



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Guiding Questions Based on 2022 Dashboard Data

1. Bert Corona Charter Middle's 2022 California School Dashboard report on the school's performance in English Language Arts (ELA) indicates that the school has earned a Status level of "Very Low" for All Students, which is lower than the state's Status level. The report shows an average Distance from Standard (DFS) of -73.6 in ELA for All Students, which is lower than the state average (DFS) of -12.2. In Mathematics (Math) the school earned a Status level of "Very Low" for All Students, which is lower than the state's Status level. The report shows the school has an average DSF of -120.7 for All Students, which is lower than the state's DFS of 51.7.

Please, briefly describe the steps Bert Corona Charter Middle's is taking to address the students' academic deficiencies in ELA and Math for all students and for the four numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) as they all have a DFS lower than the state's average in both ELA and in Math .

As part of our ongoing data analysis efforts, our BCCS team ended the school year with an analysis of academic performance, including a root cause analysis of the areas in which we needed to improve. As part of the analysis we reviewed internal and state academic data, survey data, and observational data from the year. We determined that there was a need to address the need for growth through academic strategies, but also through an effort to improve classroom management and behavior support.

Academic Strategies to Improve Academic Outcomes:

To start our school year, we reviewed academic data and performance from last year, then followed that up with an analysis of our iReady diagnostic baseline data from the August administration of that assessment in both math and reading. Using this information, we made plans to support student learning and growth.

EL Supports and Schedule

One of the under-performing populations from our 21-22 data set and on our initial diagnostic in the 22-23 school year was our EL population. The primary support we added for this group was the addition of an ELD teacher and a tutor for this school year. During the fall semester, this teacher supported students and teachers through push-in and pull-out support, much like a resource teacher does throughout the school year 45 minutes was designated for students but through a push-in-and pull-out model. This was a success in terms of student growth our second diagnostic in December, as well as in our review of our Houghton Mifflin Reading Inventory data from the first semester. However, after discussing the data with our team, we determined that even more targeted support was needed. As a result, we changed our schedule for the second semester to allow our ELs to have their regular, core ELA course and also an ELD time designated specifically for grouped language development instruction. With the new schedule, our EL teacher is able to teach the first three periods of the day for the ELD courses, then provide support for the rest of the day in the classroom and through pull-out time for ELs. Moreover, the EL teacher provides instruction in the resource



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

classrooms and our resource teachers co-teach with her once or twice a week. This provides much more time for support for our ELs and students who are both EL and SPED.

In addition to the support our ELD teacher provides to our students, she also provides support and professional development for our staff. She has led several trainings this year on best practices to support ELs in the general education setting and she works with teachers one-on-one to help them plan instruction that will be meaningful and beneficial for our English learners.

Acceleration and Study Hall:

Another strategy we used to support academic growth was identifying students for acceleration courses and study hall before and after school to provide additional support for growth. We currently have 6 credentialed teachers teaching providing academic support and lessons either before or after school and we have 5 credentialed staff members (admin and teachers) facilitating study hall after school. For the acceleration courses, students were targeted if they were performing 1-2 grade levels below on their diagnostic assessments in August or in December. These teachers teach lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading). The study hall is focused on iReady pathway completion and re-do mastery assignments. Students were targeted for study hall if they were on academic contract (more than one F) and/or if they were not completing at least 2 iReady lessons per week. Our credentialed staff members are able to meet with students in these small-group settings to provide feedback for growth and to encourage students to progress on their iReady lessons. Often, when students are left to work on iReady independently, they do not complete the lessons or they do not complete them with a high enough mastery score. Our teachers/staff support these efforts during study hall. Additionally, they work to complete missing or un-mastered assignments with students who finish their iReady pathway lessons each week.

Ongoing Feedback and Collaboration:

This year, we added a Coordinator of Instruction (COI) to our staff. This person was one of our most successful classroom teachers and stepped out of the classroom at the end of last year to provide support for the rest of our teaching staff. This has been tremendously beneficial and has helped to ensure that teachers are observed more frequently and that they get more regular feedback on their instructional practices. Our COI meets with teachers weekly, bi-monthly, or monthly, depending on the level of support needed. During these meetings, they plan for upcoming instruction, review assessment data, and discuss necessary steps for student success. The COI is also working with a group of our teacher leaders to provide more guidance and collaboration during professional development meetings on Mondays and YPICS-wide TPDs. This team works with department or grade level groups in which teachers provide feedback to each other on their lessons, units, and activities. We utilize the Critical Friends Groups structure, which we will continue to develop over the next calendar year. In June, we will all be participating in CFG training and we are looking forward to building upon this practice for next school year so we can continue to make a greater impact on our student outcomes.

Collaboration Strategies:

In the classroom, we have asked teachers to focus on using two impactful strategies that will help improve student comprehension and engagement. First, teachers should have a structure for students



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

to collaborate and discuss key topics and questions posed during the class. Teachers are using Turn and Talk, or Think-Pair-Share, to give students time to process responses and concepts before discussing with the whole group. To encourage further collaboration, teachers can use the Buddy Buzz strategy, which allows the students to discuss with a partner and perhaps a few more students in their group or within a close proximity. Through our ELA and math continuation courses at the end of the day, our SFA program facilitator is able to observe other teachers and provide feedback on their use of these strategies and others that may enhance their instruction.

