

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Buckingham Charter Magnet High School, a dependent charter within the Vacaville Unified School District, started in 1994 as an independent study charter, branched out into a site-based visual-media arts school, and progressed to become a comprehensive college preparatory high school. BCMHS is an extremely successful school, winning the 2017 California Department of Education Gold Ribbon Award for creating a positive and successful learning atmosphere for our students, the 2016 California Honor Roll award recognizing achievement in college and career readiness, and this year being awarded a six-year accreditation from the Western Association of Schools and Colleges.

In response to current educational and career trends in the nation and in our area, we incorporated a STEAM-infused curriculum with distinct pathways that allow our students to customize their educational experience to match their goals. Vacaville is made up of just under 100,000 people. Aviation and biotechnology/pharmaceutical companies are prominent here, including Genentech, ALZA, Kaiser Permanente, Novartis, and ICON Aircraft. BCMHS students come from a large geographical area though, including approximately twenty-seven different "feeder" schools. They and their parents are drawn to our school due to its high standards, academic excellence and rigor, and small school environment. They come with a variety of strengths and needs, and our incredibly talented and devoted staff works hard to ensure that students are challenged and supported as they strive to achieve their goals. The school has a unique population and the Actions and Services within the LCAP strive to meet their specific needs.

Additionally, at the start of the 2017 school year, we implemented project teams to further structure our pursuit of success. The staff is divided into four endeavors: project-based learning, standards-based grading, development of an advisory period, and development of our design and

engineering magnet. Our mission statement summarizes our overall goal: "Buckingham empowers students by providing a rigorous, relevant education to become futureready global contributors through the cross-curricular integration of Science, Technology, Engineering, the Arts, and Mathematics." In order to achieve that mission, BCMHS has identified four primary School-Wide Learning Outcomes, distinguished by the acronym M.A.R.K. and expanded upon here:

Master a University Prep, STEAM, and/or VMA Pathway.

- Satisfy AG requirements for direct entry to a four-year university.
- Develop foundational STEAM knowledge for career certification or university degree program.
- Practice critiquing, writing, directing, or producing/directing digital imaging products.
- Provide cross-curricular, project-based learning opportunities.

Apply technology skills necessary for the 21st century.

- Demonstrate information literacy.
- Create, share, and collaborate on cloud-based documents, presentations, etc.
- Conduct effective academic research using a variety of technology skills.
- Exhibit a cross-platform competency in a variety of devices and applications.
- Foster familiarity with industry-standard programs and technologies.

Reach a solid foundation of lifelong learning through personal accountability.

- Attend school daily and arrive punctually.
- Be prepared to work individually and collaboratively.
- Respect themselves and others.
- Learn the importance of and engagement in civic responsibility.
- Develop a global awareness and appreciation of social and cultural diversity.

Know how to achieve academic success in postsecondary education.

- Critically read and respond to informational and literary text.
- Communicate ideas in an organized manner.
- Analyze and develop solutions to a problem.
- Synthesize multiple sources of information.
- Have a clear plan and method of achievement.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The key features of Buckingham's LCAP are in alignment with the goals identified for our WASC action plan. This guiding document laid the foundation and set out the map for our school to pursue our renewed mission, therefore the budgetary goals must correspond. BCMHS's action plan goals also support the three VUSD LCAP goals as well, bringing us into alignment with district goals.

BCMHS Action Plan Goal #1 is to continue to develop and enhance our Design and Engineering (STEAM) magnet and the corresponding pathways within that magnet, as measured by course offerings, student enrollment, community resource connections, and stakeholder feedback. As BCMHS has revamped our mission to better serve our population, we've identified development that will best accommodate our students and their goals. We plan to perfect these pathways by pursuing community and academic partnerships, building teachers' repertoire of resources and skills, and infusing curriculum with a common theme. This aligns with VUSD Goal #1, which is to provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

BCMHS Action Plan Goal #2 is the continued improvement of students' academic achievement, including response to intervention, student supports, and teaching practices, as measured by statewide assessment tools, stakeholder input, and local data. A number of systems have been implemented over the last few years to address issues that prevent students from succeeding fully, and continued excellence in this area is a priority, especially due to a student population that is highly diverse in needs. This aligns with VUSD Goal #2, to implement systemic changes to address the achievement gap, striving to prevent failure through the provision of intervention support and dropout prevention systems.

BCMHS Action Plan Goal #3 is to continue to develop a positive, productive school culture, as measured by student and parent engagement, fewer disciplinary actions, and positive feedback from the school community. The rationale for this is to directly affect student achievement, as well as motivation of all stakeholders, by creating a climate of success and encouragement. This will be incorporated in our pursuit of PBIS, schoolwide events such as Breaking Down the Walls, student feedback opportunities, parent engagement, and other endeavors. The school also implemented an Advisory period this year to provide a "homeroom" where students would receive instruction and be able to collaborate on various topics that will help them in all areas of life. This matches VUSD Goal #3, which ensures that all school sites have safe, welcoming, healthy, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

This year's LCAP also greatly refined and expanded the services to our unduplicated student population, seeking to make them more effective and varied in their approach to better serve these students and empower their success.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

We have made **significant progress** and met the objectives in the following indicators:

- Providing a rigorous broad course of study by increasing the number of AP courses offered and AP tests taken., as well as increasing community college enrollment:

  - Advanced Placement: during the 17-18 school year, three AP courses were offered and 35 AP tests were taken. During the 18-19 school year, four AP courses were offered and 75+ tests were taken by our students.

  - Community College enrollment: 37% of the graduating class of 2017 passed courses at the local community college. Due to the increasing flexibility of our school schedule, as well as initiatives to encourage dual enrollment in college courses, 53% of the graduating class of 2018 passed courses at the local community college.

- Goal to increase A-G percentage by 5% was met. In 17-18, 58.3% of graduating seniors met these requirements, an increase of 10%.

While significant progress has been made in these areas, we will build on that progress in order to ensure our students are college and career ready.

We have **maintained** our prior performance and met the objectives in the following indicators:

- 100% of state board-adopted academic content and performance standards are used in all appropriate content areas.

- 100% of our English Language Learners were reclassified in the 2018-2019 School year.

- Total enrollment in our CTE pathways has increased to 46% from 42%.

While we have maintained our progress in these areas, we will continue to work towards improving progress in the area, especially in the area of increased enrollment in CTE pathways.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Based on the California School Dashboard, there were no performance indicators that were red or orange. However, most of those indicators were in the yellow, which is a precautionary status:

- Our graduation rate decreased last year by 1.4% to 94.3%.
- Our College/Career dashboard indicator was also classified as yellow, with only 55.2% considered prepared.
- Our Mathematics dashboard indicator was also in the yellow due to a 20.3 point drop on the CAASPP. We saw a similar drop in English.
  - CAASPP Math met/exceeded standards: 42%, decreased 10%
  - CAASPP ELA met/exceeded standards: 66%, decreased 12%

Because these are significant needs, we have specific actions and services planned to address these needs (see Goal 2).

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

While no performance gaps of two or more levels exist, there is a small performance gap of one level in the area of suspensions, according to the CA Dashboard. Overall, our suspension rate was 2.0% and classified as yellow (or cautionary) by the state. However, three student subgroups rated lower on this metrics:

- the suspension rate for Two or More Races was 3.8%, 1.8% higher than the overall school population.
- the suspension rate for Socioeconomically Disadvantaged was 3.7%, 1.7% higher than the overall school population.
- the suspension rate for Students with Disabilities was 6.7%, 4.7% higher than the overall school population.

We plan on addressing this gap by offering additional counseling support for students, making suspensions and other alternative consequences a focus of our MTSS team, and increasing positive behavior supports including increased utilization of our Campus Supervisor (see Goal 3).

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

Buckingham administration will continue to provide targeted counselor and administrative support for unduplicated pupils via mentorships, tracking interventions via Aeries, etc. We will increase interventions, supports, and progress monitoring for unduplicated pupils and students with exceptional needs by meeting quarterly in grade-level and MTSS update meetings to serve this population, increasing MTSS with resources principally directed toward unduplicated pupils, introducing Upward Bound tutoring after school, and targeting invitations for College and EPIC field trips to trades and colleges and Summits for Success for students and families. We will explore adding additional unduplicated student supports, including funding for school supplies, access to technology (computers/refurbished chromebooks, \$10 Comcast passes) and community resources (bus passes), as needed. We will allocate funding to bilingual outreach, translation, and printing for information and forms for families of English Learners. We will employ targeted invitation procedures for unduplicated pupils to Summits for Success and other supports, including personal calls from counseling and administrative staff.

### Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$190,194
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$189,789

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Charter oversight and services fees paid to VUSD and staff salary and benefits are not listed in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,813,279

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Continue to develop the overall school program, including the Design and Engineering (STEAM) magnet composed of Graphic Design and Engineering pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

Priority 2a - Implementation of state board-adopted academic content and performance standards for all students in all content areas. Maintain full implementation of the CCSS, all resources and materials available as needed. Continue to infuse curriculum with STEAM and project-based learning across all content areas and further implement materials, methods, and resources to support Common Core implementation.

METRICS: Availability of supplies/materials/resources, the percentage of teachers integrating STEAM into their curriculum, and the percentage of teachers using project-based learning in their classes.

**Goal Met.** 100% of state board-adopted academic content and performance standards are used in all appropriate content areas.

Priority 2b - How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 50% or more of English Learners will demonstrate at least one year of progress annually toward English fluency.

METRIC: The state English proficiency test currently titled the California English Language Development Test (CELDT), soon to be called the ELPAC.

**Goal:** Students will show one level of progress on the CELDT (ELPAC).

**Baseline:**

CELDT 2016-17 Results:

Total students tested: 9

- Advanced: 3
- Early Advanced: 4
- Intermediate: 1
- Early Intermediate: 0
- Beginning: 1

No CELDT test for 2017-18.

ELPAC not deployed until 2018-19.

**Goal Met** - 100% of our English Language Learners were reclassified in the 2018-2019 school year.

Priority 7a - A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Continue to offer a full variety of courses and levels, particularly within the STEAM magnet. Further develop two pathways by enriching curriculum, increasing enrollment, and offering additional electives or pursuits within those pathways.

METRIC: student enrollment in higher-level pathway courses (not including Intro to Stem and Intro to Digital Media, since both are required), number of courses offered overall.

**1. Goal:** Increase student enrollment in pathway courses by 5%

**Baseline:**

2017-18: Students enrolled in higher-level STEM Pathway Courses: (Intro to Engineering Design, Principles of Engineering, Aerospace Engineering, Robotics): 89/487 (18.2%)

Students enrolled in higher-level Digital Media Pathway Courses (Graphic Design, Photo, Independent Projects): 118/487 (24.2%)

Total number of courses offered at BCMHS: 82 (+21%)

**2. Goal:** increase number of courses offered overall

**Baseline:** total number of courses offered at BCMHS: 82 (+21%)

**3. Goal:** increase number of STEAM/Digital Media electives or capstones.

**Baseline:** total number of courses offered in STEAM/Digital Media: 26

**1. Goal Met.**

Total enrollment in pathways has increased to 47% from 42%.

- Digital Media Design pathway enrollment increased in 18-19 with 128 students or 25.7% (498 enrolled) total students. (45 Graphic Design, 68 Photo, 15 Independent Projects)
- Engineering Design pathway enrollment increased in 18-19 with 102 students or 20.4% (498 enrolled) total students.

**2. Goal Met:** total number of courses increased to 86; increase of 4 courses: Robotics, Theater Arts 2, Service Learning for Juniors, as well as Financial Algebra.

- Number of Courses Available on BCOL: 56 (separated by A/B), 40 (counting an A/B course as 1 and not 2)
- Number of Courses Available On-Site: 46

**3. Goal Met:** total number of courses offered in STEAM/Digital Media increased to 29 -- increased by three courses.

Priority 7b - Programs and services developed and provided to unduplicated pupils.

Priority 7c - Programs and services developed and provided to individuals with exceptional needs.

METRICS: Number of support staff monitoring progress and number of events/clubs/services provided.

**1. Goal:** maintain EPIC enrollment and field trip opportunities.

**Baseline:** EPIC program currently has 40 students and 15 field trips offered this year.

EPIC program provides students with networking opportunities in the trades, career exploration, and skill acquisition. Coach's Corner is available for strong academic support, peer tutoring, good advice, and behavioral support.

**2. Goal:** maintain number of Summits for Success offered and variety of topics presented.

**Baseline:** 3 Summits for Success took place with roughly 30 families attending each.

Summits for Success provide students and their families with extracurricular support in a variety of academic and non-academic areas to create well-rounded individuals and to increase school engagement, and unduplicated pupils and students with exceptional needs are specifically invited to these events.

**3. Goal:** maintain or increase number of students in Coach's Corner, specifically unduplicated pupils and students with exceptional needs if this intervention is deemed beneficial for them.

**Baseline:** Average of 26 students per session in Coach's Corner.

**1. Goal not met:**

- EPIC Student Enrollment: 25
- # of Field Trips Offered This Year: 5

Goal restructured - see explanation.

**2. Goal not met:**

Summits for Success Held: 1

Goal restructured - see explanation.

**3. Goal not met:**

Average Attendance in Coach's Corner: 16

Goal restructured - see explanation.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to enhance CTE Pathways in Engineering and Digital Media Design with complete course progression, including exploring the addition of capstone courses/projects/internships, various certifications, and licenses. Provide curricular materials, subscriptions, technology, and PD as needed.	Continued to enhance CTE Pathways in Engineering and Digital Media Design with a primary focus on improving curricular materials, subscriptions, and technology.	\$3,500 LCFF Base PD - 5000-5999: Services and Other Operating Expenditures  \$2,500 LCFF Base Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies	\$6,030 LCFF Base PD and professional memberships - 5000-5999: Services and Other Operating Expenditures  \$3,734 LCFF Base Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore the integration of cross-curricular, project-based learning modules across disciplines and grade levels. Provide guest speakers, assemblies, field trips, materials, and teacher compensation. Explore further implementation of annual whole-school thematic learning events. Provide supplies, teacher compensation, advertising, community resources, etc.	Explored integration through staff meetings and virtual forums but did not purchase materials or professional development this year.	\$4,000 LCFF Base Instructional Support - 1000-1999: Certificated Personnel Salaries Professional Consulting - 5800: Professional/Consulting Services and Operations	\$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Create more opportunities for career exploration. Provide guest speakers, assemblies, field trips, materials, and teacher compensation.</p>	<p>College exploration was the primary focus this year as the school moved to an alternating-year approach to college and career exploration. Students did attend field trips and college fairs.</p>	<p>\$5,000 LCFF Base Curriculum/supplemental materials and supplies - 4000-4999: Books And Supplies, Curriculum and Supplemental Materials Instructional Support - 1000-1999: Certificated Personnel Salaries Professional consulting - 5800: Professional/Consulting Services and Operations</p>	<p>\$0</p>

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action 1 was fully implemented. Action 2 was postponed in favor of other more pressing pursuits. Action 3 was implemented but modified.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were fairly effective in that most of the goals were met or modified to better suit the school's procedures and abilities.

The first action/service is focused primarily on our CTE pathways and was achieved primarily with materials and technology improvement this year; in future years we will look at further achieving that goal by providing additional professional development, guest speakers, etc. as needed. CTE pathways were enhanced primarily this year through the purchase of materials, curriculum, and new technology to support student learning and success. These enhancements were effective in increasing the pathway enrollment numbers and we would like to see those continue to increase as the courses are further developed with more variety of electives, capstone projects, etc.

The second action/service is an effective one to pursue but is not as much of a priority due to the school being in a transition so will be further explored in future years. Cross-curricular, project-based learning modules are still an area of interest but the school is in a high state of transition right now and this particular action was put on the back-burner in order to accommodate the school's recent administrative restructuring.

