

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	45.4% "Clear" - Fully Credentialed Teachers [Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent]			45.8% FTE appropriately credentialed and assigned [Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent]	95% "Clear" - Fully Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula [Source: 2023 Fall Williams Sufficiency Report]			100% teachers/ students with access to standards- aligned curricula [Source: LACOE Williams Instructional Visit, August 2024]	Maintain 100% teachers/ students with access to standards- aligned curricula
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Rating: “Good” [Source: LACOE Williams Facilities Inspection November 2023]			Score: 100% Rating: “Exemplary” [LACOE Williams Facilities Inspection, October 2024]	Maintain Williams Facility rating >90%
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-			2024 Local Indicator "Met" Implementation of State Standards	Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		23 CA Dashboard Local Indicators)			[Source: Local Indicator reported in June 2024]	
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.66 Professional Development & Support 67% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.61 Professional Development & Support 100% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	95% Participation in Teacher Survey Average rating for 4.5 Professional development & Support
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% students have access to a broad course of study			2024 Local Indicator "Met" 100% of students have access to a broad course of study [Source: Local Indicator reported in June 2024]	Maintain 100% student access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	Facility & Safety BCCHS operates on a co-located Prop 39 site under an agreement with LAUSD. The costs for this action include the annual cost of operation under the Facilities Use Agreement with LAUSD for the use of Maclay MS facilities and janitorial services. School facilities are clean and maintained in good repair with daily spot checks. Campus aides conduct regular walkthroughs and monitor pupil/staff facilities for safety. Any	No	Fully Implemented	\$296,500.00	\$196,299

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.</p>				
1.2	<p>Standards-Based Instruction (Certificated Teachers)</p> <p>Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.</p>	No	Fully Implemented	\$931,187.00	\$551,729
1.3	<p>Paraprofessionals (Academic Tutors & Behavior Support)</p> <p>Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans.</p> <p>Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.</p>	Yes	Fully Implemented	\$188,809.00	\$120,992

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>Core Instructional Materials/Licenses, and State-Verified Assessments Provide teachers and students with the necessary standards-based, college preparatory curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for post-secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (NWEA MAP Reading and Mathematics) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually (e.g., IronBox, etc.)</p>	No	Fully Implemented	\$17,250.00	\$1,164
1.5	<p>Supplemental Instructional Materials & Support Teachers will apply differentiated instructional supports for students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, ELlevation math, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.</p>	Yes	Fully Implemented	\$22,257.00	\$18,506

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>Multi-Tiered System of Supports (MTSS) Team The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).</p>	Yes	Fully Implemented	\$55,667.00	\$26,000
1.7	<p>Technology Integration Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)</p>	Yes	Fully Implemented	\$126,468.00	\$59,916
1.8	<p>EL-focused Professional Development The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches</p>	Yes	Partially Implemented	\$6,000.00	\$4,517

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>proven to accelerate learning for English Learners, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration.</p> <p>Implement 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 reading, while providing grade-level access to content standards.</p> <p>Equity-focused Standards-based Instruction for English Learners 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 • Use of ELlevation platform for professional development modules, progress monitoring of students who are EL and those who have 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	reclassified (RFEP)				
1.9	<p>Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)</p> <p>New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide. The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning 	Yes	Fully Implemented	\$325,125.00	\$188,068

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support • Teachers requiring BTSA will be supported by an onsite mentor. <p>The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.</p>				
1.10	<p>Effective Operations Team The Operations Team is charged with monitoring the daily functions of the school site to ensure</p>	No	Fully Implemented	\$452,528.00	\$269,197

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.</p>				
1.11	<p>Commitment to Equity for Special Populations 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-planning and co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.</p>	No	Fully Implemented	\$374,241.00	\$237,9001