Non-Academic Strategies to Improve Academic Outcomes:

When digging into the root cause for low academic performance, we determined that while there were some inconsistencies in supportive strategies in some of our classrooms, classroom routines, procedures, expectations, and classroom culture also played a significant role in academic performance. For that reason, we also decided to focus PD and feedback time on engagement and management strategies. The need for this type of support for some of our teachers was confirmed through our observations and walk-throughs early in the school year.

Professional Development:

To start our focus on classroom routines and management, we conducted a PD series using *Teacher Like a Champion* by Doug Lemov. Through discussion during the initial session, our teachers and their grade level mentors determined specific areas from the book on which they needed to focus. Then, in subsequent weeks, they read specific chapters and discussed with their learning group, each of which was led by one of our administrators. Then, the mentors and COI followed up with observations and feedback to the teachers to help improve their overall classroom management, routines, and engagement practices.

Absenteeism:

While the specific will be discussed further in question 3 below, it is important to note that absenteeism has also had a significant impact on our academic outcomes. Our team has focused on addressing absenteeism with families, individual students, and with improved school-wide practices for helping students get to class on time. Through these efforts, we have been able to identify specific needs for our families and students, and we can therefore work with our Community Schools Coordinator and community partners to support them in meeting their needs.

Tier I Implementation, MTSS, and School Culture:

When students feel supported and cared for, they will obviously focus more on the lessons being presented in class. Therefore, we have focused heavily this year on ensuring that wrap-around supports and services are provided so kids can be successful academically. First, we have worked to ensure that we have more events, activities, and celebrations for our students. This includes clubs, field trips, college trips and visits, dances, and after school activities. We are continually looking for more opportunities for our students to ensure that they are engaged with other students and with staff in a positive way at school. Some examples of these activities include our vegan cooking club, art and drawing club, make-up club, college club, GSA, guitar lessons, community service, and field trips to many sites across Los Angeles. Over spring break, we had many of our students participate in local field trips, and approximately 40 students were able to go on one of two trips to visit colleges in northern California, including UC Berkeley, UC Santa Cruz, and UC Davis. Through our advisory



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

program, students are constantly offered opportunities to participate in competitions from door decoration competitions (e.g., Women's History Month, Black History month themes), soccer tournaments, and March Madness. We have also had a weekly student store to promote positivity through our scholar dollar program, events like dances and game nights, and many school spirit week events. We also spent significant time and effort this year to re-build our MTSS system of supports for Tier II and Tier III needs. We have had more regular meetings, improved the student recommendation process, tracked our services more effectively, and worked with parents, students, and staff through the SSPT process to find the exact right supports to help students succeed. Below are some of the photos from our school culture building that our admin team has shared with our board this year:

School Culture:

We started our school year with many activities. From ropes courses to team building activities on campus, our staff made sure our year started out on a positive note. We had kick-off assemblies with cohort challenges, our clubs (including art and vegan cooking) started up again, our newcomers (non-native speakers) took a trip to the local pool after a unit on community-based locations and terms, our 7th graders promoted recycling as part of a science project, and our leadership class sponsored a door decorating contest for Latino Heritage Month!





LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054





LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

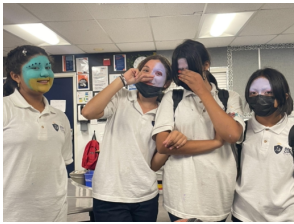


School Culture/ELOP:



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Building a strong culture is key to student success. Here is just a taste of all the amazing things going on at BCCS over the past month:



Make-Up Club learning how to use makeup to alter your appearance (e.g., no eyebrows)



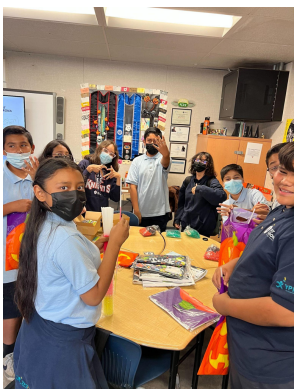
Special effects makeup in Make-Up Club (this day was bruises and cuts).



8th Graders working on their terrarium project (Ms. Mousavi's class).



The beginning of this advisory's pumpkin carving efforts for the annual contest.