The third action/service was effective but tweaked slightly as staff determined it more effective to alternate years between the focuses. Career exploration was replaced by college exploration this year as a primary focus, but the intent is to have alternate focuses each year, between college and career, to utilize grant money and avoid redundancy. The program was restructured to include a VUSD program called "Inspire Dream" that had a field trip to 8 different locations for career exploration on February 1. The counseling department put together other trips to colleges for the kids and there have not been any trades-related field trips to date. It would seem that the drop in total offerings would indicate that the opportunities are becoming more streamlined as well as meant to take a more comprehensive, district-wide approach to career exploration. The entire program focus this year was also more on college readiness due to the need to spend expiring grant money. We also are exploring the possibility of alternating years between college exploration and career readiness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More was spent on Action 1 than was budgeted because in addition to materials, technology, and subscriptions, we also included some professional memberships for the school and its staff. Action 2 was not pursued as explained above and thus the budgeted expenditures were not spent. Action 3 was modified and the money for that came from other sources, primarily a college exploration grant that had to be spent this year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal was restructured to incorporate the spending of one time funds. For the 18-19 school year, we were awarded a college readiness grant that paid for the many college field trips students participated in this year. Because our focus this year for field trips was college, we were not able to meet the goal of career

related field trips through our EPIC program. We restructured our goal so that we will focus next year on career-related field trips. These changes can be found in the Actions and Services section of Goal 1.

## Goal 2

Continue to improve student achievement, engagement, and outcomes through best practices, interventions, and support.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

Priority 4a: Pupil Achievement as measured by all of the following, as applicable: Statewide assessments

**Goal:** Increase scores by 5% on CAASPP.

**Baseline:**

CAASPP Math met/exceeded standards: 52%, increased by 7%.

CAASPP ELA met/exceeded standards: 78%, remained stable.

STAR test discontinued. CAST starting implementation in 2018.

**Goal not met.**

CAASPP Math met/exceeded standards: 42%, decreased 10%.

CAASPP ELA met/exceeded standards: 66%, decreased 12%.

Priority 4b: Pupil Achievement as measured by all of the following, as applicable: Completion of AG requirements or CTE programs.

**1. Goal:** increase students meeting a-g requirements by 5%

**Baseline:** 48% met in 16-17

**1. Goal met:** 58.3% graduated in 2018 meeting a-g requirements; increase of 10%

<p><b>2. <u>Goal</u>:</b> increase total student enrollment in CTE courses by 5%  <b><u>Baseline</u>:</b> 42% enrolled in a pathway in 16-17</p>	<p><b>2. <u>Goal nearly met</u>:</b> 46% of students enrolled in a pathway in 17-18; increase of 4%</p>
<p>Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rate.</p> <p>Goal: Maintain or improve rates (see details below).</p> <p><b>Baseline for 2016-17</b>  Attendance Rate: 91.5% (improve by 2%)  Chronic Absenteeism Rate: 8.5% (improve by 2%)  Middle School Dropout Rate: Not Applicable  High School Dropout Rate: 0% (maintain rate)  High School Graduation Rate: 95.7% (improve by 2%)</p>	<p><b>Progress for 2017-18</b>  Attendance Rate: 96.5% <b>(Goal met)</b>  Chronic Absenteeism Rate: 3.5% <b>(Goal met)</b>  Middle School Dropout Rate: Not Applicable  High School Dropout Rate: Not yet available  High School Graduation Rate: 94.3% <b>(Goal not met)</b></p>
<p>Priority 8a: Pupil Outcomes: Addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)(i), as applicable.</p> <p>Pupil outcomes for courses under EC 51220 are continually monitored through individual teacher attention as well as School Loop trackers for historically underserved groups and students identified with needs or at risk. Parents are regularly informed regarding their student's standing via consistent progress reports, teacher contacts, and interventions suggested for students who are struggling. Grade-level, departmental, and whole-staff meetings also provide consistent opportunities to monitor pupil outcomes. Middle school (EC 51210) is not applicable at this site.</p>	<p><b><u>Goal met</u></b>, data pending.</p> <p>Aeries interventions were tracked poorly in previous years but have been improved to include much more specificity in pupil outcomes and services provided. For example, the total number of recorded interventions in 2017-18 was 56, which does not include marks for chronic tardiness or absence. The total number of similar recorded interventions so far in 2018-19 is over 3,000 and the data is broken down with much more detail.</p>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and improve best practices of the school overall, including PD and conference attendance options to keep up with new and improved innovations with regard to technology, teaching methods, resources, student issues, and student learning. Maintain a wide variety of supplemental curriculum resources, subscriptions, and access to professional memberships.	Provided professional development in a variety of options. Also vastly improved access to an array of curriculum and materials for all school departments. Maintained memberships to tech resources as well as professional memberships.	<p>\$2,000 LCFF Base Professional development and professional dues/memberships 5000-5999: Services And Other Operating Expenditures</p> <p>\$1,500 LCFF Base Curriculum/supplemental materials and supplies 4000-4999: Books And Supplies, Curriculum and Supplemental Materials</p>	<p>\$2,932.08 LCFF Base Professional development and professional dues/memberships 5000-5999: Services And Other Operating Expenditures</p> <p>\$17,619 LCFF Base Curriculum/supplemental materials and supplies 4000-4999: Books And Supplies, Curriculum and Supplemental Materials</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore more options for college-level course access, including counselor presentations to freshman classes, increased schoolwide use of Naviance for college/career prep, and increased AP course offerings and financial support for AP exams.	Increased counselor presentations with addition of a second full-time counselor. Did not increase Naviance but did explore additional AP course offerings through online provider; contingent upon staff availability. Increased financial support for AP exams.	<p>\$6,000 LCFF Base Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies</p>	<p>\$0 Expenditures counted in Action #1</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional opportunities for academic and behavioral interventions, including after-school support, an intervention period during the school day, and availability of online credit recovery programs. Provide additional counseling support, especially intended to support unduplicated students, through the addition of a 1.0 FTE counselor. The effectiveness of these interventions will be tracked with assistance of a 0.2 Data Coordinator.</p>	<p>Added and tracked numerous interventions, incorporated an intervention period during the school day, and expanded online credit recovery options. Added a 1.0 FTE counselor and maintained 0.2 Data Coordinator position. Paid for intervention boards certification.</p>	<p>\$75,319 + \$17,323.37            \$12,000 + \$2,760            \$5,000            \$500            General Fund and Supplemental and Concentrational for Unduplicated Pupils            1.0 FTE Counselor 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits            0.2 Data Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits            Intervention Support 1000-1999: Certificated Personnel Salaries            Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies</p>	<p>\$110,164.37 General Fund            1.0 FTE Counselor 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits            0.2 Data Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits            \$2,500 LCFF Base            Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Deleted	N/A	N/A	N/A

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain and increase interventions, supports, and progress monitoring for unduplicated pupils and students with exceptional needs by creating quarterly intervention reviews with admin and other support personnel, increasing MTSS with resources principally directed toward unduplicated pupils, exploring Upward Bound implementation, providing ELD materials as needed to staff members, and targeting invitations for EPIC field trips to trades and colleges and Summits for Success for students and families.</p>	<p>Increased interventions as outlined above, also increased MTSS with staff training and implementation. Provided ELD materials as needed to staff members and targeted invitations for EPIC field trips to trades and colleges and Summits for Success for students and families through translation services.</p>	<p>\$3,000 \$1,000 \$12,000 + \$2,760</p> <p>General Fund and Supplemental &amp; Concentrational</p> <p>Professional development 5000-5999: Services and Other Operating Expenditures Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies 0.2 Engagement Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits</p>	<p>\$0 \$500 \$12,000 + \$2,760</p> <p>General Fund and Supplemental &amp; Concentrational</p> <p>Professional development 5000-5999: Services and Other Operating Expenditures Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies 0.2 Engagement Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions and services were either fully implemented or explored as possibilities. Some are on hold due to lack of staff availability, scheduling issues, or other obstacles.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Intervention was a large focus this year and the actions and services allowed that part of the goal to be met in a variety of ways due to increased training, materials, and methods. The action of increasing access to curriculum materials, subscriptions, professional development, etc. was also highly successful in equipping teachers to achieve their goals. Increases were seen across the board in the two main areas outlined in the question above -- interventions and teacher access to resources. Intervention was a primary focus in teacher training and resulted in school schedule changes, new methods and procedures, and a great increase in data tracking and analysis to determine the efficacy of our efforts. Some of the actions and services were not effective in achieving the articulated goal merely due to the lack of funding, scheduling, staffing, etc. -- we would like to continue to explore them in the future but had to narrow our focus to achieve some primary goals this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 1, there is a great difference between the budgeted and actual expenditures for curriculum material and supplies. This is due to consolidation for clarity -- a number of different actions and services had curriculum budgeted into them but this particular one covered the actions mentioned in other goals. The actual expenditures in those goals is listed as \$0 as it was all accounted for here. The overall budgeted and actual expenditures for the entire LCAP is actually nearly identical, with less than a \$150 difference in the total.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We made a change to the metrics evaluating this goal. Originally, for Priority 8: Other Pupil Outcomes, we stated that we would track interventions related to this goal. While we continue to track these interventions because they are important to our students' success, these are not pupil outcomes. Starting the 2018-19 school year, we are tracking the number of graduating seniors passing college courses. These seemed a more appropriate pupil outcome to track considering that we are a college preparatory school.

