Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase Student Achievement
Basic Services
A. The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
B. Pupils at Bert Corona MS have 100% access to the standards-aligned instructional materials;
C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
Local Priorities:	The quality of teachers has an impact on student success. Bert Corona MS promotes student success by

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona MS Master Schedule **19-20** 100% **Baseline** 100%	100% of teachers fully credentialed and appropriately assigned.
Metric/Indicator Teacher Rosters **19-20** 100% **Baseline** 100%	100% of teachers and students had access to standards- aligned curricular and instructional materials
Metric/Indicator Professional Development **19-20**	The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing

Expected	Actual
100% **Baseline** 100%	standards based instruction are provided monthly throughout the school year Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter
Metric/Indicator Evidence of Classroom Materials, Purchase Orders **19-20** 100% **Baseline** 100%	Pupils at Bert Corona Charter MS have 100% access to the standards-aligned instructional materials;
Metric/Indicator School facilities are maintained in good repair. **19-20** 100% **Baseline** 100%	Facility inspection documents reflect that the facilities are maintained and in good repair.
Metric/Indicator	
	Teacher turnover (50% core content teachers form 18-19 to 19-20). Ensure teacher retention is increased.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Annual review of teacher credentials and other certifications- Bert Corona MS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration $481,000	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration $463,776

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• CCSS training will be embedded into professional development meetings. • Progress towards this goal will be measured through SARC report, documentation • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of Bert Corona MS English Learner Plan • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. • Whetstone Observation and Evaluation Process for teacher growthWhetstone Observation and Evaluation Process for		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 pandemic has had a devastating impact on our community. The Charter School transitioned to a distance learning instructional format on March 16, 2020, following the guidance from the Los Angeles County Superintendent recommending school closures of all schools within Los Angeles County. Although the Charter School was physically closed, students continued to receive instruction remotely and were provided meals (breakfast, lunch, supper) throughout the physical school closure.
The extended closure impacted the ability of our students to access instruction and curriculum on-site and in person. The Charter School followed the recommendations from the California Department of Education for providing instruction and access to the curriculum in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources, and operations. Teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. The Charter School provided students opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth, and low-income students. The Charter School established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth, and low-income students. Teachers plan for instruction to be delivered regardless of internet connectivity. Students could engage in instruction through Google Doc online sessions, conference calls, and asynchronous media platforms. Instruction was on a flexible schedule to allow for students to access content to meet their unique needs.

Successes for BCCS includes the following:
COVID-19 Achievement and Engagement Data
Aligned with CCSA's Portrait of the Movement findings on how charter schools effectively responded to the pandemic, CCSA believes that how your school responded to the COVID-19 pandemic is an important part of your data story, especially given the gap in state testing in 2019-20. implement tri-annual iReady benchmark assessments in Math and ELA
Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status. Train teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.
CCSS training will be embedded into professional development meetings.

- Progress towards this goal will be measured through SARC report, documentation
- Whetstone Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of BCCS' English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening
- Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program

- Strategies for SWD to access core curriculum in the general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.

Challenges
Academic Indicator Performance
BCCS received a red on the CA Dashboard in ELA & Math in 2019, a red in Math in 2018, and an orange in ELA in 2018, having performed below the state average in proficiency in both years on the academic indicators. If the CDE had not used ELPI in its track determinations, then BCCS would have been in the low track, as all students & subgroups performed below the state average on the academic indicators Distance from Standard (DFS) by Subgroup Under AB1505: A red arrow indicates that BCCS' subgroup average was below the state average for that subgroup on that indicator in a given year.
Verified Data for 2017-18 & 2018-19
BCCS switched from using the NWEA MAP Assessment to iReady in 2019-20. While the iReady data is strong and clearly demonstrates one year's growth, we saw LAUSD reject verified data from schools that did not have verified data for the entirety of the term during renewals last summer. Currently, in the petition, BCCS provided NWEA proficiency data. We recommend replacing this with growth data. When using NWEA, CCSA recommends the Conditional Growth Index (CGI), which is included in Summary Growth Reports. A positive CGI indicates at least one year of growth, on average.Social/Emotional Wellbeing
While many students struggled socially & emotionally during the pandemic, BCCS students reported a higher level of belonging and peer collaboration in November 2020 than in November 2019. This was also higher than the state average.
COVID-19 Aligned Vulnerabilities Student Engagement

Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement.

Implementation of state board adopted academic content and performance standards for all students are: English Language Arts=Common Core State Standards (CCSS) for English Language Arts Mathematics-CCSS for Mathematics
English Language Development (ELD)
Career Technical Education
Health Education Content Standards
History-Social Science
Model School Library Standards
Physical Education Model Content Standards
Next Generation Science Standards
Visual and Performing Arts
World Language; and
How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
Local Priorities:	Conditions of Learning

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Language Arts	All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60

Expected	Actual
19-20 All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60 **Baseline** >10%	Use of SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 points) no testing due to Pandemic and closed campus. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Due to Pandemic alternative measures.
Metric/Indicator Mathematics **19-20** All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30 **Baseline** >10%	All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30 Use of SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 Points)no testing due to Pandemic and closed campus. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.
Metric/Indicator English Language Development **19-20** Reclassification-14.9% **Baseline** >5%	Reclassification 14.9% The expected outcome is an overall increase of at least10% of students who meet or exceed the standard on their subsequent CAASPP.CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.