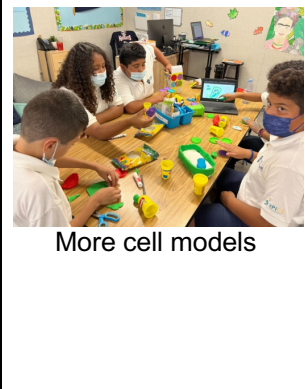
Cell model project (Ms. Duenas' class)



Preparations for Trunk-or-Treat



Pumpkin carving in process



More cell models



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054



More cell models



More cell models



Spooky Student Store



Spooky Bake Sale



Estella and her carved creation



Some of the final entries for the Pumpkin Carving Contest



More of the final entries for the Pumpkin Carving Contest



Leadership student workers at Trunk-or-Treat



5th Grade Trip to the San Diego Zoo





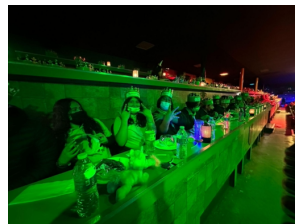





This final photo (right) is special because it did not come out of a planned event of specific effort. We did have some students this night who attended movie night in some of the classrooms, but this is a photo of an impromptu volleyball game between staff and students. A few students decided to play during the after school program, then a couple of staff members joined. More staff and students were called over to play until we had an all out, very competitive (and seriously fun) match going on. It was a great night of relationship building with our kiddos.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054



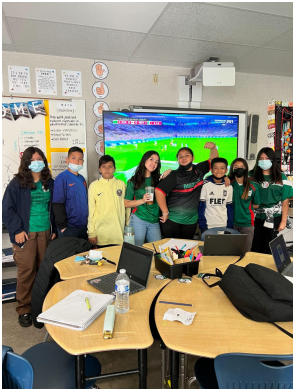


School Culture/ELOP:

Building a strong culture is key to student success. Here is just a taste of all the amazing things going on at BCCS over the past month:

 <p>Trip to the Sepulveda Basin for nature exploration.</p>	 <p>Medieval times!</p>	 <p>Medieval times!</p>	 <p>Medieval times!</p> <p>Some of our students got pretty excited about the show!</p>
 <p>Knighting Ceremony: 7th grade students can earn knighthood through acts of</p>	 <p>Make-up club learns about prosthetics and skin grafts (Special Effects makeup)</p>	 <p>Malibu Lagoon STEM and exploration day.</p>	 <p>Having fun at Malibu beach!</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

<p>kindness, support, and chivalry. This can be earned anytime throughout the year, and this was our November ceremony.</p>			
 <p>Art club Christmas creations</p>	 <p>Vegan club is always cooking up something delicious!</p>	 <p>Friendsgiving in the resource room.</p>	 <p>Mr. V. and his football boys on Twin Day</p>
 <p>Pop day- we had a relay jumper, ping pong, competitions and our annual Turkey bowl (students vs. Staff</p>	 <p>BCCS getting into the World Cup!</p>	 <p>Chess Club</p>	 <p>Second place in our FIYA division for football. Not bad!</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

football game).

School Culture/ELOP:

Building a strong culture is key to student success. Here is just a taste of all the amazing things going on at BCCS over the past month:






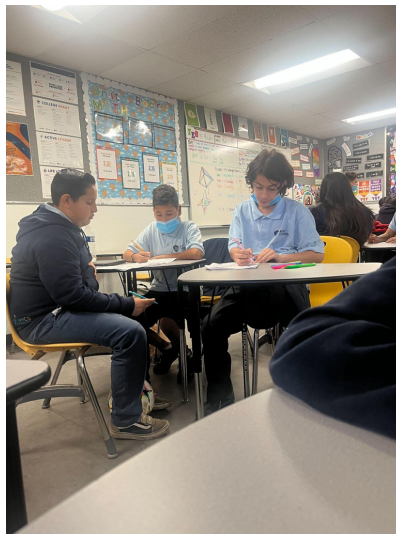
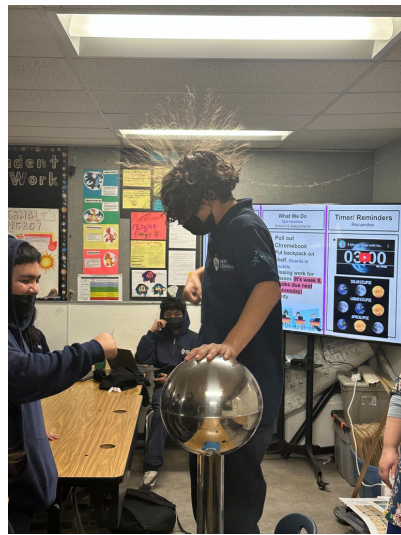
National Reading month- our newcomers went to Liggett Elementary to read to the UTK and Kinder classes.



National Reading month- our newcomers went to Liggett Elementary to read to the UTK and Kinder classes.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

		
<p style="text-align: center;">Gardening with Gerhardt</p>	<p style="text-align: center;">Ratio Projects</p>	<p style="text-align: center;">Ratio Projects cont'd</p>
		
<p style="text-align: center;">Guitar Class</p>	<p style="text-align: center;">Oliver, one of our students with the highest needs, has been volunteering to help other students in class.</p>	<p style="text-align: center;">Science experiments with Mousavi!</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054



Building community with Fenton Elementary



Vegan Cooking Club (aka The Happy Cow Club)




Perfect attendance awardess



The Lion King Musical with the Makeup Club (with cast and makeup backstage conversations!