## Goal 3

Continue to develop a positive school climate and engaged school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

Priority 1a - Teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.

Priority 1b - Pupils in the school district have sufficient access to standards-aligned instructional materials.

Priority 1c - School facilities are maintained in good repair.

**Baseline:** 100% of all three parts of Priority 1 met.

**Goal:**

1. Maintain 100% of teachers being appropriately assigned and credentialed.
2. Ensure student access to CCSS Standards aligned materials, academic content, and performance standards, as indicated by the Williams Act report and data; replace textbooks and supplemental materials as needed and provide professional development/training as needed.
3. Keep school facilities up to date, safe, and in good repair.

**Baseline:** 100% of all three parts of Priority 1 met in 17-18.

**Goal Met:** 100% of all three parts of Priority 1 met in 18-19.

Priority 1a - Teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.

Priority 1b - Pupils in the school district have sufficient access to standards-aligned instructional materials.

Priority 1c - School facilities are maintained in good repair.

Priority 3 - Parental involvement includes (A) efforts to seek parent input in making decisions for the school site, (B) promoting parental participation in programs for unduplicated pupils, and (C) promoting parental participation in programs for students with exceptional needs.

GOAL: Increase parent participation overall.

**1. Goal:** increase number of parents participating in annual survey.

**Baseline:** 47 parents participated in the 17-18 parent survey due to it not being deployed at an event where attendance was required.

**2. Goal:** increase parent participation in school sponsored events

**Baseline:** 59% of parents chose to engage in school sponsored events via SHIELD, our parent support group and other school events.

**3. Goal:** increase parent participation in SHIELD, our parent support group.

**Baseline:** 12 parents reported having attended a SHIELD meeting.

**4. Goal:** increase unduplicated parent participation

**Baseline:** Summits for Success, geared toward unduplicated students and those with exceptional needs, had an average attendance rate of 50-60 students and families per event. Three events were held this year.

Priority 6a and 6b: School Climate as measured by all of the following, as applicable: pupil suspension rates and pupil expulsion rates.

**Goal:** Maintain or decrease rates of suspension and expulsion.

**Baseline:** Suspension rate is 2% and expulsion rate is 0%.

**1. Goal met:** 223 parents participated in the annual stakeholder survey; an increase of 176 parents.

**2. Goal met:** More than 200 parents attended Re-Enrollment Nights in February and 121 reported volunteering at school events; approximately 65% parent participation in school sponsored events; an increase of 6%

**3. Goal met:** 37 parents reported having attended a SHIELD meeting.; an increase of 25 parents.

**4. Goal not met:**

Goal restructured to meet the needs of our parents. Instead of quarterly, evening long summits, parents have requested shorter, monthly mini-summits. Summits offered: 1 full summit; mini-summits planned for SHIELD meetings instead.

**Goal Met:** Suspension rate is 2% and expulsion rate is 0%.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide multi-tier system of supports to increase school connectedness and address behavior issues, including PD for staff, materials for programs and awards to increase positive behavior and engagement.	Professional Development for staff, including innovative Schools Summit in SF: Defiant, Manipulative, and Attention-Seeking Students; How to Unlock their Potential and Survive the Process	\$2000 LCFF Base Professional development 5000-5999: Services and Other Operating Expenditures	\$745 LCFF Base Professional development 5000-5999: Services and Other Operating Expenditures

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore the integration of cross-curricular, project-based learning modules across disciplines and grade levels. Provide guest speakers, assemblies, field trips, materials, and teacher compensation. Explore further implementation of annual whole-school thematic learning events. Provide supplies, teacher compensation, advertising, community resources, etc.	Focused more on MTSS implementation and the support/training/materials needed to do that successfully.	\$4,000 LCFF Base Instructional Support - 1000-1999: Certificated Personnel Salaries Professional Consulting - 5800: Professional/Consulting Services and Operations	\$4,234 LCFF Base Professional Consulting - 5800: Professional/Consulting Services and Operations 4000-4999: Books And Supplies, Curriculum and Supplemental Materials

**Actions 3-7 were deleted last year so are not included here.**

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Maintain and improve physical environments of classrooms to enhance student engagement and school connection; purchase furniture and supplies as needed. Explore options for providing student supplies during the school day, including food and drinks.	Maintained campus overall to enhance student engagement and comfort, improving rooms and lunch areas as needed.	\$4,500 LCFF Base 4000-4999: Books, Materials, and Supplies	\$7,500 LCFF Base 4000-4999: Books, Materials, and Supplies
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## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore additional unduplicated student supports, including funding to provide backpacks and school supplies as needed. Provide access to technology (computers, \$10 Comcast passes) and community resources (bus passes) as needed. Allocate funding to bilingual outreach, translation, and printing for information and forms for families of English Learners. Employ targeted invitation procedures for unduplicated pupils to Summits for Success and other supports.	Provided chromebooks/computers and internet access as needed to unduplicated students. Also implemented translation services for outreach purposes.	\$500 LCFF Base Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies Translation services 2000-2999: Classified Personnel Salaries	\$500 LCFF Base Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies Translation services 2000-2999: Classified Personnel Salaries

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services were all either implemented or revised based on the school's needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services as written are fairly effective but will need some revision for future LCAPs to ensure there is no redundancy between goals. We also went in a different direction with some of the actions and services, as explained above, so they were effective in their intention but proved to be less of a good fit for our school's step toward the goals. The whole-school thematic project-based events are on the back-burner temporarily as we are focusing on other things at the moment. Career exploration is going to be an alternating yearly goal with college exploration; this year was focused on college trips and fairs. Lots of technology and resources were provided to enhance the CTE pathways and specific courses, and a lot of that was covered in Goal #2 as well. MTSS was implemented as it was found to be an effective support for the unique needs of our school population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For actions 1 and 8, the budgeted expenditures were covered under the actions and services in previous goals, therefore the actual expenditures in this goal were \$0 for clarity.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to meet the needs for our parents and their ability to stay involved and informed, we have restructured our goal in the area of parent involvement. Because we weren't getting as much parent participation at either our Parent Committee (SHIELD) and our Summits for Success, we are modifying these events to combine forces and hopefully get greater participation and buy-in. These changes can be found in the Actions and Services section of Goal 3.

# Stakeholder Engagement

LCAP Year 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

**BCMHS consulted with students, parents, staff, teachers, bargaining units, and the ELAC on the following dates:**

### **Parent Engagement:**

#### **SHIELD (Parent Advisory) Meeting dates:**

- 8-7-18 - reviewed budgetary elements of school LCAP/WASC goals with feedback from the Superintendent's office and updated on progress.
- 9-4-18 - reviewed safety elements of school LCAP/WASC goals and updated on progress.
- 10-2-18 - reviewed facilities updates and other edits and adjustments to goals.
- 11-6-18 - reviewed elements of school LCAP/WASC goals and updated on progress.
- 12-4-18 - reviewed the newly released Dashboard metrics as they related to our LCAP/WASC goals and updated on progress.
- 1-8-19 - reviewed edits and adjustments to goals. (James attended this one in my place because of Fiona's birthday....maybe check with him?)
- 2-5-19 - review facilities and safety plan elements of LCAP/WASC goals
- 3-5-19 - reviewed budgetary elements of LCAP goals and sought feedback for goals refinement
- 4-2-19 - reviewed LCAP goal 3, specifically related to Social/Emotional supports for students at school and at home.
- 5-7-19 - reviewed budgetary elements of LCAP goals and sought feedback for goals refinement

**Summit for Success:** November 2018

**Parent Survey given:** February 2019

## **Staff Engagement:**

### **- Whole staff input:**

- 8-24-18: review and refinement of goals as they relate to: school safety procedures
- 9-21-18: review and refinement of goals as they relate to: student interventions
- 10-19-18: review and refinement of goals as they relate to: addressing student health and wellness concerns
- 12-7-18: review and refinement of goals as they relate to: social-emotional supports
- 1-18-19: review and refinement of goals as they relate to: new CA Dashboard metrics and their impact on our goals
- 1-28-19: review and refinement of goals as they relate to: adequate school facilities
- 2-15-19: review and refinement of goals as they relate to: legal protections for students and potential student academic supports via AVID
- 3-15-19: review and refinement of all goals for 2019-20

