Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter Middle School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Bert Corona Charter School (BCCS), a Youth Policy Institute Charter School (YPICS), serves 381 students In the San Fernando Valley area of Los Angeles County. Represented with .8% African American, 45.3% Latino, .3% Asian, 18.9% White, 21.8% English Learners, 15.4%, Foster Care .5%, Students with Disabilities, and 86.7% of our students who participate in Free and Reduced Lunch.

VISION Our school is named in honor of and inspired by Bert Corona, a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice.

MISSION The Bert Corona Charter School prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology the classroom.

The Charter School also serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a

course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multidimensional approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts, Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators.

The Charter School created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, The US Department of Education, and electeds have recognized the positive culture at the Charter School.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

California School Dashboard data for 2019-2020 is not available for analysis due to school closures resulting from COVID-19. Amidst the global pandemic, 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 format to provide small group support and designated ELD. Scholars are provided opportunities to engage in Integrated ELD Daily. Certificated and classified staff worked in collaboration to meet the needs of English Learners, foster youth, and low-income scholars.

Teachers and staff receive training in research-based education practices to raise student achievement. These training are conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Like a Champion." "Data-Driven Instruction," "Getting Better," and the Success for All Program. Monsenor Oscar Romero School utilizes various assessment tools in evaluating student achievement of stated objectives across all disciplines. 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.

BCCS success is as follows:
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, at both the school- and grade levels, BCCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. Overall typical growth for the year was met at 139% in reading. The data shows that BCCS scholars far exceeded expectations based on national normative data. This result is especially exciting because the school had only achieved 42% of typical growth halfway through the year, in December. BCCS scholars′ academic achievement in reading grew almost 100% in one semester!

Similar to the reading data, the school was behind in growth in December 2020. In math, The LEA had only achieved 33% of typical growth for the year, leaving a mountainous 67% still needing to be accomplished. The iReady May results revealed that BCCS scholars achieved 100% typical growth, meaning the school met expected growth for the year based on normative data.

Technology in the classroom
Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000, and other programs. As noted in Monsenor Oscar Romero School, 2019-20 LCAP on it is our goal 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, Achieve3000, SFA, and licensed software as presented above Bert Corona Charter School scholars′ innovative ways of reaching standard mastery.

English Learners
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. The preparation time allows 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 Monsenor Oscar Romero School 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 75 meals, connecting families with counseling services, and providing financial assistance to those in need, connected to families to rent support agencies, and partnered with larger food banks to support the community. Supported students and families who lost family members by providing access to city and county agencies. Provided Mental Health services to families through one of our Community Partners, Lumanarious Counseling services.

Student Engagement
- BCCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In May 2021, BCCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.

- In May 2021, 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 May 2021 than in November 2019. This was also higher than the state average.

COVID-19 Aligned Vulnerabilities
Student Engagement
BCCS's enrollment declined by 15%, or 24students (from 373 students in 2019 to 349 students in 2020) during the pandemic. This was largely driven by a decrease in the 6th-grade class, which had 116 students in 2019-20 and only 84 students in 2020-21. MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

LAUSD annual visit reflects the following:
Areas of Demonstrated Strength and/or Progress
1. The Governing Board complies with most material provisions of the Brown Act.
2. The YPICS Board meets regularly (8/19/2019, 9/16/2019, 10/21/2019, 11/6/2019, and 1/18/2019.
3. Agendas and minutes are posted and included as a link on Board-On Track.
4. The board takes and reports votes in an open meeting by creating a motion to approve and call the Roll Call of Board members present at the meeting.
5. The Governing Board monitors school performance and other internal data to inform decision-making. A review of documents provided in Binder 1 revealed the following: The Youth Policy Institute Charter Schools (YPICS) discussed on Monday, June 17, 2019, via the Executive Director's Report data collection in preparation for the 2019-2020 school year. As a result of reviewing data which was formative, summative, and surveys, the Board and the Leadership Team developed focus areas that include:
6. Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership) Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership)
7. Weekly observation and feedback to teachers (Relay GSE Instructional Leadership)
8. Data focus: iReady
9. Decrease Chronic absenteeism to below 5%
10. Decrease Suspension and expulsion below 3%
11. Increase student academic achievement in ELA and math by 5%

The LAUSD annual visit reflects the following:
Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance

with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education.
Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Charter School created custom reports from Illuminate that enable teachers, administrators, and office to monitor chronic absenteeism by student, class, and grade level. Parents were notified immediately if their child is approaching being absent for 10% or more instructional days. In addition, targets were set for individual students and teachers, along with various incentive programs to engage students in the learning process.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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.