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	NWEA MAP Growth in Reading - Grades 9-12 (Priority 8)	EOY NWEA Reading Achievement 22% near/at grade-level 19% at grade-level 4% above grade-level EOY NWEA Reading Growth 49% met/exceed personal growth goal 19% close to growth goal (Spring 2024 NWEA MAP)			TBD	EOY NWEA Reading Achievement 30% near/at grade-level 25% at grade-level 5% above grade-level EOY NWEA Reading Growth 52% met/exceed personal growth goal 25% close to growth goal
2.2	Dashboard English/Language Arts Indicator - Grade 11 (Priority 4)	ELA Dashboard Indicator (DFS) All students "Red" - 62.5 DFS Hispanic "Red" -59.6 DFS SED "Red" -59.2 DFS EL "No color" -155.6 DFS SwD "No color" -178.7 DFS			ELA Dashboard Indicator (DFS) All students "Orange" - 56.7 DFS Hispanic "Orange" - 55.3 DFS SED "Red" -56.6 DFS EL "No color" -92.8 DFS LTEL "No color" - 132.9 DFS SwD "No color" -126.2 DFS	ELA Dashboard Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	24.3% making progress toward English language proficiency "Red"			2024 Dashboard ELPI Indicator 23.2% making progress toward English language proficiency "Red"	45% making progress toward English language proficiency "Orange"
2.4	Reclassification Rate (Priority 4)	2.08% Reclassification Rate 2022-23				10% Reclassification Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>ELA/ELD Co-planning for Instruction & Assessment</p> <p>Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.</p>	Yes	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Accelerations in English/Language Arts (Tiers 2 & 3) 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 Lexile levels in order to increase their fluency, vocabulary development, and Lexile level. Flexible pull-out will be provided for students who have been identified as requiring focused standards-based support in reading. Students will have access to ELA-based extended learning opportunities to enable progress in standards mastery.</p>	No Yes	Fully Implemented	\$107,092.00	\$49,681
2.3	<p>Designated ELD Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students' English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.</p>	No	Fully Implemented	\$0.00	\$0.00
2.4	<p>ELA Instructional Support Courses Grades 9 & 10 support instructional block focused on CAASPP/SBAC practice using</p>	No	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works of literature. Students will receive direct instruction in writing aligned to respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.</p>				
2.5	<p>Junior/Senior Seminar - Reading & Writing</p> <p>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.</p> <p>All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works.</p> <p>Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will</p>	No	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>receive direct instruction in writing which align to the respective genres assessed on the SBAC Grade 11 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.</p>				
2.6	<p>Social Science - Critical Thinking & Writing Skills Development All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 9-12 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.</p>	Yes	Fully Implemented	\$0.00	\$0.00

Goal 3

Goal Description

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, effective instruction 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	NWEA MAP Growth in Mathematics - Grades 9-12 (Priority 8)	EOY NWEA Math Achievement 18% near/at grade-level 12% at grade-level 4% above grade-level EOY NWEA Math Growth 42% met/exceed personal growth goal 21% close to growth goal (Spring 2024 NWEA MAP)			TBD	EOY NWEA Math Achievement 20% near/at grade-level 15% at grade-level 7% above grade-level EOY NWEA Math Growth 50% met/exceed personal growth goal 25% close to growth goal
3.2	Dashboard Mathematics Indicator - Grade 11 (Priority 4)	2023 Mathematics Dashboard Indicator School "Red" -153.5 DFS SED "Red" -154.6 DFS Hispanic "Red" -156.7 DFS EL "No color" -193.6 DFS SwD "No color" -205.3 DFS			2024 Mathematics Dashboard Indicator School "Red" -169.5 DFS SED "Red" -168.1 DFS Hispanic "Red" -167.7 DFS EL "No Color" -167.3 DFS LTE: "No Color" -198.1 DFS	CA Dashboard Mathematics Indicator "Orange"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					SWD "No Color" - 198.7 DFS	
3.3	CAST - California Science Test (Priority 4)	2023 CAST 20% met/exceeded			2024 CAST 8.7% met/exceeded	>50% meet/exceed

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Mathematics Co-planning for Instruction & Assessment</p> <p>Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).</p>	No	Partially Implemented	\$0.00	\$0.00
3.2	<p>Accelerations for Mathematics (Tiers 2 & 3)</p> <p>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</p>	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Advantage or Iron Box curriculum during the core Algebra 1 instructional blocks.</p> <p>Targeted Math Tutoring afters school will be provided based on analysis of NWEA MAP scores and academic course grades, identified students attend 10-week tutorial for skill improvement. Students exit when their skills are at grade-level</p>				
3.3	<p>Junior and Senior Seminars (Math component)</p> <p>Junior and Senior Seminar instructional block focused on CAASPP/SBAC Math practice using materials created by the CDE (Tools for Teachers) to support ongoing development of students' skills and familiarize them with the language and rigor of state math assessments including performance tasks.</p>	No	Fully Implemented	\$0.00	\$0.00
3.4	<p>NGSS & College-preparatory Science</p> <p>College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.</p>	No	Fully Implemented	\$0.00	\$0.00
3.5	<p>Study Hall/Homework Help</p> <p>Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments.</p>	No	Fully Implemented	\$0.00	\$0.00