Expected	Actual
Metric/Indicator Career Technical Education **19-20** 100% **Baseline** 100%	100% of students had access to Graphic Art and Design & film-making electives provided by industry specialist and LA Community college partnerships.
Metric/Indicator Health Education **19-20** 100% **Baseline** 100%	100% of 8th grade students had access to a CCSS Health Course.
Metric/Indicator Physical Education **19-20** 100% **Baseline** 100%	100% of students had access to a robust appropriate middle school PE program.
Metric/Indicator Next Generation Science **19-20** All: 5.68% EL: 0.00 Latino: 5.92 SED: 5.22 SWD: 0.00 **Baseline** 100%	All: 5.68% EL: 0.00 Latino: 5.92 SED: 5.22 SWD: 0.00 100% of students had access to science courses based on the NGSS. All SBAC assessments were waived for the Spring 2020.

Expected	Actual
Metric/Indicator Visual and Performing Arts **19-20** 100% **Baseline** 100%	
Metric/Indicator Textbooks, materials **19-20** 100% **Baseline** 100%	All students were provided textbooks or e-textbooks for all subject areas.
Metric/Indicator Professional Development-Curriculum design and implementation **19-20** 100% **Baseline** 100% Participation	Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.
Metric/Indicator Use of technology, i-Ready and other assessments to guide instructional delivery. **19-20** i-Ready results ELA: 15% Math: 5% **Baseline** 100%	i-Ready results ELA: 15% Math: 5% Weekly and mini benchmarks, Triennial Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis

Expected	Actual
Metric/Indicator Decrease the Number of long-term English Learners **Baseline** CAASPP	Reclassification14.9% to Pandemic no SBAC scores were available
Metric/Indicator Monitor and provide services to Foster Care students **19-20** 8% **Baseline** CAASPP	All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.
Metric/Indicator Monitor and increase support for Students with Disability **19-20** 8% **Baseline** CAASPP	All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.
Metric/Indicator Use of technology in the classroom to support differentiated instruction **19-20** 8% **Baseline** CAASPP	All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development, Counseling, support from Operations • Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration $182,000	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration $174,806

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development. • Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications. • Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School developed a Task Force to respond to the needs of our community in the midst of the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including Google Doc, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents who preferred to meet in person following social distancing norms outside the building.
Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified

and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning.
BCCS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.
Parents/caretakers, teachers, staff, SPED, admin, etc.).

- Targeted Mathematics instruction began implementation in 2019-20.
- Used i-Ready results to determine student Math levels (2019-20).
- Implemented practice i-Ready assessments twice a year (2019-20).
- After-school program assisted by providing intervention and accelerated support during Fall Break, Winter Break, and Spring Break, starting in 2019-20 and 2020-2021. The Pandemic ongoing learning opportunities were made available.
- Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, differentiated instruction, and other research-based learning strategies.
- BCCS provided socio-emotional support, supplemental support systems, food, and concentrated support for families.
- To identify appropriate root causes for both English Language Arts and Mathematics performance about Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

Mental Health and Well-Being of All: Teachers received professional development on trauma-informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.
Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking;
Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment.

Goal 3

Goal 3: Knowing that parents serve a critical role in a students' success, Bert Corona Charter MS strives to increase parental involvement and engagement by providing parents with opportunities to be active and influential in their child's school life.
Parent involvement addresses:
A. The school's efforts to seek parent input in making decisions for the school.
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Engagement

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Active participation in School Advisory Council **19-20** > 75% **Baseline** > 75%	Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.
Metric/Indicator Attend informational meetings **19-20** > 75% **Baseline** > 75%	>75% of parents attended a school informational meeting.
Metric/Indicator Provide parent access to opportunities for participation and input on decision-making	Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall

Expected	Actual
19-20 100% **Baseline** 100%	and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.
Metric/Indicator At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference. **19-20** At least 85% **Baseline** At least 85%	The schoolwide Dashboard Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.
Metric/Indicator 95% will attend parent-teacher conference **19-20** 95% **Baseline** 95%	95% of parent participated in one or both parent conferences held during the 2019-20 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School will provide multiple opportunities for parent involvement in school life and ease of homeschool communication; and ensure continued parent representation in decision-making at all levels of school operations. In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona Charter needs to work to continue	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $68,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $67,816

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement. Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPS, 56% are English Language Learners (42 of 75). 66% of all learners at Bert Corona Charter are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona Charter with significant deficiencies in ELA.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

- Raised the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance Identify and address factors contributing to chronic absenteeismEnsure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions Evaluate the effectiveness of strategies implemented to reduce chronic absenteeismAttendance Manager monitored student attendance and communicated with families.
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- School will implement Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
- Teachers were trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;
- Administrators worked with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension were considered before administering consequences.
- School will use Family Support Team process that mirrors the School Support Team mode

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School took on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instruction as needed. Based on the analysis of summative and formative assessments, The Charter School provided targeted intervention and acceleration. Targeted instruction was provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English language development. This accelerated instruction took place during the instructional day and enabled a wide range of services to form general education teachers, special education teachers, support staff, and administration. This strategic instructional program required a multi-tiered instructional delivery model to respond to our children's individual needs.