Working closely with stakeholders through the school, the goals align with the California Dashboard, LCFF rubrics, and charter petition goals, core values, the YPICS School Success Plan, and our Governance structure to improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement
Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.
Goal 3: Provide an appropriate Basic Condition for Learning

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

BCCS is eligible for comprehensive support and improvement due to the following outcomes:
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 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.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Other factors, internal and/or external that the Team considered when evaluating performance for results on Mathematics. The team analyzed and set up plans to address students needs; specifically reviewing students with disabilities, English Learners, and other sub-groups are they working as intended: The results indicated the following:

- The Charter School determined that BCCS needed to re-evaluate its Mathematics curriculum.
- Teachers needed to be provided with strategies on the integration of mathematics across other courses.
- Demystifying the concept that mathematics is difficult; changing the climate of some student's belief in their abilities to compete.
- Engage Administrators, teachers, staff, parents, students, and stakeholders in actively addressing the concepts of mathematics in daily life using differentiated instruction, accelerating learning opportunities, professional development, parent training and workshops, and various collaborative efforts.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

In 2018, BCCS began creating priority standards that The Charter School gave greater weight on the SBAC. The LEA finalized this process towards the beginning of the 2019-20 school year.
SBAC Mathematics intervention and acceleration: An initiative was started in the latter half of 2018-19 onto 2019-2020 to prioritize Mathematics. During this initiative:
Identified bubble students who were close to moving up an achievement band. (2019-20) Planned intentional small group instruction to target student needs. (2019-20)

Due to the Pandemic, teachers could provide acceleration and intervention during extended class time, offering access to reteaching and additional daily support through an individual instructional plan for each student.

- BCCS provided ongoing Professional Development and coaching. The presenters also observed teachers and gave them feedback on implementing the strategies covered during professional development. ?
- Implemented intervention blocks of time where teachers target students' deficits in small groups. (2020-21)
- Developed IEP's as a comprised team of various stakeholders: o 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, due to 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 Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:
Academic & Instruction: School Culture & Climate Operations & Safety
The resources collected from the Taskforce for instruction are located at http://typ.ypics.com/, and additional Virtual Instructional Strategies can be found on our website https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS 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 CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The BCCS ' Team, including the Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students, all contributed to the influence, integration, and specific support to engage all stakeholders in the LCAP development. The Charter School's team also communicated with parents electronically and mailed information home. In the process of daily calls, the Charter School also updated parent emails or cell phones to ensure that the most updated parent contact information was available for mass communication through Both Remind and OneCall.

The staff communicated using Google Meets and Slack. BCCS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are the Title 1, Tihe II, Title III, and another federal funding budget at our meetings. BCCS' School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 BCCS SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

A summary of the feedback provided by specific stakeholder groups.

Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementation, and evaluation of ConApp programs through various stakeholder meetings throughout the year, as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

Students at BCCS were surveyed in November 2020 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about Project-Based Learning, Student Voice and Leadership, and Drugs and Alcohol.

This report compares BCCS students' ratings to the ratings from students at 396 other middle schools across the country to put student feedback into context.

Compared to other participating middle schools, BCCS's highest-rated themes were:

Relationships
Belonging & Peer Collaboration
and the lowest rated themes were:

Academic Rigor
Engagement
Compared to other participating middle schools, BCCS's highest-rated question within the key themes was:

How many of your teachers try to understand what your life is like outside of school? (which is in the Relationships theme)
and the lowest rated question within the key themes was:

I take pride in my school work (which is in the Engagement theme)
Students also provided feedback about Project-Based Learning. For example, 38% of students responded positively to the question: In school, I can find solutions to problems that I haven't been taught how to solve.