### **- Leadership Team input:**

- 9-7-18: review and refinement of goals as they relate to: charter revision and updating school policies
- 11-2-18: review and refinement of goals as they relate to: school climate initiative related to attendance and extra-curricular activities
- 2-1-19: review and refinement of goals as they relate to: facilities needs
- 3-1-19: review and refinement of goals as they relate to: master schedule and meeting students' educational needs through a broad course of study
- 4-5-19: LCAP Student advisory presentation about recommended changes to the LCAP
- 5-3-19: review and refinement of goals as they relate to: improving interventions offered within the school day

### **- Grade Level input:**

- 10-26-18 - grade level referrals to MTSS team for academic and social emotional supports
- 1-25-19 - grade level referrals to MTSS team for academic and social emotional supports
- 3-22-19 - grade level referrals to MTSS team for academic and social emotional supports

Reviewed elements of school LCAP/WASC goals and updated on progress, reviewed edits and adjustments to goals, and requested feedback on progress or refinement of goals.

### **Student Engagement:**

- Student surveys: 9-21-18 (climate focus) 2-8-19 (climate focus), annual survey in February 2019, a CHKS-lite survey in March 2019.
- Student advisory meetings:
  - 1-22-19,
  - 3-1-19,
  - 3-29-19
  - 4-5-19.

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

### **Impact of Parent Feedback:**

- Provided positive feedback on our Parent Summits impact, as well as ideas for future speakers - will implement ideas in next year's LCAP
- Provided feedback on the proposal for a new school site: this plan is still a few years away but the school will continue to record feedback to be implement in the new school plan.
- Provided feedback on the current state of our CTE program. Would like to see more options for students seeking certificates that could help them get a job after graduation.

### **Impact of Staff Feedback:**

- Provided feedback on the focus of upcoming professional development
- Provided feedback on the development of future courses of study and pathways to be offered by the school
- Provided feedback on the proposal for a new school site: this plan is still a few years away but the school will continue to record feedback to be implement in the new school plan.

**Impact of Student Feedback:**

- Provided feedback on the proposal for a new school site, especially as it relate to the overall school climate: this plan is still a few years away but the school will continue to record feedback to be implement in the new school plan.
- Provided feedback on the potential to update school start times: this proposal will be decided by survey results to be given in May to students, parents, and staff
- Provided feedback for counselors regarding the importance of emphasizing a-g requirements, not just graduation requirements. The counselors took the student advisory members' advice and will provide additional enrichment sessions for students during KEEP on this topic
- Provided feedback regarding the need for more Advanced Placement courses. Two additional AP courses will be added to the master schedule for the 19-20 school year
- Provided feedback about the efficacy of our KEEP intervention and enrichment period. Would like to see more flexibility for student choice. Next year's LCAP will include a plan that allows for more student choice during KEEP.
- Provided feedback about the difficulties navigating the wide range of teacher policies with regard to late work, assessments, etc. Students presented to the school leadership team in order to encourage more uniformity in academic policies for next school year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability.

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Continue to develop the overall school program, including the Design and Engineering (STEAM) magnet composed of Graphic Design and Engineering pathways.

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7

Local Priorities:

### Identified Need:

The school rebranded itself in the recent years with a renewed focus on a STEAM-infused curriculum to support three distinct pathways to best serve our student population. This goal has been reworded to reflect the Design and Engineering magnet being renamed and the pathways being more fully defined. Those pathways include a STEM focus and a Digital Media Design focus. The need identified was for our school to have a distinct magnet again, as we had become more of a broad, general education school and not a magnet charter. After gathering stakeholder feedback and analyzing our community to determine how to best serve our students, we presented the new mission. This first LCAP goal, synchronous with our first WASC Action Plan goal, is to develop and perfect our pathways to be rich in content, resources, materials, and innovative approaches.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 2a - Implementation of state board-adopted academic content and performance standards for all students in all content areas.</p> <p>METRIC: Availability of supplies, materials, subscriptions, professional development, etc.</p> <p>GOAL: Continue to increase.</p>	<p>Goal Met. 100% of state board-adopted academic content and performance standards are used in all appropriate content areas.</p> <p>Increased technology, materials, supplies, subscriptions, professional development, etc. as needed to enhance courses and teacher resources.</p>	<p>Goal Met. 100% of state board-adopted academic content and performance standards are used in all appropriate content areas.</p> <p>Increased technology, materials, supplies, subscriptions, professional development, etc. as needed to enhance courses and teacher resources.</p>	<p>Goal Met. 100% of state board-adopted academic content and performance standards are used in all appropriate content areas.</p> <p>Increased technology, materials, supplies, subscriptions, professional development, etc. as needed to enhance courses and teacher resources.</p>	<p>Maintain 100% compliance with state board-adopted performance standards used in all appropriate content areas.</p> <p>Continue to increase resources, training, supplies, etc. to enhance teaching and learning.</p>
<p>Priority 2b - How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 50% or more of English Learners will demonstrate at least one year of progress annually toward English fluency.</p> <p>METRIC: The state English proficiency test currently titled the California English Language Development Test (CELDT), soon to be called the ELPAC.</p> <p>GOAL: Students will show one level of progress on the CELDT (ELPAC).</p>	<p>No baseline for ELPAC as it will be deployed in the future.</p> <p>CELDT 2016-17 Results: Total students tested: 9</p> <ul style="list-style-type: none"> <li>- Advanced: 3</li> <li>- Early Advanced: 4</li> <li>- Intermediate: 1</li> <li>- Early Intermediate: 0</li> <li>- Beginning: 1</li> </ul>	<p>No baseline for ELPAC as it will be deployed in the future.</p> <p>No CELDT test deployed this year.</p>	<p>100% of our 3 English Language learners were reclassified.</p>	<p>Growth in ELPAC scores</p>

<p>Priority 7a - A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.</p> <p>METRIC: student enrollment in higher-level Engineering pathway courses (Intro to Engineering Design, Principles of Engineering, Aerospace Engineering, Robotics), Digital Media pathway courses (Graphic Design, Photo, Independent Projects), total pathway enrollment, and total number of courses offered overall.</p> <p>GOAL: Increase student enrollment in pathway courses and maintain or increase number of courses offered overall.</p>	<p>No baseline data as this was a new endeavor with complete course progression available starting in 2017-18.</p>	<p>Higher-level Engineering Design pathway course enrollment: 18%</p> <p>Higher-level Digital Media pathway course enrollment: 24%</p> <p>Total Pathway Enrollment: 42%</p> <p>Total number of courses offered at BCMHS: 82</p>	<p>Higher-level Engineering Design pathway enrollment: 20%</p> <p>Higher-level Digital Media Design pathway enrollment: 26%</p> <p>Total Pathway Enrollment: 46%</p> <p>Total number of courses offered at BCMHS: 102</p>	<p>Continue to increase pathway enrollment and course offerings.</p>
<p>Priority 7b - Programs and services developed and provided to unduplicated pupils.</p> <p>Priority 7c - Programs and services developed and provided to individuals with exceptional needs.</p> <p>METRIC: Number of support staff monitoring progress and number of events/clubs/services provided.</p> <p>GOAL: Maintain EPIC enrollment and field trip opportunities.</p> <p>Maintain number of Summits for Success offered and variety of topics presented.</p> <p>Maintain or increase number of students in Coach's Corner, specifically unduplicated pupils and students with exceptional needs if this intervention is deemed beneficial for them.</p>	<p>EPIC not created yet.</p> <p>Average Attendance in Coach's Corner: 10</p> <p>Summits not created yet.</p>	<p>EPIC Enrollment: 40</p> <p>Field Trips Offered: 15</p> <p>Average Attendance in Coach's Corner: 26</p> <p>Summits for Success Held: 3</p>	<p>EPIC Student Enrollment: 25</p> <p># of Field Trips Offered This Year: 5</p> <p>Average Attendance in Coach's Corner: 16</p> <p>Summits for Success Held: 1 (transforming to merge with parent group meetings)</p>	<p>Continue to offer field trips for college/career exploration and parent engagement events. Maintain student support of Coach's Corner.</p>

# Planned Actions / Services

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

### 2017-18 Actions/Services

Implement CTE Pathways in Engineering and Digital Media Design with complete course progression, by purchasing/providing curriculum, subscriptions, PD, and materials/technology as needed.