Goal 4

Goal Description

Create/maintain an environment where standards and expectations for career- and college-readiness are consistently applied and nurtured in order for students to be prepared (e.g., resilient in the face of challenges academically, socially, psychologically) for success in a wide range of post-secondary options including college and/or career.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	English/Language Arts Course Passage with "C-" or better (Priority 8)	93% Passed ELA course with C- or better (Source: Infinite Campus Final 2024 ELA Grades)			TBD	Increase ELA Annual course passage with "C-" or better
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	92% Passed math course with C- or better (Source: Infinite Campus Final 2024 Math Grades)			TBD	Increase Math Annual course passage with "C-" or better
4.3	CTE Pathway Completion (Priority 4)	0% Graduates completion of CTE Pathway (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 58%			7.3% Graduates completion of CTE Pathway [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report"]	95% Graduates completion of CTE Pathway
4.4	Successful A-G Course Completion (Priority 4)	0% Graduates completion of A-G course requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			60% Graduates completion of A-G course requirements [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report"]	90% Graduates completion of A-G course requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		NOTE: Locally tracked data for the Class of 2023 66% Graduates completed A-G course requirements with C or better				
4.5	Combined Successful Completion of CTE Pathway & A-G Coursework (Priority 4)	0% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			0% Combined successful completion of CTE Pathway & A-G Coursework [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report"]	95% Cohort graduates successful completion of CTE Pathway & A-G Coursework
4.6	Passage of AP Exam (Priority 4)	34% Students passing an AP exam with "3" or better (Source: 2023 CollegeBoard Advanced Placement Results average)				40% Students passing an AP exam with "3" or better
4.7	Graduates Meeting UC/CSU Requirements (Priority 4)	0% Graduates meeting UC/CSU requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			60% Graduates meeting UC/CSU requirements [Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements"]	95% Graduates meeting UC/CSU requirements
4.8	Successful Completion of 2 Semesters or 3 Trimesters Dual Enrollment with Course Grade of C- or better (Priority 8)	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better				25% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 15% of graduates with successful completion of 2 semesters with C- or better				
4.9	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math with "3" or better in both areas on SBAC (Priority 4)	7.5% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")			29.6% Prepared [Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2024"]	45% Prepared
4.10	Dashboard College/Career Indicator - CCI (Priority 4)	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 7.5% School "Very Low" 5.8% Hispanic "Very Low" 7.8% SED "Very Low" 0% EL 0% SwD (Source: 2023 CA Dashboard, College/Career Indicator)			Graduates "prepared" as measured by the 2024 Dashboard College/Career Indicator (CCI) 29.6% School "Yellow" 30.2% Hispanic "Yellow" 28.3% SED "Yellow" "No Color" 7.7% EL 0% LTEL 0% SwD [Source: 2024 CA Dashboard,	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					College/Career Indicator]	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>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.)</p>	Yes	Fully Implemented	\$160,167.00	\$108,833
4.2	<p>Credit Recovery Opportunities In-schedule and out-of-school provide opportunities for all students to retake courses for academic credit. These courses may be taken during the summer as well as during the academic year using an online platform.</p>	No	Fully Implemented	\$16,625.00	\$0.00
4.3	<p>Career/Technical Education: Media Arts Pathway CTE Visual and Media Arts Program includes arts, media and entertainment, information and</p>	No	Fully Implemented	\$101,378.00	\$63,769

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	communication technologies, and manufacturing /product development pathways. All students will be provided exposure to hands-on learning in industry-standard technologies to equip graduates with job skills for application to future employment in online content production, design, entertainment industry editing, or advertisement (e.g., Adobe Creative Suite training and Mac Media Lab machines). The pathway is a sequence of three courses which are also UC Doorways approved.				
4.4	Dual Enrollment- LAMC Partnership In partnership with Los Angeles Mission College, provide students with multiple opportunities to enroll in a semester-long, college-credit bearing course. The goal is to increase the number of offerings to expose students to rigorous content and expose them to a variety of subject areas which may support them in the decision to enroll and graduate from a two- or four-year university. Students will take two (2) semester long courses for college credit and earn a grade of C or better.	No	Fully Implemented	\$0.00	\$0.00
4.5	Advisory with SEL Component All students are enrolled in “Advisory” where modules 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.]	No	Partially Implemented	\$0.00	\$0.00