Students also provided feedback about Student Voice and Leadership. For example, 32% of students responded positively to the question: I feel like I can make a difference at my school.

This report represents feedback from 332 students. Based on the enrollment data provided, you had an 89% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made

available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter. Surveys were sent out to parents through email and text messages to ensure families could access the content.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level Essential Standards and materials;
- Identify students who need additional support to accelerate learning and to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss.

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 1 Basic Services, 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access), Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Based on review of data, BCCS found gaps for underserved students in the areas of ELA/ELD, Mathematics and Science. Input from stakeholder groups focused on the need for increased rigor and relevance in curriculum and increase support for students academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	100%				100% of teachers fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned curricular and instructional materials	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)				100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science)
Teacher Retention	Teacher turnover (core content teachers form 18-19 to 19-20).				Retain Teachers->50%
Professional Learning: Teaching, social-emotional learning, and Management Strategies	100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside				100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					subject specific training.
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	100% Teachers are provided with curriculum aligned to current content and performance standards.				100% Teachers are provided with curriculum aligned to current content and performance standards
Student Access to Broad Course of Study	100% of students have access to a broad course of study				100% of students have access to a broad course of study
English Language Arts- Proficiency	All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60 SBAC 2018-2019 English Language Arts was DFS -78.2 .points below standards (declining 15.7 points)				All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60 SBAC 2018-2019 English Language Arts was DFS -78.2 .points below standards (declining 15.7 points)
Mathematics Proficiency	All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30				All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -109.5 points. 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 point				Use of SBAC Mathematics as DFS-109.5 point below standard (declined 8.9 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. outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP
Access iReady assessment and technology	ELA: 15% Math: 5% Increased student performance as monitored by i-Ready scores show improvement from start of the year to current				ELA: 15% Math: 5% Increased student performance as monitored by i-Ready scores show improvement from start of the year to current

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Proficiency	Reclassification 14.9% % of English Learners who progress in English Proficiency (Measured by ELPAC) 10.23% 2018-2019 Learners at -107.2 vs. -45.1 points;				Reclassification 14.9% % of English Learners who progress in English Proficiency (Measured by ELPAC) 10.23% 2018-2019The expected outcome is an overall increase of at least10% of students who meet or exceed the standard on their subsequent CAASPP
Reclassification Rate	Reclassification 14.9%				Reclassification 14.9% - Reclassification rate by 5%.
Students with IEPs proficiency	Increase Students with IEPs on SBAC by 1% or more per year.				Increase Students with IEPs on SBAC by 1% or more per year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support to increase student academic achievement	Counselor, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials	$354,070.00	Yes
2	Teacher Retention: Coaching Support	Ensure teacher retention remains high. Director of Instruction and 50% of Executive Administrator	$199,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide consistent teacher observation, coaching, and mentoring support		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall Youth Truth Survey: Parent Involvement	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication				School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication
Spring Parent Survey: Engagement	School will engage parents and students in decision-making.				School will engage parents and students in decision-making.
ADA Rate	School will continue to maintain ADA rate at or above 96%				School will continue to maintain ADA rate at or above 96%
Suspensions and Expulsion Rates	The School will continue to maintain a low suspension rate below 1%.				The School will continue to maintain a low suspension rate below 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The school will continue to maintain a low suspension rate below 1%.				The school will continue to maintain a low suspension rate below 1%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Coordinator	The parent Coordinator will assist with the engagement of parents.	$58,656.00	Yes
2	Program Coordinator/Operations Team & School Culture Climate Team	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	$374,008.00	Yes
3	Student Activities	Student Activities to engage students in learning	$40,000.00	Yes
4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Ensure that all parents have on-boarding support from first point of LEA interest and contact through tralning to use all communications and technology systems to support their child's education at the charter school.	$15,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide and appropriate Basic Condition of LearningSocial-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. Increase student engagement.

