% All students 67.35% Latino 68.89% SED	Annually decrease %age of "Nearly Met"

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	**Math Acceleration Courses** Scheduled instructional block where students are programmed for support and acceleration in math. Secondary Foundational Math Skills for 9th Graders (80 minutes/ week) in using Core Advantage curriculum during their Algebra 1 blocks.	No	Partially 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
3.2	**Targeted Math Tutoring** Students will be identified based on the NWEA MAP scores and academic course grades to attend tutorial in 10-week blocks for skill improvement. Students may exit when their skills are at grade-level.	Yes	Partially Implemented			$2,835.00	$0
3.4	**Study Hall/Homework Help** Study Hall: Facilitated by a certificated teacher, study hall is focused on 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				
3.5	**Junior and Senior Seminars (Math component)** Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state math assessments including performance tasks.	No	Partially Implemented				

Goal 4

Goal Description
Goal 4. Annual Growth and Achievement for Special Student Populations
Annual growth for 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	28% making progress towards English language proficiency (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	47.4% making progress towards English language proficiency "Low" (Source: 2022 CA School Dashboard)	24.3% making progress towards English language proficiency "Red" (Source: 2023 CA 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	3.2% Proficient 19.4% Level 3 45.2% Level 2 32.4% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2018-19)	8.3% Proficient 38.9% Level 3 36.1% Level 2 16.7% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2020-21)	18% Proficient 38.5% Level 3 28.2% Level 2 15.4% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2021-22)	4.55% Proficient 31.82% Level 3 27.27% Level 2 36.36% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	23.53% Reclassification Rate (Source: Ed-Data, Redesignated Fluent English Proficient 2019-20)	16.22% Reclassification Rate (Source: Ed-Data, Redesignated Fluent English Proficient 2020-21)	TBD - Reclassification Rate for 2021-22 pending	Reclassification data 21-22 was 4.4% 22-23 was 12.5%	23.5% Reclassification Rate
SWD & English learner student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-78.7 DFS) 20% Met/exceeded 26.7% Nearly Met 53.3% Not met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-107.4 DFS) 18.2% Met/exceeded 27.3% Nearly met 54.6% Not met	SBAC ELA 2023 SWD (-178.7 DFS) 18.18% Met 9.09% Nearly met 72.73% Not met	Annually decreasing the percentage of ELs/SWD "Not Meeting" and increase percentage of "Meeting/Exceeding"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	EL (-107 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy		EL (-124.8 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	EL (-155.6 DFS) N/A data suppressed	
Increase the percentage of SWD &/or English learners demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA Reading & Language Growth 2022-23 At/above grade-level 22% ELs 13% SWD Students demonstrating growth BOY to EOY 54% ELs 50% SWD	pending	Annually increase percentage of SWD and English learners demonstrating growth in reading as measured by local assessments
SWD & English learner student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-158 DFS) 6.7% Met/exceeded 13.3% Nearly Met 80% Not met EL (-163 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 SWD (-170.3 DFS) 0% Met/exceeded 18.2% Nearly met 81.8% Not met EL (-203 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	SBAC Math 2023 SWD (-205.3 DFS) 0% Met/exceeded 0% Nearly met 100% Not met EL (-193.6 DFS) N/A data suppressed	Annually decreasing the percentage of ELs/SWD "Not Meeting" and increase percentage of "Meeting/Exceeding"
Increase the percentage of English learners demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA Math Growth 2022-23 At/above grade-level 10% ELs 2% SWD Students demonstrating growth BOY to EOY 56% ELs 52% SWD	pending	Annually increase percentage of SWD and English learners 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

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	**School-wide SFA Tools/Strategies** All BCCHS teachers are trained in SFA instructional strategies to address the literacy needs of English Learners, SWD, and dually identified students (in order to access grade-level standards)	Yes	Partially Implemented				
4.2	**Designated ELD -Specialized Reading Support for English Learners/ELD** To address the ongoing literacy needs of our special populations, the Reading Specialist assists teachers and students in English Language Development. Professional development is also provided to teachers on strategies for LTELs. Designated ELD will be provided to ELs in alignment with their level of English development. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]	Yes	Partially Implemented				
4.3	**Equity for SWD**	No	Partially 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
	Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-teaching) to ensure SWD are appropriately supported in assessing grade-leve;l content standards.						

