2019-2020 BCCS Dashboard (Draft- Not Completed)
v.6.14.19

Section 1: Global/Summative School Success Data (Updated Annually):

BCCS Dashboard   LAUSD Dashboard   California State Summary

BCCS Population

LEARN MORE Enrollment	LEARN MORE Socioeconomically Disadvantaged	LEARN MORE English Learners	LEARN MORE Foster Youth
367	**88.8%**	**23.2%**	**0.5%**
View More Information →			

LAUSD Population

LEARN MORE Enrollment	LEARN MORE Socioeconomically Disadvantaged	LEARN MORE English Learners	LEARN MORE Foster Youth
467,007	**85.9%**	**24.8%**	**0.8%**
View More Information →			

State Population

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
6,220,413	**61.5%**	**20.4%**	**0.6%**

BCCS Performance

Chronic Absenteeism

All Students | State

Orange

6.7% chronically absent

Increased 1.5% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	4	0
Red	Orange	Yellow

0	0
Green	Blue

Suspension Rate

All Students | State

Green

6.7% suspended at least once

Declined 1.7% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow

3	0
Green	Blue

English Language Arts

All Students | State

Orange

62.5 points below standard

Declined 9.8 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

2	2	0
Red	Orange	Yellow

0	0
Green	Blue

Mathematics

All Students | State

Red

100.6 points below standard

Declined 11.4 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

4	0	0
Red	Orange	Yellow

0	0
Green	Blue

English Learner Progress

All Students | State

English Language Proficiency Assessments for California Results

Level 4 – Well Developed
26.5%

Level 3 – Moderately Developed
36.1%

Level 2 – Somewhat Developed
26.5%

Level 1 – Beginning Stage
10.8%

LAUSD Performance

Chronic Absenteeism	Suspension Rate	English Language Arts	Mathematics
Orange	Blue	Yellow	Yellow

State Performance Overview

Chronic Absenteeism	Suspension Rate	English Language Arts	Mathematics
Yellow	Yellow	Orange	Orange
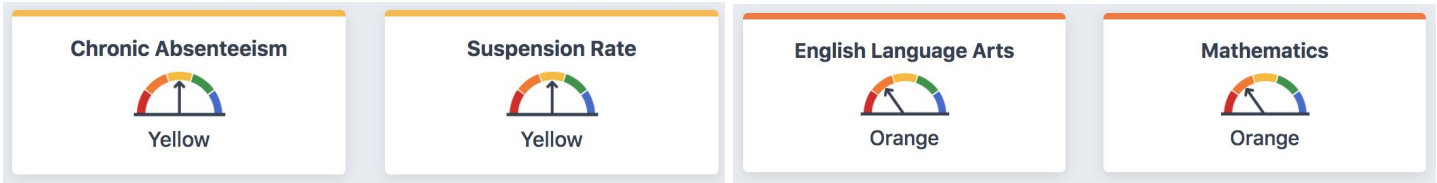
18-19 CAASPP Results:

17-18				Schoolwide 2018-2019	
				ELA/Literacy Achievement Level	
2.46%	2%	8	376	Standard Exceeded	
25.68%	14%	54	376	Standard Met	
30.60%	31%	118	376	Standard Nearly Met	
41.26%	52%	196	376	Standard Not Met	
				Schoolwide 2018-2019	
17-18				**Mathematics Achievement Level**	
3.01%	2%	8	376	Standard Exceeded	
14.48%	9%	35	376	Standard Met	
29.51%	23%	88	376	Standard Nearly Met	
53.01%	65%	245	376	Standard Not Met	

Oversight Visit Results (2018-2019):

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	*Student Achievement and Educational Performance*	*Organizational Management, Programs, and Operations*	*Fiscal Operations*
3	2	3	3
(same as previous year)	(same as previous year)	(same as previous year)	(same as previous year)