**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054**

		
<p>Persuasive Presentations</p>	<p>AM Tutoring (6:30, every day!)</p>	<p>All advisories are associated with a university. This is some of our bulldogs at our advisory soccer tournament.</p>
		
<p>National Oreo Day</p>	<p>Scholastic Book Fair</p>	<p>More at the attendance assembly</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

		
Photography club	Photography club	National Toast Day menu

The combination of academic support and a strong support system across the school will help to increase our overall scores. We are already seeing great results on our iReady and HMI diagnostics this year.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

2. **Bert Corona Charter Middle's 2022 California School Dashboard report on the school's performance on the English Learner Progress Indicator shows that the school has earned a Status level of "Medium," which is similar the State's Status level. The report shows that 45.2 percent of students are making progress towards English language proficiency which is below the State at 50.3 percent.**

Please, briefly describe the steps Bert Corona Charter Middle's is taking to improve English Learner Progress.

One of the most significant changes we made to increase English learner progress and performance was the addition of an EL support team to our staff and including ELD support time in our daily schedule. During the fall semester, the ELD teacher supported students and teachers through push-in and pull-out support, much like a resource teacher does throughout the school year. This was a success in terms of student growth; our second diagnostic in December, as well as in our review of our Houghton Mifflin Reading Inventory data from the first semester. However, after discussing the data with our team, we determined that even more targeted support was needed. As a result, we changed our schedule for the second semester to allow our ELs to have their regular, core ELA course and also an ELD time designated specifically for language development. With the new schedule, our EL teacher is able to teach the first three periods of the day for the ELD courses, then provide support for the rest of the day in the classroom and through pull-out time for ELs. Moreover, the EL teacher provides instruction in the resource classrooms and our resource teachers co-teach with her once or twice a week. This provides much more time for support for our ELs and students who are both EL and SPED.

In addition to the support our ELD teacher provides to our students, she also provides support and professional development for our staff. She has led several trainings this year on best practices to support ELs in the general education setting and she works with teachers one-on-one to help them plan instruction that will be meaningful and beneficial for our English learners.

During the 22-23 school year, we saw an increase in the number of newcomers we have enrolled at our school, and we now have twelve EL 1s and struggling EL 2s. To support these students beyond the regular classroom, we have a special class designated to their language development at the end of the day. This class not only provides target support for these students, but they have taken many trips to solidify their learning in the real world. For example, after they learned the language about the community and local places to visit, they took a tour of the community in which they visited a pool and went to lunch to use their newly acquired English skills to order their own food. These real world experiences help to make their learning more meaningful. Additionally, the ELD teacher started a Spanish club after school that allowed these students to retain and build upon their academic language in their native language. Being able to develop in both languages will help solidify their academic ability across the board.

To track their progress, we continue to administer the iReady assessment three times per year, but we also started administering the Houghton Mifflin Reading Inventory (HMI) this school year. This



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

assessment provides us more data on the needs and progress of our students, and also affords our students more opportunities to demonstrate content mastery required for reclassification.

Finally, we are working on investing in our staff. In March, our COI and ELD teacher went to the CAFE conference where they were able to collaborate with other educators to come up with more effective ways of meeting the needs of our ELs and how to help them succeed academically.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

3. **Bert Corona Charter Middle's 2022 California School Dashboard report on the school's performance on the Chronic Absenteeism Rate Indicator show that the school has earned a Status level of "Very High" for All Students which is similar to the state's Status level. The report shows that 27.2 percent of students are absent 10 percent or more of the instructional days they were enrolled which is lower than the state at 30.0% percent.**

Briefly describe the steps Bert Corona Charter Middle's leadership is taking to address the student's high chronic absenteeism at the school.

Over the last couple of years, chronic absenteeism has increased district and state wide, and although BCCS has maintained lower percentages of chronically absent students when compared to the district and the state, we have not been immune to the impact of the pandemic on absenteeism. This year, we put emphasis on addressing absenteeism and had several different strategies to ensure students were coming to school.

When looking at both our academic data and our absenteeism data, we knew we needed to enhance the culture and engagement at our school in order to improve in both areas. As such, we started more programs, clubs, and opportunities for students to engage positively at school, knowing that the more connected our students felt, the greater the likelihood that they would come to school more regularly and engage more actively in their classes (see the Tier I/School Culture section in the response to question for more details on this effort).

To specifically address chronic absenteeism, we started notifying families early in the year about their absenteeism data. Every five weeks, parents receive notifications with their report cards if they have more than 3 absences. When students hit nine absences for the year, the parents are contacted and they work with our operations team to create a success plan. For parents who were not able to come to the school, we did some meetings over the phone and in some cases we conducted home visits to come up with a plan to support the family and the student to be at school. In collaboration with our community schools team, we have identified many resources and community partners who can help meet a wide variety of needs for our families. This will help to eliminate or address the barriers that prevent our families from successfully getting our students to school and from getting them to school on time.

In addition to this effort and in line with our efforts to build a positive school culture, we also started celebrating student attendance and we hold raffles for students who report to school and for those who report to school on time.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

4. **Bert corona Charter Middle's 2022 California Dashboard report on the school's performance on the Suspension Rate Indicator show that English Learner's percentage of students suspended at least once is 4.6% which is higher than the state at 3.2%.**

Briefly describe the steps Bert Corona Charter Middle's leadership is taking to address the English Learner subgroup's suspension rate at the school.