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 (School Advisory Committee) meetings held Monthly Parent Trainings/ Workshops held (promote college awareness/attendance, financial aid, etc.)	7 Board & Committee meetings held # SAC # Parent Trainings/ Workshops held (promote college awareness/attendance, financial aid, etc.)	Maintain monthly meetings of the Board of Directors and SAC Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance, financial aid, etc.
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	61% Parent Participation 77% Input in decision-making 86% Satisfaction	pending	Annually increase and ratings of satisfaction by parents
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	75% Student Participation 55% Belonging 42% Relationships	pending	Annually increase and ratings of satisfaction by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	57% Staff Participation 81% Relationships/ School Culture	pending	Annually increase and ratings of satisfaction by teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 21.2% All 21.5% SWD 22.2% EL 20.7% Latino 21.5% SED	2021 Chronic Absenteeism 22.1% All 24.5% SWD 18.4% EL 21.5% Latino 22.4% SED	2022 Chronic Absenteeism 43.3% All 49.1% SWD 44.4% EL 43.7% Latino 42.7% SED	2023 Chronic Absenteeism 36.3% All 40% SWD 37.5 EL 36.7% Latino 36.7% SED (Source: DataQuest)	The school will annually decrease and maintain a chronic absenteeism rate below 7%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate Indicator "Green" 1.9% All 3% SWD 0% EL 1.9% Latino 1.8% SED	Maintained below 1%	2022 Suspension Rate Indicator "Medium" 5.1% All 7.5% SWD 6.7% EL 5.2% Latino 5.7% SED	2023 Suspension Rate Indicator "Green" 1.8% All 0% SWD "Blue" 0% EL "Blue" 1.9% Latino "Green" 2% SED "Green" (Source: DataQuest)	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% Expulsion Rate (Source: CDE DataQuest, 2021-22 Expulsion Rate)	TBD % Expulsion Rate	The school will continue to maintain an expulsion rate below 1%.
High School Dropout Rates Priority 5 Student Engagement	10.9% Cohort Dropout Rate 2019-20 4.5% Cohort Dropout Rate 2018-19 (Source: Ed-Data, Cohort Dropouts)	5.9% Cohort Dropout Rate 2020-21	0% Cohort Dropout Rate 2021-22 (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Outcome Report)	Cohort Dropout Rate 2022-23 N/A Data not available on DataQuest	Maintain a HS dropout rate <2%
Graduation Rate	96.3% Cohort Graduation Rate 2019-20 93.2% Cohort Graduation Rate 2018-19	68.6% Cohort Graduation Rate 2020-21 (Source: Ed-Data, Cohort Graduates)	97.2% Graduated (Source: CA School Dashboard 2021-22) 96.3% Cohort Graduation Rate 2021-22	92.5% Graduated (Source: CA School Dashboard 22-23)	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	(Source: Ed-Data, Cohort Graduates) NOTE: Originally reported as "N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)"	NOTE: Originally reported as "N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)"	(Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Outcome Report)		
College/Career Readiness	% AP Exams 3 or better (2018-19) 53.7%	53.7% AP Exams 3 or better (2018-19)	65.4% Graduates meeting A-G coursework requirements (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Graduation Rate Report)	7.5% Prepared	Annually increase % Graduates meeting A-G coursework requirements Increase % Students scoring AP Exams 3 or better
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 94%	School will continue to maintain ADA rate at or above 94% Met modified-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.	89% ADA (P-2 Reporting 22-23)	pending	School will continue to maintain ADA rate at or above 94%

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	**Advisory with SEL Component** All students are enrolled in "Advisory" which includes modules	No	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
	on college/career exploration aligned to student interest. Additionally, this course has a SEL component embedded addressing mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. [NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]						
5.2	**Student Activities & Sports Program** Student Activities to engage students in learning and enhance feelings of belonging and connectedness. The school leadership will work with teachers/advisory course leaders to develop a range 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. For 23-24 it	No	Fully Implemented			$15,000.00	$20,538

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
	will be the first year of full CIF membership for 7 sports.						
5.3	**Culture of College Readiness** The Coordinator of College/Career readiness provides a range of activities for students and families to understand the pathways to college. Monthly workshop topics will include applying to college, financial aid, test prep and admissions. In partnership with GEAR UP, all grade levels will take part in college visits throughout the year, and juniors/seniors will have extended overnight visits to experience the college setting. While we seek to ensure all students are prepared to enter and succeed in college, the economic realities which surfaced during the pandemic, requires BCCHS to redouble its efforts to engage families on the importance of pursuing a college degree, and the necessary preparations for college (e.g. coursework, graduation, college testing, financing, etc.)	Yes	Partially Implemented			$133,962.00	$72,544
5.4	**Dual Enrollment** In partnership with Los Angeles Mission College, students are provided with the opportunity to enroll in a college course per semester/earn college credits.	No	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
5.5	**Credit Recovery** BCCHS uses both in-schedule and Edgenuity to provide opportunities to all students to retake courses for academic credit. These courses may be taken during the summer as well as during the academic year. Costs associated with this action include Edgenuity platform.	Yes	Fully Implemented			$15,600.00	$0
5.6	**Career/Technical Education** Career Technical Education Visual and Media Arts Program includes Arts, Media and Entertainment, Information and Communication Technologies, and Manufacturing and Product Development pathways.. BCCHS will continue to provide industry-standard technologies in order to equip our graduates with job skills for use in online content production, clothing design, entertainment industry editing, or advertisement (e.g., Adobe Creative Suite training and Mac Media Lab machines). Costs associated with this action include technology, equipment, supplies, and media software.	No	Partially Implemented			$8,000.00	$1,577

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
5.7	**Parent/Guardian Engagement** The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians to support the success of their child at BCCHS. At minimum, these activities include meetings of the School Advisory Council, English Learner Advisory Committee, back to school night, parent conferences, IEP meetings.	No	Partially Implemented			$1,000.00	$833
5.8	**Positive Behavioral Interventions & Supports** In the return to in person instruction, and reflecting on data from the 2021-22 academic year, BCCHS has implemented PBIS to assist (and incentivize) students to exhibit behaviors consistent with a positive climate/culture. The school will continue to maintain the student store where "Scholar Dollars" is the currency for purchasing goods such as snacks and school supplies. Additionally, the end-of-year FIRE Awards recognizes students who demonstrate that they are Focused, Intentional, Reflective and Engaged during our monthly assemblies. Costa associated with this actin include materials such as certificates, school swag, etc.	No	Partially Implemented			$1,000.00	$0