Goal 4

Goal 4: Bert Corona Charter School MS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.
Pupil Achievement as measure by all of the following
Statewide assessments
Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.
English Learners who make progress toward English proficiency
The English learner reclassification rate
College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities:	Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Statewide assessments **19-20** > 11% **Baseline** Increase English Language Arts and Mathematics SBAC results	No SBAC Results for 19-20 due to Pandemic.
Metric/Indicator Build understanding and expertise through research-based professional development **19-20** 100% **Baseline** Teacher participation	Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning
Metric/Indicator	All: 16.76%

Expected	Actual
English Language Arts- Proficiency **19-20** All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60 **Baseline** CAASPP	EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60 CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress
Metric/Indicator Mathematics Proficiency **19-20** All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30 **Baseline** CAASPP	All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30 CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress
Metric/Indicator EL Proficiency **19-20** Reclassification rate 14.9% **Baseline** CAASPP/ELPAC	14.9% ReclassificationCAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. Teachers planned and implemented synchronous lessons to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily.

Expected	Actual
Metric/Indicator EL Reclassification **19-20** Reclassification rate 14.9% **Baseline** CAASPP/ELPAC	Reclassification rate 14.9% CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards. • Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $45,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $45,959

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics.

Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Monitor attendance monitoring **19-20** 96.% **Baseline** 95%	Maintain attendance rate of 96.%. The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.
Metric/Indicator Provide PD on primary cause of lower academic achievement **19-20** 95% **Baseline** 95%	Completed during YPICS Total Professional Development Days.
Metric/Indicator Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom	Every student received Social-Emotional Learning Training through the Advisory Period.

Expected	Actual
19-20 100% **Baseline** 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance Identify and address factors contributing to chronic absenteeism Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism • Program Coordinator and Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model.	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $32,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $31,732

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics. Targeting sub-groups English Learners, Students with Disabilities, Foster Care and Homeless students.

Goal 6

Priority 6: School Climate
A. Pupil Suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	School Climate

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Monitor attendance monitoring **19-20** 96% **Baseline** 95%	96% Attendance Manager will monitor student attendance and communicate with families.
Metric/Indicator Provide PD on primary cause of lower academic achievement **19-20** 95% **Baseline** 95%	95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;

Expected	Actual
Metric/Indicator Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom **19-20** 100% **Baseline** 100%	100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance Identify and address factors contributing to chronic absenteeism Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism Provide multi-tiered system of support School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration $48,000	1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration $32,511

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the Pandemic creating a climate of learning was key to student academic success. Ensuring that a consistent environment to promote student learning was in place and offered students access to additional teacher, administration and staff support as needed. Addressing the social-emotional areas of need on an ongoing basis.

Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:
Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
Programs and services developed and provided to unduplicated pupils; and
Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Course Access- Conditions of Learning

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. Metric/Method for Measuring: Student Transcripts **19-20** 100% **Baseline** 100%	100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.
Metric/Indicator Positive Behavior Interventions and Supports (PBIS) implementation **19-20** 100%	100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.

Expected	Actual
Baseline 100%	
Metric/Indicator Multi-tiered System of Support (MTSS) **19-20** 100% **Baseline** 100%	>95% Use of Mutli-tier schoolwide program (MTSS)
Metric/Indicator Equity and access to all course offerings Enrollment/Transcripts **19-20** 100% **Baseline** 100%	100% student transcripts verify participation in course offerings.
Metric/Indicator Response to Instruction and Intervention **19-20** 100% **Baseline** 100%	100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	1000-1999, 3000-3999 LCFF Supplemental and Concentration $11,000	1000-1999, 3000-3999 LCFF Supplemental and Concentration $12,922

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Success included an evaluation and analysis od the effectiveness of strategies implemented to reduce absenteeism and socio- emotional needs.The 2019-2020 school year was one that we will always remember. Our children witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. Stakeholders of our Social Emotional Support System Subgroup felt it was critical for our students to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. Staff participated in a Professional Development Training focused on Anti-Bias & Anti-Racist Education (ABAR). An ABAR Team has been created and will continue to provide resources and trainings throughout the school year.
Mental Health and Well-Being of All: Teachers received professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking; Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment

Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Multi-Tiered System of Support **19-20** 100% **Baseline** 100%	Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.
Metric/Indicator Professional Development Support **19-20** 100% **Baseline** 100%	Trained teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.
19-20 1	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $12,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration $13,071

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
access to high-quality, innovative and research based language programs. Provide Career Pathways, Project based learning leadership College and Career Indicators		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. All students had access to virtual visits to colleges and universities, opportunities to set goals and examine and select CTE offerings.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility.	151206	167450	No
Parent Facilitators-Director of Instruction & School Climate and Culture Director: Instructional Supports and Social Emotional Supports and Systems are communicated with families	53239	53239	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