This year started out with a higher number of severe behavioral issues than we had seen in previous years. With our issues last year returning from the pandemic and the increased issues this year, we knew we had to be very intentional and proactive this year with our supports for students. One of our huge efforts to be proactive this year was to work on improving our MTSS system at BCCS. We started meeting more regularly and using more structured resources and forms to document our process. We trained our teachers and staff how to do referrals and expanded our partnerships in the community which helped us to provide more specific and targeted supports to our students and families in need. Two of our partners we have really focused on collaborating with are Luminarias and Strength United, both of which provide counseling and support services for students and families. Additionally, we have begun working with LAPD to get some of our more challenging students into the LAPD diversion program, a program that focuses on making good decisions, anger management, and life planning. Through this process, we also started having more robust SSPT meetings to work with families and school staff to meet the needs of our students.

Another effort to be proactive is our focus on Tier I supports, expectations, and activities to help engage students positively in school (see the Tier I/MTSS section in question 1 response for more details on this effort).

A third effort, and part of our Tier I approach, was to plan targeted lessons for advisory classes to address issues that we saw arising around the school. Some examples include bullying, racial slurs and discrimination, and kindness/empathy. For most of these lessons, we utilized Ripple Effects lessons to help walk students through the conversations and information necessary to grasp the concepts of each lesson.

Some of our Tier II and III strategies to support students include targeted lessons for small groups and conversations/counseling for individual students. We also have opportunities for students to work with our School Culture and Climate team on vision boarding and planning for the future, learning to understand and control your emotions, and we have a time for students to practice journaling to help them express and understand their own feelings and experiences.

Finally, for students who are struggling with behavior, they are assigned a specific mentor for the check-in/check-out program. Through this system, the student checks in with their person before heading to class, then teachers provide feedback throughout the day using our PBIS rewards system, and then students check out with their mentor at the end of the day. This system of accountability helps to keep our students on track throughout the day and through the week.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

In regards to specifically our EL population and their suspension rate, we know that this group was disengaged and struggling academically last year. The supports and new staff we have in place to help our ELs engage in class and to feel successful was another effort that should help to curb the suspension rate for ELs this school year.

5. Provide, targeted instructional practices that we will observe school wide (or specific to data needs) (3-4 at most) as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits).

After further reflection and data analysis from last school year, our BCCS team decided to focus on three main goal areas for this year. The first is EL reclassification and academic growth. The second is restorative practices as part of our Tier I approach to culture and discipline. The third was a focus on chronic absenteeism; in the classroom, we address this by having engaging lessons and activities that make the kids want to come to school.

EL Strategies:

As we walk through the classes, we will see a variety of strategies being used to engage and support ELs. The benefit of these strategies is not only for ELs- our general education students and students with special needs benefit from them as well. Here is a list of the strategies you will see:

- Collaboration and Group work
- Discussions: teacher led with targeted questions
- Repetition of language and vocabulary words
- TPR
- Turn and Talk/Buddy Buzz
- Co-teaching (this will be seen in our ELD class)

Restorative Practices (PBIS):

In our classrooms, you will see examples of encouragement, use of scholar dollars, and conversations with students. Our teachers focus on recognizing the contributions from students rather than focusing on the negative behaviors. When issues do arise, we guide students through reflecting on their behavior and, at times, we facilitate connections meetings to restore broken relationships.

Engagement:

Similar to the EL strategies, planning to use strategies and structures that engage students will benefit everyone in the classroom. Here are some of the engaging strategies you will see in our walkthrough (NOTE: some are similar to EL strategies as they serve a dual purpose):

- Use of technology to engage learners (Google Suite, online texts, support programs and apps, NearPod, and academic games)
- Group work and collaboration
- Project-based learning



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

6. Review the schools progress in implementing CSD's recommendation outlined in the 2021-2022 oversight report. Specifically for the areas noted for further growth or improvement.

During our 21-22 oversight visit, we had discussions about several areas in which we wanted to grow. These were outlined in the "Further Growth or Improvement" section of our Annual PBOV Report and included EL performance, decreasing suspensions and improving school culture, and increasing our parent engagement. Other recommendations for growth and improvement in the report include updating the Parent-Student Handbook and working on our reclassification rates.

EL Performance and Reclassification:

As discussed throughout this document, EL performance has been a huge area of focus for us this school year. Specifically, we have restructured our schedule, added an ELD teacher and tutor, and have provided more opportunities for PD and support for our general education teachers who work with English learners in their classrooms. We have also identified some key strategies that support EL success that will be observed in the classroom, and we have worked with our teachers to ensure the curriculum is accessible to all learners. For the 21-22 school year, we had a reclassification rate of 12%, much higher than the reported 0% in 20-21 or the school's recorded rate of 5.4%. This year, we anticipate higher reclassification rates. This is largely due to the implementation of a more robust EL program, but also because of a step we made to address our issue of a passing score on a standardized assessment. This year we have been administering the Houghton Mifflin Reading Inventory (HMI) each quarter as another option for passing a standardized test. As of December, 32 of our 108 ELs (approximately 30%) had already achieved a passing score on the HMI. Moreover, we have spent time during support classes and ELD classes specifically addressing the assessed areas of the ELPAC and have been working with teachers to ensure ELs are supported to earn at least a C in their ELA classes. With these efforts, we should have the perfect mixture of efforts to ensure a higher reclassification rate for the 22-23 school year.