2017-18 BCCS Reclassification Rate

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Bert Corona Charter	19647330106872	367	85 (23.2 %)	183 (49.9 %)	12 (11.9 %)
District Total:			621,414	143,196 (23.0 %)	218,752 (35.2 %)	31,718 (20.1 %)
County Total:			1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
State Total:			6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

2016-17

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Bert Corona Charter	19647330106872	381	87 (22.8 %)	199 (52.2 %)	23 (27.1 %)
District Total:		0	123,579 (20.3 %)	222,355 (36.6 %)	32,647 (22.8 %)
County Total:			1,464,002	272,914 (18.6 %)	426,824 (29.2 %)	53,901 (17.7 %)
State Total:			6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	175,746 (13.8%)

SECTION 2: SCHOOLWIDE GOALS FOR 2019-20 SCHOOL YEAR (updated annually):

Key Areas of Need 2018-19:
1. Low student CAASPP proficiency in Math and English Language Arts
2. Low reclassification rate
3. High chronic absenteeism
4. Reduce Major vODR

Priority Goals / Initiatives for 2019-20 School Year (Big Rocks):

GOAL	Area of Need Addr-essed	Led by	Details	Link to Action Plan / Resources
1. Math Intervention	1	EA, Math Teachers	Taught during school day during Enrichment period by math teachers, focusing on small classes (15) of students at "Standard Nearly Met" level of CAASPP	Math Intervention: Action Plan & Resources (MORCS 19-20)
2. Enhanced Instructional Training & Support for all teachers	1	LIT Team	Support and Feedback provided for: ● CCSS-aligned Long Range Plans in all content areas ● Weekly lesson plans Observations/Coaching provided for all teachers on weekly/bi-weekly basis Updated PD Calendar w/Instructional Focus & Weekly Collaboration Time (GL/PLC/Content/Committee)	Enhanced Instructional Support: Action Plan & Resources (MORCS 19-20)
3. Enhanced	2	Cultur	Effectively designed, communicated, and executed	Enhanced Behavioral

Behavioral Expectations/ Systems		e Team	behavioral systems at the school-wide, grade-level, and classroom level	Systems: Action Plan & Resources (MORCS 19-20)
4. Restorative Practices	3	EA, RJ Coordinator, SCC	Community Circles, Conflict Circles, and Reintegration circles Conducted for Students/Staff	Restorative Practices: Action Plan & Resources (MORCS 19-20)
5. SEL Learning (in advisory)	2, 3	EA, Advisory Lead	SEL Learning (ie. Edge): student lessons on bullying, healthy relationships, being drug-free, healthy use of social media, bullying, dealing with trauma, etc (Assemblies / guest speakers?)	SEL Learning: Action Plan & Resources (MORCS 19-20)

Additional Goals/Initiatives for 2019-20:
- Updated Bell Schedule
- New Math Curriculum Adoption
- New Assessment/Diagnostic Program (iReady)
- Updated Support for: ELD, Electives, Advisory, SFA
- Committee Restructuring (LIT Team, Culture Team, Parent Committee, Attendance Committee, and Student/Staff Recognition Committee)
- End-of-Year GL Trips

SECTION 3: GOAL-BASED SCHOOL SITE DATA (updated quarterly):

BCCS Goal 1 - Math Intervention

Instructions: What formative data will demonstrate progress for this goal? (Create chart-with data points at beginning of year (baseline), end of year (summative), and by quarter)

- **Goal 1 - Indicator 1**

Baseline (Summer 2019)	Q1	Q2	Q3	Q4 (End of Year)

BCCS Goal 2 - Enhanced Instructional Support
BCCS Goal 3 - Enhanced Behavioral Systems
BCCS Goal 4 - Restorative Practices
BCCS Goal 5 - SEL Learning

SECTION 4: COMMITTEE GOALS:

Team	Goal(s) 2019-20	Details	Link to Action Plan / Resources
LIT Team			
Culture Team			
Student/Staff Recognition			
College Ready (Parent)			
Attendance			
Grade Level Lead Team			
MORCS Leadership Team			