An explanation of why the LEA has developed this goal.

Provide students with a safe place to learn, providing MTSS and social emotional support to all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Mutli-tier schoolwide program (MTSS)	100%				100%
ADA	96.%				96.%
Chronic Absenteeism	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%.				<7.0% for all students
Suspensions	The schoolwide Dashboard Suspension Rate				<6.2% a decline of 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.				
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	96% Teachers participated in professional development throughout the physical closure of the Charter School.				96% Teachers participated in professional development throughout the physical closure of the Charter School.
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.				100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	$1,867,513.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	Professional Development for all staff members CCSS training will be embedded into professional development meetings. BTSA Training/ New Teacher Support (Title 2) . Backwards Design . Standards-Based Grading . Project-Based Learning . Service-Learning • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of Monseñor Oscar Romero Charter English Learner Plan • Whetstone Observation and Evaluation Process for teacher growth • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social SFA Training, Coaching, and Support (Title 3) Science • Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms) • Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions • Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs • 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. Challenging, Engaging, and Empowering Students with Deeper Instruction	$48,573.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Core Instructional Materials; Technology	Core Instructional Materials; Technology provided to all students. Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms SFA Materials (Title 3)	$144,926.00	No
4	Maintenance/Custodial/Security (2201)	Maintenance/Custodial/Security School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists iwth greater than 90% of items in compliance or good standing.	$213,756.00	No
5	Technology Enhancement	Additional Technology and IT Support to enhance the basic instructional program.	$41,934.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.94%	$848,006

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.
Goal 1: Action 1--Planned services for this action item include School Counselor, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.
Goal 1: Action 2—Planned services for this action item include the Director of Instruction and 50% of Administrator focus on coaching support for teachers.
Goal 2: Action 1 --Planned services for this action item include a Parent Coordinator.
Goal 2: Action 2--Planned services for this action item include Program Coordinator & operations team (attendance), School Climate & Culture (SCC) Coordinator, and the SCC Team will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).
Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.
Goal 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.
Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.
Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be 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. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).

- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,152,706.00			$205,241.00	$3,357,947.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,874,265.00	$483,682.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Support to increase student academic achievement	$354,070.00				$354,070.00
1	2	English Learners Foster Youth Low Income	Teacher Retention: Coaching Support	$199,511.00				$199,511.00
2	1	English Learners Foster Youth Low Income	Parent Coordinator	$58,656.00				$58,656.00
2	2	English Learners Foster Youth Low Income	Program Coordinator/Operations Team & School Culture Climate Team	$197,340.00			$176,668.00	$374,008.00
2	3	English Learners Foster Youth Low Income	Student Activities	$40,000.00				$40,000.00
2	4	English Learners Foster Youth Low Income	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	$15,000.00				$15,000.00
3	1	All	Salaries and Benefits	$1,867,513.00				$1,867,513.00
3	2	English Learners Foster Youth Low Income	Professional Development	$20,000.00			$28,573.00	$48,573.00
3	3	All	Core Instructional Materials; Technology	$144,926.00				$144,926.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Maintenance/Custodial/Security (2201)	$213,756.00				$213,756.00
3	5	All	Technology Enhancement	$41,934.00				$41,934.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$884,577.00	$1,089,818.00
LEA-wide Total:	$884,577.00	$1,089,818.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Support to increase student academic achievement	LEA-wide	English Learners Foster Youth Low Income		$354,070.00	$354,070.00
1	2	Teacher Retention: Coaching Support	LEA-wide	English Learners Foster Youth Low Income		$199,511.00	$199,511.00
2	1	Parent Coordinator	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bert Corona charter Middle School 5-8	$58,656.00	$58,656.00
2	2	Program Coordinator/Operations Team & School Culture Climate Team	LEA-wide	English Learners Foster Youth Low Income		$197,340.00	$374,008.00
2	3	Student Activities	LEA-wide	English Learners Foster Youth Low Income		$40,000.00	$40,000.00
2	4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	$15,000.00
3	2	Professional Development	LEA-wide	English Learners Foster Youth		$20,000.00	$48,573.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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%.