School Culture:

The last two years have been exceptionally difficult. Across the country, we are seeing an uptick in negative school behavior and more extreme examples of disrespect, defiance, and discrimination. To address this at our school, we hired a social worker this year. She has been instrumental in helping us refine and bolster our MTSS systems. Additionally, we have put a strong emphasis on having more student trips, clubs, and activities that engage students in a positive way at school. We have worked on bringing back traditional events at the school and on creating a menu of services to support students and families in need. We have also started a DEI committee which is focused on ensuring that all students and stakeholders are seen, appreciated and supported. We have developed lessons to help students think through the concepts of equity and diversity and are helping them to consider these concepts through a service-oriented and leadership-centered lens. Our goal is to teach them not only how to be an up-stander, but also how to initiate change in their communities.

Parent-Student Handbook:

This document is in the process of being updated for all schools and the latest revision should be completed soon.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Verified Data Questions

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website: <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

Also:

[Verified Data FAQ's](#)

Verified Data (Assessments)

1. Please complete the below table including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: iReady Reading Diagnostic	Grade Levels: Grades 5-8	Assessment Administration: 3 times per year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: iReady Math Diagnostic	Grade Levels: Grades 5-8	Assessment Administration: 3 times per year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Diagnostic Status ▾



Subject: **Math** ▾

School: **Bert Corona Charter Middl...** ▾

Diagnostic: **D3 MS:** ▾

04/26/22 - 05/11/22

Current Diagnostic Window: **D3 MS:: 04/26/22 - 06/10/22**

Students Assigned/Total: **340/340**

2%
Not Started

2%
In Progress

96%
Completed

Diagnostic Status ▾



Subject: **Reading** ▾

School: **Bert Corona Charter Middl...** ▾

Diagnostic: **D3 MS:** ▾

04/26/22 - 05/11/22

Current Diagnostic Window: **D3 MS:: 04/26/22 - 06/10/22**

Students Assigned/Total: **340/340**

1%
Not Started

4%
In Progress

95%
Completed
5 Rushed 10 Rushed



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

2. If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate.

95% completion rate was met for the final assessment (taken in early May 2022). To hit this threshold, we simply discussed the importance of hitting 95% with the instructional team and asked teachers/proctors to follow up with their students to finish in the days following our iReady diagnostic. Teachers provided a quiet space during advisory classes to allow students to finish and our admin team supported by continually checking our completion rates and updating the entire team on our status as a school and by grade level.

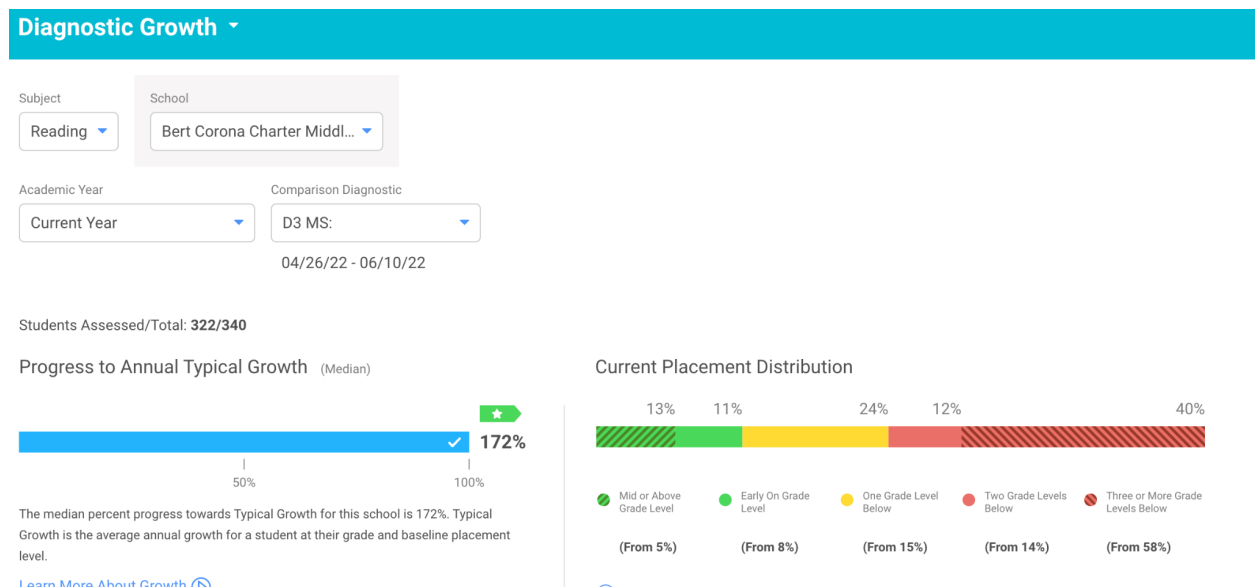


LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

3. Please provide the publisher's growth report (e.g., iReady provide iReady's Typical Growth Measure; NWEA provide Measures of Academic Progress; etc.). For a complete list of growth reports, please review the following CDE document: [November 2020 SBE Agenda Item 14](#) (pages 23-29). Based on the report(s), please provide the following:
- School wide (if available) **and** disaggregated subgroup data.
 - Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth?
 - For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.