BCCS' success are as followed:Verified Data: ELA & Math Growth (2019-20 & 2020-21)?BCCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of Education as "verified data." Despite challenges from the pandemic, BCCS students had measurable increases in student achievement at both the school- and grade levels, clearly demonstrating at least one year of progress in both the 2019-20 and 2020-21 academic years. On average, BCCS students had over a year of typical growth in ELA (129%) and a year of growth in Math (100%) from Fall to Spring 2020- 21. From Fall to Spring 2019-20, BCCS students had over a year of typical growth in ELA (129%) & Math (127%). It is also worth noting that 8th-grade students had nearly two years of typical growth (194%) in ELA and 164% progress in Math in 2019-20, which suggests that students who had been at BCCS for longer experienced more growth.
Verified Data: Math & ELA Proficiency (2019-20 & 2020-21)?In 2019-20, 22% of BCCS students were on or above grade level in iReady Math, and in 2020-21, the average Math proficiency rate increased to 26% in Math. Given that iReady and SBAC are strongly

correlated (.89 in Math), this suggests that despite the pandemic, BCCS students would have improved on state tests in Math in these years (ERIA, 2020). In ELA, scores improved slightly from 2019 levels. 8th graders had the highest proficiency rates in ELA in both 2020 and 2021, suggesting that additional time at BCCS improved students' literacy skills.
English Learner Progress BCCS serves a higher proportion of English learners than its surrounding district and the state (33% compared to 19% in LAUSD and 18% in the state) in 2019-20. English learners at BCCS progressed faster than the district and the state, with 53% of EL students making progress towards English language proficiency in 2018-19. Within that grouping, over half (51%) of BCCS EL students progressed by at least one ELPI level compared to 43% at the state level and 42% at LAUSD ELs.

Technology in the classroom
Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, and other programs. As noted in Bert Corona Charter 2019-20 LCAP, our goal is to provide our students with chrome books 1 to 1 ratio. With increased access to computers in every classroom, more time is devoted to online tools designed to precisely target standard alignment in reading and writing. Programs such as open-source programs such as:
i-Ready, SFA, and licensed software as presented above BCCS students' innovative ways of reaching standard mastery.
The cooperative learning process is designed to ensure that English Language students can progress faster than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time). It removes the pressure while maintaining accountability by preparing all group members to be the possible "random reporter" responsible for communicating the group's findings to the class.
Teachers allow EL students to safely rehearse their response rather than not respond or participate in the process entirely, as often happens in the non-collaborative classroom. Teachers are also trained through Professional Development and coaching to support EL and whole-class learning by using SDAIE strategies, as defined in the Bert Corona Charter English Learner Plan.
COVID-19 Aligned Strengths Community Engagement/Support BCCS supported its surrounding community, which experienced some of the highest death rates in California during the pandemic, by providing safety updates & information, as well as distributing food each week, connecting families with counseling services, and providing financial assistance to those who lost a family member due to COVID. Student Engagement:

- BCCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In November 2020, BCCS students reported a higher level of engagement than in the prior year and a higher level than the?CA average.
- In November 2020, BCCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

Digital Divide BCCS rapidly eliminated the digital divide by distributing hot spots & Chromebooks to students in need in March 2020. The percentage of families with at-home technology access increased from 61% in March 2020 to 99% in April 2020.
Social/Emotional Wellbeing While many students struggled socially & emotionally during the pandemic, BCCS students reported a higher level of belonging and peer collaboration in November 2020 than in November 2019. This was also higher than the state average. COVID-19 Aligned Vulnerabilities

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Program Coordinator and School Climate and Culture Assistant : Assist with continuity of learning to prevent learning loss.	73140	73140	Yes
Salaries & Benefits for Core Staff	1283783	1283483	No
Professional Development: Learning Platforms (Google Classroom, NearPod, PearDeck, Screencastify, Flip Grid, iReady Math & ELA) Essential Standards (ELD Standards and SFA), Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	72262	71360	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	75847	70617	No
Technology: Computers and Digital Devices for Distance Learning and Hybrid Educational Model	198622	270239	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Bert Corona Charter School (BCCS), a Youth Policy Institute Charter School (YPICS), transitioned to a distance. Learning instructional format on March 16, 2020. following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major

impacts on our community, physically, socio-emotionally, and economically. Parents reported job losses, the increased need for child-care, food instability, and lack of access to technology and the internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness. The Charter School has an enrollment of 356 students. The Charter School's enrollment and demographic student subgroup population consists of 29% English Learners, 99.2% Hispanic or Latino, 96% Socially Disadvantaged, 9% SPED, and Following the closure of school facilities in March,

Bert Corona Charter has continued to conduct all classes and course offerings via Distance Learning. Bert Corona Charter scholars have access to the following: Technology: Chrome Books. Additional devices (desktops, laptops, Chromebooks) were distributed/loaned to families to support distance learning and instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. BCCS's aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service as the school continues to communicate with families. Enrollment documents, attendance, meal program, and the two-way conversations that the school is having have learned of additional families' needs, such as the increased needs to access hotspots. The Charter School works swiftly to resolve any technology needs or gaps. School Meals: With the high number of Free/Reduced Meals 94.08%, we partnered with a local charter school less than 1/2 miles away to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals for the week to families on Tuesdays, 6:00 pm: 30pm-6:00 pm. Teachers and staff receive research-based education practices to raise student achievement. Training is conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Lik." a Data-Driven, "Data Driven, "instruction," "Getting Better," and the Success for All Program. Bert Corona Charter uses various assessment tools in evaluating student achievement of stated objectives across all sub-groups. The assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% of School Counselor;Tutors, Stipends, Summer School, laptops; Instructional Materials (4000s)	196633	196633	Yes
Summer School (Extended Learning)	33374	33374	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Charter School staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve the list of "unreachable" scholars to provide assistance and engage them in distance learning or connect their families to social services resources. The Charter School delivers high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. The LEA provided all students and those identified as English Learners, foster youth, and low-income students, and students with IEPs, the same access to instructional opportunities as general education students. Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model.
The LEA provided teachers with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction. Teachers plan for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms. Internal data shows that 20% of scholars performing at the lowest band moved up a band and that 17% more of scholars were performing at the highest bands on the iReady Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which was held immediately at the close of the school year to accommodate student learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Charter School successfully developed a School Culture and Climate Committee. Under the direction and support of the Director of School Culture and Climate, this team helped to monitor and support the mental health and social well-being of pupils and staff during the school year. Additionally, the school has a Counselor to provide social, emotional support to families and students. On February 7, 2020, YPICS provided all staff a Professional Development Day on Trauma-Informed Instruction. On August 3, 2020, and August 7, 2020, the Charter School held the first Mental Health and Social-Emotional Well-Being training of the school year.
All staff continued to receive professional development on trauma-informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered.
Low-Income Pupils, English Learners, Foster Youth
Incorporate welcoming/inclusion activities;