### 2018-19 Actions/Services

Goal unchanged. Budget decreased.

### 2019-20 Actions/Services

Goal unchanged. Budget increased.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$6,000	\$4,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies, Curriculum and Supplemental Materials 5000-5999: Services And Other Operating Expenditures	\$3,500 - PD - 5000-5999: Services and Other Operating Expenditures \$2,500 - Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies	\$2,000 - PD - 5000-5999: Services and Other Operating Expenditures \$2,000 - Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

#### 2017-18 Actions/Services

Implement an annual thematic learning event, purchase supplies for event and advertising, and provide supplemental materials as needed (community resources, etc).

#### 2018-19 Actions/Services

Explore the integration of cross-curricular, project-based learning modules across disciplines and grade levels. Provide guest speakers, assemblies, field trips, materials, and teacher compensation. Explore further implementation of annual whole-school thematic learning events. Provide supplies, teacher compensation, advertising, community resources, etc.

#### 2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$4,000	\$4,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	\$8,000 1000-1999: Certificated Personnel Salaries \$2,000 4000-4999: Books And Supplies, Curriculum and Supplemental Materials \$10,000 5000-5999: Services And Other Operating Expenditures	Instructional Support 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services and Operations	\$2,000 - Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies \$2,000 - Instructional Support 1000-1999: Certificated Personnel Salaries

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

BCMHS

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

#### 2017-18 Actions/Services

Create more opportunities for college and career exploration. Provide guest speakers, assemblies, field trips, materials, and teacher compensation/professional development as needed.

#### 2018-19 Actions/Services

Create more opportunities for career exploration. Provide guest speakers, assemblies, field trips, materials, and teacher compensation.

#### 2019-20 Actions/Services

Create more opportunities for **college** and career exploration. Provide guest speakers, assemblies, field trips, materials, and teacher compensation.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$5,000	\$4,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	\$10,000 1000-1999: Certificated Personnel Salaries \$2,000 3000-3999: Employee Benefits \$8,000 4000-4999: Books And Supplies, Curriculum and Supplemental Materials \$10,000 5000-5999: Services And Other Operating Expenditures	Curriculum/supplemental materials and supplies - 4000-4999: Books And Supplies, Curriculum and Supplemental Materials Instructional Support - 1000-1999: Certificated Personnel Salaries Professional consulting - 5800: Professional/Consulting Services and Operations	\$2,000 - Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies \$2,000 - Instructional Support 1000-1999: Certificated Personnel Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

Continue to improve student achievement, engagement, and outcomes through best practices, interventions, and support.

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

### Identified Need:

Continual improvement of students' academic performance is a central goal of any educational institution. Focusing on quantifiable academic performance, stakeholder feedback, teacher practices, and staff procedures, BCMHS hopes to address the needs of all students by supporting them to success. Continued refinement of the intervention system will also address the needs of struggling students to ensure that all students have an equitable educational atmosphere.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4a: Pupil Achievement as measured by all of the following, as applicable: Statewide assessments such as CAASPP <b>GOAL:</b> Increase scores by 5% annually on both ELA and MATH CAASPP.	CAASPP Math met/exceeded standards: 45% CAASPP ELA met/exceeded standards: 78% CAST not deployed yet.	CAASPP Math met/exceeded standards: 52% CAASPP ELA met/exceeded standards: 78% CAST not deployed yet.	CAASPP Math met/exceeded standards: 42% CAASPP ELA met/exceeded standards: 66% CAST not deployed yet.	Increase scores.

<p>Priority 4a: Pupil Achievement as measured by all of the following, as applicable: Statewide assessments such as EAP</p> <p><b>GOAL:</b> Increase the percentage of Grade 11 students who demonstrate college preparedness in ELA and Math on the Early Assessment Program (EAP) by 2%.</p>	<p>EAP ELA =78%</p> <p>EAP Math = 46%</p>	<p>EAP ELA = 77.67%</p> <p>EAP Math = 52.43%</p>	<p>EAP ELA = 66.4%</p> <p>EAP Math = 41.81%</p>	<p>Increase % prepared</p>
<p>Priority 4c: Pupil Achievement as measured by all of the following, as applicable: Completion of AG requirements or CTE programs.</p> <p>GOAL: Increase A-G percentage by 5%, increase enrollment in CTE programs.</p>	<p>No baseline data</p>	<p>2017 students graduating with AG requirements met: 48%</p> <p>Total student enrollment in CTE courses: 42%</p>	<p>2018 students graduating with A-G requirements met: 58%</p> <p>Total student enrollment in CTE courses: 46%</p>	<p>Increase A-G and enrollment in CTE courses.</p>
<p>Priority 4d: Percentage of English Learner pupils making progress toward English proficiency</p> <p>GOAL: Students will show one level of progress on the ELPAC.</p>	<p>CELDT 2016-17 Results:</p> <p>Total students tested: 9</p> <ul style="list-style-type: none"> <li>- Advanced: 3</li> <li>- Early Advanced: 4</li> <li>- Intermediate: 1</li> <li>- Early Inter: 0</li> <li>- Beginning: 1</li> </ul>	<p>No CELDT test for 2017-18.</p> <p>ELPAC not deployed until 2018-19.</p>	<p>All three English Learners were reclassified</p>	<p>Increase level of progress</p>
<p>Priority 4e: English learner reclassification rate</p>	<p>100% reclassification rate</p>	<p>100% reclassification rate</p>	<p>100% reclassification rate</p>	<p>Maintain reclassification rate</p>
<p>Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rate.</p> <p>GOAL: Maintain or improve rates for:</p> <p>5a: Attendance rate</p> <p>5b. Chronic absenteeism</p> <p>5c. Middle school dropout rates</p>	<p>Attendance Rate: 91.5%</p> <p>Chronic Absenteeism Rate: 8.5%</p> <p>Middle School Dropout Rate: Not Applicable</p> <p>High School Dropout Rate: 0%</p> <p>High School Graduation Rate: 95.7%</p>	<p>Attendance Rate: 96.5%</p> <p>Chronic Absenteeism Rate: 3.5%</p> <p>Middle School Dropout Rate: Not Applicable</p> <p>High School Dropout Rate: Not available</p> <p>High School Graduation Rate: 94.3%</p>	<p>Rates TBD</p>	<p>Maintain or improve rates</p>

<p>5d. High school dropout rates</p> <p>5e. High school graduation rates</p>				
<p>Priority 8a: Pupil Outcomes: Addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)(i), as applicable.</p> <p>METRIC: Pupil outcomes for courses under EC 51220 are continually monitored through individual teacher attention, staff meetings, parent contact, interventions, and School Loop trackers for historically underserved groups and students identified with needs or at risk. Middle school (EC 51210) is not applicable at this site.</p> <p>GOAL: Maintain tracking and support procedures for struggling students as measured by Aeries interventions.</p>	<p>Previous baseline data was not applicable.</p>	<p>Aeries interventions were not tracked with specificity to allow clear data analysis.</p>	<p>As of April 8, 2019, more than 3,204 interventions were provided and tracked by staff.</p> <p>2,675 academic Interventions</p> <p>110 behavior interventions</p> <p>419 interventions involving parent outreach</p>	<p>Increase specific, targeted interventions and track progress with more specificity.</p>
<p>Priority 8a: Pupil Outcomes: Addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)(i), as applicable.</p> <p>METRIC: Graduating seniors who have passed at least one college course.</p> <p>GOAL: Increase number of graduating seniors who have passed at least one college course by 2% each year.</p>	<p>No baseline data</p>	<p>Previous baseline data was not applicable.</p>	<p>53% of graduating seniors passed a college course</p>	<p>Increase % of college course completion with passing grade</p>

# Planned Actions / Services

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

#### 2017-18 Actions/Services

Provide general-education curriculum, supplemental materials, and PD opportunities for teachers.

#### 2018-19 Actions/Services

Maintain and improve best practices of the school overall, including PD and conference attendance options to keep up with new and improved innovations with regard to technology, teaching methods, resources, student issues, and student learning. Maintain a wide variety of supplemental curriculum resources, subscriptions, and access to professional memberships.