Our students demonstrated growth across the board this year. Each subgroup and grade level demonstrated growth on their diagnostic, and we are excited about the level of growth we are seeing from our students.

Reading:



As an entire school, our students' median typical growth (the metric recommended by iReady for tracking group progress) was 172% of their annual typical growth expectations. Our students excelled at all grade levels, demonstrating growth from 165% to 200% growth. Moreover, our students moved up in their performance bands. We grew from 13% of students being on grade level to 24%, 15% of students one level below to 24%, and in the lowest performance bands, we dropped from 72% performing 2 or more levels below to only 52%. In



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

the breakdown below, it is clear that all of our students surpassed our expectations and grew significantly.

Show Results By Grade					
Showing 4 of 4					
Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 5	<div><div></div></div> 175%	82%	<div><div></div></div> 77%	24%	82%
Grade 6	<div><div></div></div> 200%	72%	<div><div></div></div> 71%	39%	66%
Grade 7	<div><div></div></div> 165%	63%	<div><div></div></div> 55%	28%	55%
Grade 8	<div><div></div></div> 167%	66%	<div><div></div></div> 59%	31%	63%

Our goal for iReady when we started the year was 100% typical growth and 50% stretch growth. Again, we surpassed this in all grade levels.

In addition to analyzing our schoolwide, it is also important to ensure we analyze how individual students and subgroups are performing. After each diagnostic, we break down how everyone is performing and meet with each teacher to discuss performance. As part of the subgroup analysis, we look at how our ELs and our Students with Special needs are performing in comparison with the general population. Schoolwide, our English Learners grew an average of 31 points on their diagnostic over the course of the year compared to 25 points of growth on average for our general population. Students with special needs increased 36 points on average compared to 25 points for the general population. This shows that although our student subgroups start at a lower scale score, our team and our students are making up the academic gap over the time they are with us at our school.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

D3 MATH SCALE SCORE ANALYSIS											
AVERAGE SCALE SCORE BY GL		AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL					
Grade	AVERAGE of D3 Scale Score May 2022		EL Status				SPED				
		Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total		
5	546	5	511	565	546	5	543	566	546		
6	559	6	527	574	559	6	572	521	559		
7	565	7	508	593	565	7	578	520	565		
8	591	8	567	603	591	8	593	581	591		
Grand Total	571	Grand Total	534	589	571	Grand Total	580	538	571		

D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)											
AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL					
Grade	Average Growth		EL Status				SPED				
		Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total		
5	29	5	17	35	29	5	28	34	29		
6	34	6	39	32	34	6	32	39	34		
7	21	7	22	21	21	7	21	24	21		
8	26	8	34	22	26	8	21	49	26		
Grand Total	27	Grand Total	31	25	27	Grand Total	25	36	27		

The image above represents performance on our final diagnostic using two metrics. First (in the boxes with the green title banners), we can see overall scale scores for groups of students by grade level. Scale scores are generated based on the correct and incorrect responses on the test. In the table below, you can see the breakdown of scale scores for each grade level. For a 6th grade student to score at the sixth grade level, they must have a scale score of 495 to 564.

Overall—Mathematics (K–8 All and Integrated)

Overall Placements

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–454	347–401	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386
Grade 1	455–496	402–496	387–427	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412
Grade 2	497–506	497–506	428–506	413–448	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433
Grade 3	507–800	507–516	507–516	449–516	434–464	434–449	434–449	434–449	434–449	434–449	434–449	434–449	434–449
Grade 4	N/A	517–800	517–526	517–526	465–526	450–479	450–464	450–464	450–464	450–464	450–464	450–464	450–464
Grade 5	N/A	N/A	527–800	527–540	527–540	480–540	465–494	465–479	465–479	465–479	465–479	465–479	465–479
Grade 6	N/A	N/A	N/A	541–800	541–564	541–564	495–564	480–507	480–492	480–492	480–492	480–492	480–492
Grade 7	N/A	N/A	N/A	N/A	565–800	565–574	565–574	508–574	493–517	493–502	493–502	493–502	493–502
Grade 8	N/A	N/A	N/A	N/A	N/A	575–800	575–585	575–585	518–585	503–514	503–514	503–514	503–514
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	586–800	586–598	586–598	515–598	515–555	515–540	515–540
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	599–800	599–610	599–610	556–610	541–563	541–548
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	611–800	611–629	611–629	564–629	549–571
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	630–800	630–800	630–800	572–800



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Reading Placements—Overall

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–488	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473
Grade 2	537–560	537–560	489–560	474–510	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495
Grade 3	561–800	561–602	561–602	511–602	496–556	496–541	496–541	496–541	496–541	496–541	496–541	496–541	496–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

The average scale score schoolwide was 571. As expected, our English learners and students with special needs did not score as high on their average scale score as the general education students. However, the exciting part of this data is the second section (under the orange title banners). This data shows average growth by subgroup and grade level. The numbers represent the total number of points students increased their scale scores over the course of the year. On the table below, we can see that EL student growth and growth for students with special needs exceeded that of our general population.