- Create learning teams and expectations:
- Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in-class activities;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning;
- Predictability
- Flexibility
- Connection
- Empowerment

Youth Mental Health First Aid (YMHFA), our administration, teachers, and staff Charter School teams identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and initial support to the Charter Schools' scholars (ages 10-14) who may be developing a mental health or substance use problem and help connect them to the appropriate care. All YPICS staff participated in the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers effectively employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement

and the ability to assess student progress towards mastering daily learning objectives continually. Peardeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:
1. Attendance Manager/Teachers monitor student attendance and communicate with families.
2. Parent outreach and communications stressed the importance of attendance and arriving at their virtual school on time each day.
3. School implemented Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
4. Teachers are trained in the Schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
5. School used the Family Support Team process that mirrors the School Support Team model.
Further, teachers use Google tools, including Google, meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers support colleagues through Monday, grade level, and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides call home daily to follow up with families of students that have missed a class period or are absent for the day. The purpose is to check in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Mondays. Think Together, YPICS after-school provider created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Charter School provided nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served for the week on Tuesdays, between 2:00pm-4:30pm as requested by parents in the parent surveyAfter School Nutrition

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	4854	4390	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Student Activities to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Charter School will continue to implement a “triage” approach to ensure the needs of students are met systematically. The Charter School is looking at ways to celebrate the learning and creativity that was developed during the physical closure of school. Our approach is to build on what students learned and scaffold learning to maximize student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP.

The 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP. Among the outcomes that influence the 21-22 through 12-14 LCAP include the following:

- Provide administrators, teachers, staff, students, and parents socio-emotional support.
- The need to accelerate learning-grade level standards as we teach.
- Hire a Teacher to provide acceleration to English Learners or EI/SPED students
- Use of the Multi-Tier Process
- Project-Based Learning
- Provide students with technology and internet access
- Cultivate and enrich stakeholder relationships
- All YPICS staff participated in Professional Development Training on August 7, 2020, focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will be served as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team continued to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	879,000.00	842,593.00
LCFF Supplemental and Concentration	879,000.00	842,593.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	48,000.00	32,511.00
1000-1999, 3000-3999	11,000.00	12,922.00
	0.00	0.00
	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	48,000.00	32,511.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	11,000.00	12,922.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	481,000.00	463,776.00
Goal 2	182,000.00	174,806.00
Goal 3	68,000.00	67,816.00
Goal 4	45,000.00	45,959.00
Goal 5	32,000.00	31,732.00
Goal 6	48,000.00	32,511.00
Goal 7	11,000.00	12,922.00
Goal 8	12,000.00	13,071.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$204,445.00	$220,689.00
Distance Learning Program	$1,703,654.00	$1,768,839.00
Pupil Learning Loss	$230,007.00	$230,007.00
Additional Actions and Plan Requirements	$4,854.00	$4,390.00
All Expenditures in Learning Continuity and Attendance Plan	$2,142,960.00	$2,223,925.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$151,206.00	$167,450.00
Distance Learning Program	$1,630,514.00	$1,695,699.00
Pupil Learning Loss	$33,374.00	$33,374.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,781,720.00	$1,863,149.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$53,239.00	$53,239.00
Distance Learning Program	$73,140.00	$73,140.00
Pupil Learning Loss	$196,633.00	$196,633.00
Additional Actions and Plan Requirements	$4,854.00	$4,390.00
All Expenditures in Learning Continuity and Attendance Plan	$327,866.00	$327,402.00

Bert Corona Charter Middle School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
American Indian	%	%	%			
African American	1.1%	0.54%	0.52%	4	2	2
Asian	0.3%	%	%	1		
Filipino	0.5%	0.82%	0.52%	2	3	2
Hispanic/Latino	96.2%	97.28%	97.38%	358	357	371
Pacific Islander	0.3%	0.27%	0.52%	1	1	2
White	1.1%	1.09%	0.79%	4	4	3
Multiple/No Response	0.5%	%	%	2		
			Total Enrollment	372	367	381

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	16-17	**17-18**	**18-19**
Grade 5	29	25	25
Grade 6	117	117	117
Grade 7	110	119	120
Grade 8	116	106	119
Total Enrollment	372	367	381

Conclusions based on this data:

1.

BCCS has an increased enrollment of Hispanic/Latino of 371 in 2018-2019 or 97.38%. Seventh graders support the larger enrollment for the past 3 years.