#### 2019-20 Actions/Services

Goal Unchanged. Budget increased.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$3,500	\$2,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies, Curriculum and Supplemental Materials 5000-5999: Services And Other Operating Expenditures	PD - 5000-5999: Services and Other Operating Expenditures Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies	\$1,000 - Curriculum/supplemental materials and supplies - 4000-4999: Books and Supplies \$1,000 - PD - 5000-5999: Services and Other Operating Expenditures

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

#### 2017-18 Actions/Services

Provide counseling services, field trips, guest speakers, presentations/assemblies, extracurricular opportunities for tutoring, homework completion, and student support/interventions.

#### 2018-19 Actions/Services

Explore more options for college-level course access, including counselor presentations to freshman classes, increased schoolwide use of Naviance for college/career prep, and increased AP course offerings and financial support for AP exams.

#### 2019-20 Actions/Services

Goal unchanged. Budget decreased.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$4,000	\$3,500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	\$8,000 1000-1999: Certificated Personnel Salaries \$2,000 4000-4999: Books And Supplies, Curriculum and Supplemental Materials \$10,000 5000-5999: Services And Other Operating Expenditures	Instructional Support 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services and Operations	4000-4999: Books And Supplies, Curriculum and Supplemental Materials

### Action 3

For Actions/Services included as **contributing** to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

BCMHS

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

#### 2017-18 Actions/Services

Increase the efficacy of interventions with data analysis through program subscriptions or staff assignment.

#### 2018-19 Actions/Services

Provide additional opportunities for academic and behavioral interventions, including after-school support, an intervention period during the school day, and availability of online credit recovery programs. Provide additional counseling support, especially intended to support unduplicated students, through the addition of a 1.0 FTE counselor. The effectiveness of these interventions will be tracked with assistance of a 0.2 Data Coordinator.

#### 2019-20 Actions/Services

Provide additional opportunities for academic and behavioral interventions, including after-school support, an intervention period during the school day, and availability of online credit recovery programs. Provide additional counseling support, especially intended to support unduplicated students, through the addition of a 1.0 FTE counselor. The effectiveness of these interventions will be tracked with assistance of a 0.2 Data Coordinator.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$5,000	\$120,962
Source	LCFF Base	LCFF Base and Supplemental/Concentrational	LCFF Base and Supplemental/Concentrational
Budget Reference	\$10,000 1000-1999: Certificated Personnel Salaries	Curriculum/supplemental materials and supplies - 4000-4999: Books And Supplies, Curriculum and Supplemental Materials	1.0 FTE Counselor 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits

	<p>\$2,000 3000-3999: Employee Benefits</p> <p>\$8,000 4000-4999: Books And Supplies, Curriculum and Supplemental Materials</p> <p>\$10,000 5000-5999: Services And Other Operating Expenditures</p>	<p>Instructional Support - 1000-1999: Certificated Personnel Salaries</p> <p>Professional consulting - 5800: Professional/Consulting Services and Operations</p>	<p>0.2 Data Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits</p> <p>\$2,000 - Intervention Support 1000-1999: Certificated Personnel Salaries</p>
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## Action 4

For Actions/Services included as **contributing** to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Did Not Exist	New	Modified

2017-18

Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action was created for 18-19 school year.	Maintain and increase interventions, supports, and progress monitoring for unduplicated pupils by creating quarterly intervention reviews with admin and other support personnel, increasing MTSS with resources principally directed toward unduplicated pupils, exploring Upward Bound implementation, providing ELD materials as needed to staff members, and targeting invitations for EPIC field trips to trades and colleges and Summits for Success for students and families.	Maintain and increase interventions, supports, and progress monitoring for unduplicated pupils by creating quarterly intervention reviews with admin and other support personnel (including a <b>and a 0.2 Intervention Coordinator</b> ), increasing MTSS with resources principally directed toward unduplicated pupils, exploring Upward Bound implementation, providing ELD materials as needed to staff members, and targeting invitations for EPIC field trips to trades and colleges and Summits for Success for students and families.
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$18,760	\$16,484
Source	N/A	LCFF Base and Supplemental/Concentrational	LCFF Base and Supplemental/Concentrational
Budget Reference	N/A	Professional development 5000-5999: Services and Other Operating Expenditures Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies	\$1,000 - 4000-4999: Books And Supplies - Curriculum and Supplemental Materials 0.2 Intervention Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits

		0.2 Engagement Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits
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(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal 3

Continue to develop a positive school climate and engaged school community.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities:

#### Identified Need:

School culture and the educational climate is a critical component of students' overall success. Increasing stakeholder involvement, student buy-in, and staff efficacy will continue to propel us forward as a school of excellence. Increasing positive behaviors and motivation will lead to fewer struggling students and fewer behavioral issues, and will support our students in all areas of their lives, above and beyond the academics. Since BCMHS students present a diverse variety of needs, creating a powerfully positive school culture will add another layer of support to ensure their success.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1a - Teachers in the LEA are appropriately assigned and fully	1. All teachers are appropriately assigned and credentialed.	1. Maintain 100% of teachers being appropriately assigned and credentialed.	1. Maintain 100% of teachers being appropriately assigned and credentialed.	1. Maintain 100% of teachers being appropriately assigned and credentialed.

<p>credentialed in the subject area for the pupils they are teaching.</p> <p>Priority 1b - Pupils in the school district have sufficient access to standards-aligned instructional materials.</p> <p>Priority 1c - School facilities are maintained in good repair.</p>	<p>2. Students have access to CCSS-aligned materials.</p> <p>3. School facilities are up to date, safe, and in good repair.</p>	<p>2. Ensure student access to CCSS Standards aligned materials.</p> <p>3. Keep school facilities up to date, safe, and in good repair.</p>	<p>2. Ensure student access to CCSS Standards aligned materials.</p> <p>3. Keep school facilities up to date, safe, and in good repair.</p>	<p>2. Ensure student access to CCSS Standards aligned materials.</p> <p>3. Keep school facilities up to date, safe, and in good repair.</p>
<p>Priority 3 - Parental involvement includes (A) efforts to seek parent input in making decisions for the school site, (B) promoting parental participation in programs for unduplicated pupils, and (C) promoting parental participation in programs for students with exceptional needs.</p>	<p>No baseline data</p>	<p>47 parents participated in this year's parent survey due to it not being deployed at an event where attendance was required.</p> <p>59% of parents chose to engage in school sponsored events via SHIELD, our parent support group.</p> <p>12 parents reported having attended a SHIELD meeting.</p> <p>Summits for Success, geared toward unduplicated students and those with exceptional needs, had an average attendance rate of 50-60 students and families per event. Three events were held this year.</p>	<p>223 parents participated in the annual stakeholder survey.</p> <p>More than 200 parents attended Re-Enrollment Nights in February and 121 reported volunteering at school events.</p> <p>37 parents reported having attended a SHIELD meeting.</p> <p>Summits offered: 1 full summit; mini-summits planned for SHIELD meetings instead. Two mini summits provided in April and May 2019.</p>	<p>Increase parent participation in stakeholder survey, attendance at events, SHIELD meetings, and Summits.</p>
<p>Priority 6a and 6b: School Climate as measured by all of the following, as applicable: pupil suspension rates and pupil expulsion rates.</p>	<p>Suspension rate is 2% and expulsion rate is 0%.</p>	<p>Suspension rate is 2% and expulsion rate is 0%.</p>	<p>Numbers TBD</p>	<p>Maintain or decrease rates.</p>
<p>Priority 6c: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <p><b>Metric:</b> annual school climate survey</p> <p><b>Goal:</b> increase % of positive perception by 2%</p>	<p>No baseline data</p>	<p>No baseline data</p>	<p>Students feel safe at school = 84.4%</p> <p>Parents feel school is safe = 86.9%</p>	<p>Increase positive perception by 2%</p>

# Planned Actions / Services

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

### 2017-18 Actions/Services

Implement school-wide PBIS (positive behavior and intervention support) to keep students engaged and decrease high-risk behavioral challenges. Provide training, PD, and materials for awards.

### 2018-19 Actions/Services

Provide multi-tier system of supports to increase school connectedness and address behavior issues, including PD for staff, materials for programs and awards to increase positive behavior and engagement.