Goal 5

Goal Description

Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school mission to improve successful post-secondary outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Student Attendance Rates (Priority 5)	91.9% Attendance Rate 200.05 ADA through Month 8 (Source: BCCHS Financial Analysis Report, May 20, 2024)			TBD	95% Attendance Rate
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic 36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)			All Students 32.8% SWD 26.2% English learner 29.3% Hispanic 28.6% SED [Source: DataQuest 2023-24 Absenteeism Data Report]	Chronic absenteeism under 15%
5.3	High School Cohort Dropout Rate (Priority 5)	7.5% Cohort Dropouts (Source: Ed-data 2022-23 http://www.ed-data.org/ShareData/Html/114934)			5.7% Cohort Dropouts [Source: DataQuest 2023-24 Four-Year Adjusted Cohort Outcome" report]	Less than/equal to 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.4	Dashboard High School Cohort Graduation Rate Indicator (Priority 5)	2023 Dashboard - Graduation Indicator 92.5% All Students "Yellow" % Hispanic 66.7% SWD 78.6% English learner 92.2% SED "Yellow"			2024 Dashboard - Graduation Indicator 90.9% All Students "Yellow" 90.7% Hispanic "Yellow" 90.7% SED "Yellow" 86.7% SWD 85.7% English learner 84.6% LTEL	97% All students "Green"
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator 1.8% All Students "Green" % Hispanic 0% SWD "Blue" 0% English learner "Blue" 2% SED "Green"			2024 Dashboard - Suspension Rate Indicator 1.3% All Students "Green" 1.3% Hispanic "Green" 3.4% SWD "Orange" 1.5% English learner "Yellow" 2% LTEL "Orange" 1.3% SED "Green"	Maintain Suspension rate <2% All students "Green"
5.6	Expulsion Rate (Priority 6)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)			0% Expulsion Rate [Source: DataQuest 2023-24 Expulsion Report]	Maintain Expulsion rate <2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.7	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Engagement 3.34 Relationships 3.38 Culture 3.43 Belonging 82% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.62 Engagement 3.37 Relationships 3.42 Culture 3.48 Belonging 88% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.0
5.8	Parent Satisfaction, Safety & Decision-Making (Priority 3)	3.97 Engagement 4.23 Communication/ Feedback 4.19 Safety 65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.05 Engagement 4.24 Communication/ Feedback 4.14 Safety 70% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	Participation: 95% Rating/area: 4.5
5.9	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.25 Relationships 4.13 Culture 4.22 Resources 4.1 Diversity, Equity & Inclusion 65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly			4.31 Relationships 4.21 Culture 4.23 Resources 4.2 Diversity, Equity & Inclusion 70% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly	Participation: 95% Rating/area: 4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	
5.10	Teacher Perception of Safety & Positive Culture (Priority 3)	3.36 Positive Culture 4.06 Positive Relationships 3.93 Engagement 3.8 Safety 67% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.12 Positive Culture 3.75 Positive Relationships 3.75 Engagement 3.9 Safety 100% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.0

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>Parent Engagement Activities & Increasing Parent Capacity for Decision-Making</p> <p>The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians.</p> <ul style="list-style-type: none"> Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), 	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>and English Learner Parent Advisory Committee (EL-PAC)]</p> <ul style="list-style-type: none"> • Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. • Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. • Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey) Coordinator of College/Career Readiness will develop and deliver workshop content to inform parents of post-secondary options, college planning, financial aid, college application process, etc. Each grade level will have a tailored college/career engagement plan. 				
5.2	<p>Engagement of Parents of Underrepresented Groups While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them. The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging</p>	Yes	Partially Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	parents/guardians of underrepresented student groups to support the success of their child at BCCHS. At minimum, these activities include Cafe con los Directores, back to school night, parent conferences, open house, SpEd Fall and Spring Meet & Greets, and IEP meetings.				
5.3	<p>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. Continue to offer 7 CIF member sports program to strengthen school identity and pride.</p>	No	Fully Implemented	\$52,000.00	\$3,176
5.4	<p>Leadership Development for Students In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a</p>	No	Planned	\$5,000.00	\$4,317

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	more positive child-parent relationship and two-way accountability.				
5.5	<p>Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.</p>	Yes	Fully Implemented	\$381,944.00	\$243,398
5.6	<p>Monthly Climate & Culture Programming (Absenteeism Reduction) Scholar Dollars will be used throughout the school as a token for recognizing students for exhibiting supportive behaviors and contributions to maintaining a positive climate. The recognition by adults will contribute to the formation of strong relationships with students and decrease the perception of disengaged adults on campus. Students will be recognized during monthly assemblies focused on college/career to serve as an incentive to prepare for post-secondary options. Based on the Youth Truth Survey of students, the need to form bonds with students is necessary to increase feelings of belonging and perceptions of supportive adults. All BCCHS staff</p>	No	Fully Implemented	\$600.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	will commit to nurturing positive relationships with students to ensure students attend school at least 95% of the school days.				
5.7	<p>Mentorship Interns for At-Promise Students Under the community schools grant, Youth Mentors will play a crucial role in fostering school success. By building connections between students and school staff, the mentor will support in creating a positive school environment. The mentor will empower students to identify allies within the school community who can advocate for them. The mentor will also directly combat chronic absenteeism by managing cases of the top chronically absent students, acting as an advocate to identify and address underlying challenges such as transportation. In collaboration with students and families, the mentor will play a role in developing personalized attendance, behavior, and academic success plans with goals and timelines.</p>	No	Fully Implemented	\$77,152.00	\$42,726

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	2,889,005	2,662,975
LCFF Supplemental/Concentration Grants	1,049,190	999,196