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	101	85	87	27.2%	23.2%	22.8%
Fluent English Proficient (FEP)	186	183	199	50.0%	49.9%	52.2%
Reclassified Fluent English Proficient	7	12	23	8.9%	11.9%	27.1%

~~(RFEP)~~

Conclusions based on this data:

1.

English Learner population has decreased slightly over the past three years of 22.8%. Fluent English Proficient (FEP) is at 52.2% and Reclassified Flent English Proficient (RFEP) is at 27.1% in 18-19.

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**Scores 17-18**	**18-19**	**16-17**	**Tested 17-18**	**18-19**
Grade 5	29	25	25	28	25	25	28	25	25	96.6	100	100
Grade 6	116	119	118	116	118	118	116	118	118	100	99.2	100
Grade 7	113	120	118	109	120	117	108	120	117	96.5	100	99.2

Grade 8	115	106	117	114	105	116	114	105	116	99.1	99.1	99.1
All	373	370	378	367	368	376	366	368	376	98.4	99.5	99.5

~~Grades~~

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
					Exceeded						**Met**			**Met 16-17 17-18 18-19**	
Grade 5	2430.	2405.	2425.	10.71	0.00	0.00	10.71	20.00	12.00	10.71	16.00	32.00	67.86	64.00	56.00
Grade 6	7 2479.	8 2458.	0 2450.	0.00	2.54	2.54	25.86	16.10	15.25	35.34	35.59	26.27	38.79	45.76	55.93
Grade 7	5 2499.	3 2502.	8 2465.	2.78	1.67	3.42	26.85	27.50	12.82	28.70	36.67	29.91	41.67	34.17	53.85
Grade 8	2 2518.	0 2507.	5 2497.	2.63	4.76	0.86	28.07	17.14	16.38	32.46	39.05	37.93	36.84	39.05	44.83
All Grades	[9]N/A	[4]N/A	[5]N/A	2.46	2.72	2.13	25.68	20.38	14.63	30.60	35.60	31.38	41.26	41.30	51.86

Reading **Demonstrating understanding of literary and non-fictional texts**									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	14.29	4.00	0.00	17.86	32.00	36.00	67.86	64.00	64.00
Grade 6	3.45	3.42	4.24	50.00	41.88	29.66	46.55	54.70	66.10
Grade 7	8.33	4.17	4.27	45.37	53.33	32.48	46.30	42.50	63.25
Grade 8	10.53	6.67	4.31	42.98	40.95	42.24	46.49	52.38	53.45
All Grades	7.92	4.63	3.99	43.99	44.69	34.84	48.09	50.68	61.17

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	14.29	4.00	4.00	28.57	24.00	48.00	57.14	72.00	48.00
Grade 6	1.72	3.42	5.93	52.59	43.59	41.53	45.69	52.99	52.54
Grade 7	8.41	10.00	7.69	51.40	57.50	47.01	40.19	32.50	45.30
Grade 8	9.65	4.76	2.59	42.98	48.57	62.07	47.37	46.67	35.34
All Grades	7.12	5.99	5.32	47.40	48.23	50.00	45.48	45.78	44.68

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	14.29	4.00	0.00	53.57	56.00	60.00	32.14	40.00	40.00
Grade 6	7.76	4.27	2.54	72.41	68.38	58.47	19.83	27.35	38.98
Grade 7	6.48	7.50	3.42	59.26	60.83	55.56	34.26	31.67	41.03
Grade 8	6.14	6.67	6.03	70.18	69.52	64.66	23.68	23.81	29.31
All Grades	7.38	5.99	3.72	66.39	65.40	59.57	26.23	28.61	36.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	10.71	0.00	4.00	39.29	32.00	44.00	50.00	68.00	52.00
Grade 6	12.07	10.26	11.86	52.59	53.85	40.68	35.34	35.90	47.46
Grade 7	12.15	13.33	8.55	47.66	55.00	40.17	40.19	31.67	51.28
Grade 8	14.91	13.33	8.62	53.51	45.71	42.24	31.58	40.95	49.14
All Grades	12.88	11.44	9.31	50.41	50.41	41.22	36.71	38.15	49.47

Conclusions based on this data:

1.

The schoolwide Dashboard ELA Indicator color is red. Bert Corona Middle School's 2019 Average DFS was - 78.2%, which is lower than the State 2019 Average DFS at -2.5%.

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**Scores 17-18**	**18-19**	**16-17**	**Tested 17-18**	**18-19**
Grade 5	29	25	25	28	25	25	28	25	25	96.6	100	100
Grade 6	116	119	118	115	118	118	115	118	118	99.1	99.2	100
Grade 7	113	120	118	108	120	117	108	120	117	95.6	100	99.2
Grade 8	115	106	117	115	105	116	115	105	116	100	99.1	99.1
All	373	370	378	366	368	376	366	368	376	98.1	99.5	99.5