### 2019-20 Actions/Services

Goal unchanged. Budget increased.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$3,000	\$3,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	PBIS Implementation 5000-5999: Services And Other Operating Expenditures	MTSS implementation and PD Professional Development 5000-5999: Services and Other Operating Expenditures Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies	\$2,000 - Professional Development 5000-5999: Services and Other Operating Expenditures \$1,000 - Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies \$10,359 2000-2999: Classified Personnel Salaries

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

### 2017-18 Actions/Services

Every department will host or participate in a yearly event that involves student projects, parent involvement, and community members. Provide event promotion materials, supplies, etc.

### 2018-19 Actions/Services

Continue to support well-rounded student development through the expansion of Summits for Success and exploring implementation of cross-curricular projects, "real life" skill acquisition, and school-wide community-building activities within Advisory period or during "Student PD Days". Assign staff members to organize and execute, provide materials, advertising, and community resources as needed.

### 2019-20 Actions/Services

Goal unchanged. Budget increased.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$4,000	\$15,484
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	None	Instructional Support 1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies	0.2 Engagement Coordinator 1000-1999: Certificated Personnel Salaries, 3000-3999: Employee Benefits

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	BCMHS
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

--	New	Modified
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**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

--	Maintain and improve physical environments of classrooms to enhance student engagement and school connection; purchase furniture and supplies as needed. Explore options for providing student supplies during the school day, including food and drinks.	Maintain and improve physical environments of classrooms and the school as a whole to enhance student engagement and school connection; purchase furniture and supplies as needed.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$4,500	\$4,500
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies	Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies

## Action 4

For Actions/Services included as **contributing** to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

BCMHS

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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New

### 2017-18 Actions/Services

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### 2018-19 Actions/Services

Explore additional unduplicated student supports, including funding to provide backpacks and school supplies as needed. Provide access to technology (computers, \$10 Comcast passes) and community resources (bus passes) as needed. Allocate funding to bilingual outreach, translation, and printing for information and forms for families of English Learners. Employ targeted invitation procedures for unduplicated pupils to Summits for Success and other supports.

### 2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$1,500	\$1,500
Source	N/A	LCFF Base and Supplemental/Concentrational	LCFF Base and Supplemental/Concentrational
Budget Reference	N/A	Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies Translation services 2000-2999: Classified Personnel Salaries	\$1,500 - Curriculum/supplemental materials and supplies 4000-4999: Books and Supplies

# Demonstration of Increased or Improved Services for Unduplicated Students

## LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$190,194

4.11%

**Goal 2, Action 4:** Provide additional opportunities for academic and behavioral interventions, including after-school support, an intervention period during the school day, and availability of online credit recovery programs. Provide additional counseling support, especially intended to support unduplicated students, through the addition of a 1.0 FTE counselor. With a 0.2 Intervention Coordinator, The effectiveness of these interventions will be tracked with assistance of a 0.2 Data Coordinator.

**Research/Rationale:** A wealth of current research shows a strong correlation between increased support systems and student success. Exploring a variety of approaches will enable BCMHS to create targeted interventions to best serve each student on a case-by-case basis. Having a wide selection of supports to offer will allow customized and effective solutions for a multitude of unduplicated students.

**Goal 2, Action 5:** Maintain and increase interventions, supports, and progress monitoring for unduplicated pupils and students with exceptional needs by creating quarterly intervention reviews with admin and other support personnel, increasing MTSS with resources principally directed toward unduplicated pupils, exploring Upward Bound implementation, providing ELD materials as needed to staff members, and targeting invitations for EPIC field trips to trades and colleges and Summits for Success for students and families.

**Research/Rationale:** Additional LCAP resources are being utilized to further refine the district's Response to Intervention (RTI) via after school intervention and K reading intervention. Intervention resources, services and actions will ultimately lead to a closing of the achievement gap due to the provision of these services for our unduplicated student population. The essential components of an effective RTI system of supports include: a) Universal screening for all students to determine their status against academic and social benchmarks; b) Scientifically based instruction for all students (Tier 1); c) Secondary prevention interventions (Tier 2) for students not responding adequately to Tier 1 instruction; d) Monitoring student progress, and e) Tertiary prevention instruction (Tier 3) for students making insufficient progress in response to Tier 2 instruction. RTI support can be found at the following websites: <http://www.rtinetwork.org/learn/research/researchreview>, [http://www.rti4success.org/sites/default/files/rtiessentialcomponents\\_042710.pdf](http://www.rti4success.org/sites/default/files/rtiessentialcomponents_042710.pdf).

As mentioned previously, teacher support is vital, and the teacher-student relationship, if positive and encouraging, can promote student achievement and social-emotional well-being (Hattie, page 118). The most general influence on a student's emotional engagement is a teacher's positive demeanor. A teacher can communicate a positive demeanor through demonstrating enthusiasm and intensity, both of which have been associated with student engagement and achievement. Clearly, relationships students have with the teacher have a profound effect on their perceptions of being welcomed, accepted, and supported, which helps establish an affective tone that promotes student encouragement (Hattie, pp. 5–7). We also know that our Special Education staff tends to have high turnover and very new teachers. Our Special Education staff are working with some of our most fragile students. It is therefore necessary to provide additional

support via our LCAP funds for our staff, parents and students. Funding and materials are provide to implement an advisory class and equip staff to support students both academically and socially. The advisory class period can include any or all of the following as it grows over the next year: organization skills, college/career exploration through Naviance, guest speakers on grit and goal setting, and group project work to learn teamwork skills. This action is good for all students but is essential and principally geared toward our most challenged students, including second language learners and those from low income environments, who will have a stronger academic foundation through a more personalized learning experience. Further equipping teachers to best serve their English Language Learners is another area of LCAP financial allocation. "ELLs progress when their content area teachers use supports as they deliver instruction." (Gray, Fleischman 2005) This enables students to achieve higher levels of consistent progress as the content is made more accessible through various EL-specific supports. As Gibson (1997) wrote, "We must measure school success in terms of the ability of students to move successfully between their multiple cultural worlds" (p. 446). In a similar vein, Portes and Rumbaut (2001) argued that it is in the best interest of society and the individual ELL to allow students to acquire new knowledge without ignoring, displacing, deprecating, or diminishing existing linguistic and cultural knowledge. A school with a strong EL support program is one with "strong and seamless links connecting home, school, and community" (Gray, Fleischman 2005). While Buckingham's EL population is very small compared to other schools, these students cannot fall through the cracks. It's also important to ensure that the wider population of the surrounding areas are aware of the school's program and offerings, to be able to determine if it's a good fit without language creating a barrier to student access.

**Goal 3, Action 4/9:** Explore additional unduplicated student supports, including funding to provide backpacks and school supplies as needed. Provide access to technology (computers, \$10 Comcast passes) and community resources (bus passes) as needed. Allocate funding to bilingual outreach, translation, and printing for information and forms for families of English Learners. Employ targeted invitation procedures for unduplicated pupils to Summits for Success and other supports.

**Research/Rationale:** Hattie (page 157-158) summarizes the research on extracurricular activities and the effects for students. Student involvement in extracurricular activities does show positive effects on academic achievement, student engagement, a reduction in risk behaviors and improving identity formation. The greatest effects on achievement occurred from participation in school based extracurricular activities. Additionally, a lack of resources such as clothing and school supplies is a significant factor that prevents unduplicated pupils from achieving their full potential (US Department of Education, 2001). Other areas to address include access to technology, transportation, and food. Students from low socioeconomic backgrounds are struggling to perform when their basic needs are not met or when their access to basic services is not ensured. Providing bus passes, internet access, technology, and school supplies as needed will equip these students to channel themselves toward acquisition of the content and toward personal growth and development more fully than if they had to secure them on their own. Research has also shown that a bilingual outreach program for parents at a diverse high school narrowed the information gap about college, enhanced family social networks, and challenged inequities. Latino families gained knowledge and confidence for interacting with institutions, communicating with their children, and easing pathways to college (Auerbach, 2004). These supports will all ensure that unduplicated pupils are supported in as many areas of life as possible to ensure more potential for academic success. The decisions related to the actual actions and priorities not only included input from stakeholder groups but also relied on relevant research, best practices, expert consultant collaboration, and student data indicators. These combined goals, actions, and services provide BCMHS unduplicated student groups with the following: additional support to graduate college and career-ready, academic/behavioral intervention services that enhance student learning and success, and social-emotional support in order to achieve both social and academic success