~~**Grades**~~
* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
													16-17	**17-18**	**18-19**
Grade 5	2422.	2412.	2422.	3.57	0.00	4.00	10.71	8.00	0.00	10.71	24.00	28.00	75.00	68.00	68.00
Grade 6	5 2467.	0 2452.	6 2444.	3.48	5.08	1.69	14.78	10.17	13.56	34.78	27.97	20.34	46.96	56.78	64.41
Grade 7	4 2472.	4 2479.	4 2450.	0.00	2.50	1.71	16.67	8.33	11.97	27.78	40.83	17.09	55.56	48.33	69.23
Grade 8	8 2498.	5 2471.	4 2478.	5.22	2.86	2.59	13.04	9.52	4.31	30.43	24.76	31.90	51.30	62.86	61.21
All Grades	[4]N/A	[7]N/A	[9]N/A	3.01	3.26	2.13	14.48	9.24	9.31	29.51	30.98	23.40	53.01	56.52	65.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	3.57	4.00	0.00	10.71	16.00	8.00	85.71	80.00	92.00
Grade 6	7.83	5.93	9.32	26.09	22.03	21.19	66.09	72.03	69.49
Grade 7	6.48	5.00	4.27	28.70	30.00	21.37	64.81	65.00	74.36
Grade 8	8.70	4.76	2.59	27.83	24.76	25.86	63.48	70.48	71.55
All Grades	7.38	5.16	5.05	26.23	25.00	21.81	66.39	69.84	73.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	3.57	0.00	4.00	25.00	32.00	32.00	71.43	68.00	64.00
Grade 6	4.35	3.39	3.39	39.13	33.90	39.83	56.52	62.71	56.78
Grade 7	4.63	2.50	3.42	35.19	44.17	30.77	60.19	53.33	65.81
Grade 8	6.09	6.67	1.72	43.48	48.57	35.34	50.43	44.76	62.93
All Grades	4.92	3.80	2.93	38.25	41.30	35.11	56.83	54.89	61.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	7.14	0.00	4.00	28.57	40.00	28.00	64.29	60.00	68.00

Grade 6	3.48	7.63	3.39	51.30	33.05	36.44	45.22	59.32	60.17
Grade 7	5.56	5.00	4.27	50.93	52.50	43.59	43.52	42.50	52.14
Grade 8	5.22	3.81	3.45	55.65	41.90	56.90	39.13	54.29	39.66
All Grades	4.92	5.16	3.72	50.82	42.39	44.41	44.26	52.45	51.86

Conclusions based on this data:

1.

The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was - 109.5%, which is higher than the State's 2019 Average DFS at -33.5%.
All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at - 176.7 vs. -119.4 points.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 5	*	1547.0	*	1551.3	*	1542.1	*	12
Grade 6	1504.3	1499.9	1501.6	1488.7	1506.8	1510.7	26	30
Grade 7	1547.2	1512.2	1555.1	1495.4	1539.1	1528.5	33	22
Grade 8	1537.5	1525.3	1522.1	1499.8	1552.2	1550.3	17	24
All Grades							83	88

Overall Language Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	41.67	*	41.67	*	8.33	*	8.33	*	12
6	*	0.00	42.31	20.00	*	73.33	*	6.67	26	30
7	42.42	0.00	*	31.82	*	45.45	*	22.73	33	22
8	*	16.67	*	25.00	*	29.17		29.17	17	24
All Grades	26.51	10.23	36.14	27.27	26.51	45.45	*	17.05	83	88

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	66.67	*	25.00	*	8.33		0.00	*	12
6	*	3.33	46.15	60.00	*	26.67	*	10.00	26	30
7	54.55	13.64	*	31.82	*	31.82	*	22.73	33	22
8	*	16.67	64.71	20.83	*	37.50		25.00	17	24
All Grades	40.96	18.18	39.76	37.50	13.25	28.41	*	15.91	83	88

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
5		8.33	*	25.00	*	58.33	*	8.33	*	12
6		0.00	*	6.67	46.15	53.33	42.31	40.00	26	30
7	*	4.55	*	22.73	*	31.82	*	40.91	33	22
8	*	16.67	*	20.83	*	41.67	*	20.83	17	24
All Grades	14.46	6.82	21.69	17.05	36.14	45.45	27.71	30.68	83	88

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
5	*	8.33	*	91.67		0.00	*	12
6	*	6.67	57.69	73.33	*	20.00	26	30
7	45.45	9.09	42.42	54.55	*	36.36	33	22
8	*	8.33	76.47	45.83	*	45.83	17	24
All Grades	32.53	7.95	54.22	63.64	13.25	28.41	83	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
5	*	83.33	*	16.67		0.00	*	12
6	61.54	13.33	*	76.67	*	10.00	26	30
7	60.61	27.27	33.33	54.55	*	18.18	33	22
8	*	33.33	*	41.67		25.00	17	24
All Grades	60.24	31.82	34.94	53.41	*	14.77	83	88

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
5		16.67	*	66.67	*	16.67	*	12
6		0.00	*	26.67	73.08	73.33	26	30
7	*	4.55	*	27.27	54.55	68.18	33	22
8	*	16.67	*	33.33	*	50.00	17	24
All Grades	14.46	7.95	26.51	34.09	59.04	57.95	83	88

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	16.67	*	83.33	*	0.00	*	12
6		6.67	96.15	86.67	*	6.67	26	30
7	*	13.64	72.73	81.82	*	4.55	33	22
8	*	4.17	*	87.50	*	8.33	17	24
All Grades	18.07	9.09	74.70	85.23	*	5.68	83	88

Conclusions based on this data:

1.

The schoolwide percentage of English Learner Progress making progress towards English proficiency was 37.2%, which was lower than the state at 48.3%. The school 2019 Performance Level was Low. YPICS's reclassification criteria are as follows: • Comparison of performance in basic skills – earning C or better in their grade level English class. • Assessment of English Proficiency – ELPAC Results, NWEA Maps (iReady)
• Teacher evaluation of student academic performance
• Parent opinion and consultation

Student Population

This section provides information about the school's student population.

2018-19 Student Population

Total Enrollment
381

This is the total number of students enrolled.

Socioeconomically Disadvantaged
82.9

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

English Learners
22.8

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in

both the English Language and in their academic courses.	**Foster Youth**	**0.3**	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**

English Learners 87 22.8 **Foster Youth** 1 0.3 **Socioeconomically Disadvantaged** 316 82.9

Students with Disabilities 72 18.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

African American 2 0.5 **Filipino** 2 0.5 **Hispanic** 371 97.4 **Two or More Races** 1 0.3 **Pacific Islander** 2 0.5 **White** 3 0.8

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance
English Language Arts   Red
Mathematics   Red

Conclusions based on this data:

Academic Engagement
Chronic Absenteeism   Yellow

Conditions & Climate

Suspension Rate   Green

1.

Academic performance indicators demonstrate room for improvement in English language arts, English Language Development (ELs) and mathematics. The need for additional support and targeted acceleration and interventions are particularly acute in the area of mathematics. Academic engagement indicators indicate a decline in chronic absenteeism but room for improvement in the suspensions although it is green.

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance This section provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
78.2 points below standard	107.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly - 15.7 points	Declined -14.5 points	1
372	173	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
0 Students	78.7 points below standard	137 points below standard
	Declined Significantly -16 points	Increased ++3 points
	311	75

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Hispanic	Two or More Races	Pacific Islander	White
Red 78.9 points below standard Declined Significantly -16 points 362	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Conclusions based on this data:

Current English Learner	Reclassified English Learners	English Only
153.5 points below standard Maintained -0.3 points 72	74.2 points below standard Declined Significantly -19 points 101	79.9 points below standard Declined Significantly - 18.5 points 91

1.

The schoolwide Dashboard ELA Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -78.2%, which is lower than the State 2019 Average DFS at -2.5%.The schoolwide Dashboard ELA Indicator color is red
All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores are below the statewide averages in ELA, as follows: English Learners at -107.2 vs. -45.1 points; Latino at -78.9 vs. -26.6 points; Socioeconomically Disadvantaged at -78.7 vs. -30.1 points; and Students with Disabilities at -137.0 vs. -88.1 points.

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance This section provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students		
Red 109.5 points below standard Declined -8.9 points 372	Red 138.8 points below standard Declined -11.4 points 173	311

Homeless	Socioeconomically Disadvantaged	Foster Youth
	Red 109.9 points below standard Declined -8.7 points	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

English Learners

Students with Disabilities	Red 176.7 points below standard Declined -3.6 points 75

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Pacific Islander	White
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	362	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Hispanic	Two or More Races	Filipino
Red 110.8 points below standard Declined - 9.3 points	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
187.8 points below standard Declined Significantly - 17.8 points 72

Conclusions based on this data:

Reclassified English Learners

103.9 points below standard Maintained -2.9 points 101	**English Only**	113.1 points below standard Declined -11.1 points 91

1.

The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -109.5%, which is higher than the State's 2019 Average DFS at -33.5%.The schoolwide Dashboard Math Indicator color is red. None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages.
All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at - 176.7 vs. -119.4 points. None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages.
Focus is on the following: • Relay's Get Better Faster training for instructional coaches to coach and support teachers. A need for greater coaching and support for teachers to provide real-time feedback, action steps, and collaborative planning for teachers. • Newly adoption of Ready Math curriculum and time provided to implement a common placing plan, scaffolded lessons and common exit tickets to support with the implementation. • iReady implementation to provide teachers with actionable data and to support the intervention plans. • SFA/reading block • Scheduled tutor support to work on language development through pull out tutoring.

2.

3.

- LTEL reclassification training for teachers and parents.
- Critical Friends Groups
- Observational Rounds and mentor teachers.

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color 37.2 making progress towards English language proficiency Number of EL Students: 86 Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	33	3	29

Conclusions based on this data:

1.

No color assigned for the ELPI on the Dashboard.The school reclassifies English Learners at a rate higher than the state average.

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order: color.

Lowest Performance Red Orange Yellow Green Blue This Highest Performance

section provides number of student groups in each

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Conclusions based on this data:

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

1.

BCCS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study. BCCS offers students access to careers and college readiness in classrooms, through partnerships, visiting professors of local colleges and universities, career day with various presenters, and exploring individual student aspirations. A visiting professor teaches on campus with emphasis on media arts.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet specific criteria:

https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	0

Asian	Pacific Islander	Filipino	White
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1.

The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. Bert Corona Middle School's 2019 Chronic Absenteeism Percentage was 7.0%, which was lower than the State at 10.1%.

The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. 7%, English learners is green 5.6%, Socioeconmically Disadvantaged is yellow 6.9%, Students with Disabilities is gree with 7.7% a decline of -4.2%.

1.

N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school.

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green 6.2 Declined -0.5 388	Green 3.3 Declined -5.9 90	Green 6.6 Declined -0.6 319

Homeless	Socioeconomically Disadvantaged

No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	**Students with Disabilities**	Green 5.1 Declined -1.7 78

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Two or More Races	**Hispanic**	**Filipino**	**Asian**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 6.1 Declined -0.5 378	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

Conclusions based on this data:

2017	**2018**	**2019**
	6.7	6.2

1.

The schoolwide Dashboard Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.