D3 MATH SCALE SCORE ANALYSIS												
AVERAGE SCALE SCORE BY GL			AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL					
Grade	AVERAGE of D3 Scale Score May 2022			EL Status				SPED				
	5	546	Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total		
	6	559		5	511	565	546	5	543	566	546	
	7	565		6	527	574	559	6	572	521	559	
	8	591		7	508	593	565	7	578	520	565	
Grand Total		571		8	567	603	591	8	593	581	591	
			Grand Total		534	589	571	Grand Total		580	538	571

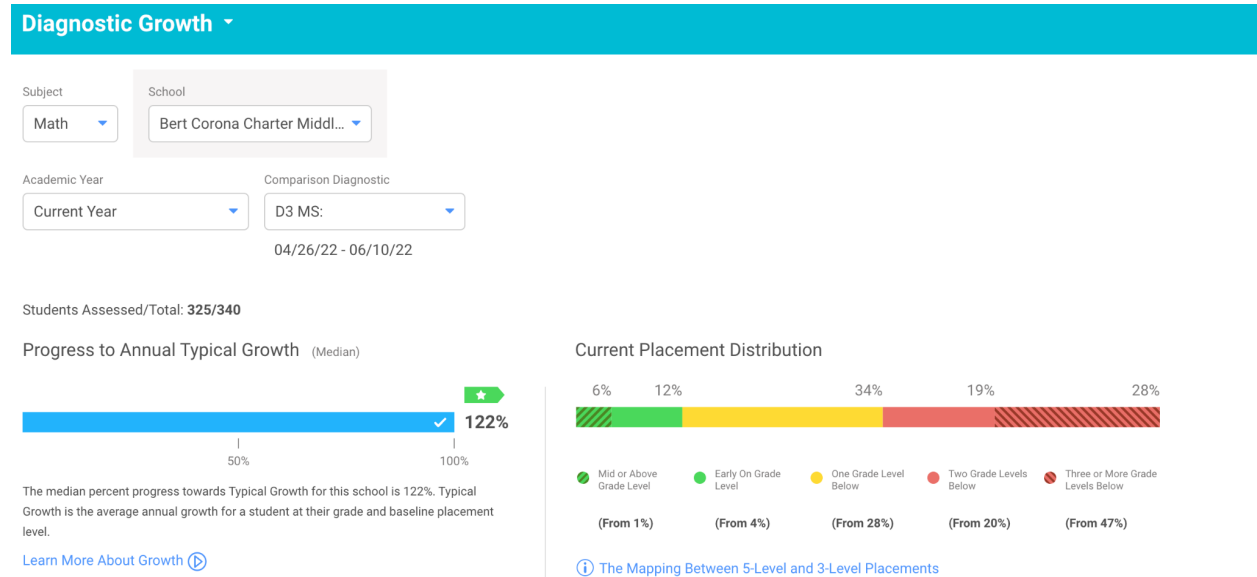
D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)												
AVERAGE GROWTH BY GL			AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL					
Grade	Average Growth			EL Status				SPED				
	5	29	Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total		
	6	34		5	17	35	29	5	28	34	29	
	7	21		6	39	32	34	6	32	39	34	
	8	26		7	22	21	21	7	21	24	21	
Grand Total		27		8	34	22	26	8	21	49	26	
			Grand Total		31	25	27	Grand Total		25	36	27

This indicates that our students in special populations are not being left behind and they are making up the difference in their learning gap so they can catch up to their general population peers.



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Math:



Just as they did in reading, our student exceeded expectations in math. Schoolwide, our students hit 122% of their annual typical growth, and every grade level contributed that that overall success:

Show Results By					
Grade					
Showing 4 of 4					
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Grade 5	115%	65%	58%	12%	82%
Grade 6	121%	60%	58%	22%	66%
Grade 7	150%	66%	73%	37%	64%
Grade 8	108%	52%	42%	17%	51%

Again, our goal was to hit 100% typical growth and 50% stretch growth. Our students surpassed the typical growth goal and all grade levels but one passed the goal for stretch growth as well (8th grade was close with 42% stretch growth).



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Just as was discussed for reading, we also take careful steps to analyze performance across all student groups for our mathematics diagnostic. Our initial assessment indicated that a large percentage of students were performing below grade level. The great thing about the iReady assessment is the focus on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680, so we will continue to strive for a higher average scale score for each grade level. However, we are very proud of the growth our students have demonstrated and that our students exceeded typical growth expectations across the board. Schoolwide, our English Learners grew an average of 17 points on their diagnostic over the course of the year compared to 28 points of growth on average for our general population. Students with special needs increased 33 points on average compared to 22 points for the general population. In ELA, both of our these student subgroups out-performed their general education peers in terms of growth. In math, our students with special needs outgrew the general population, but our English Learners did not. This will be an area of growth for next year so our ELs grow as much in math as they do in ELA.

D3 MATH SCALE SCORE ANALYSIS									
AVERAGE SCALE SCORE BY GL		AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
			EL	Non-EL	Grand Total		N	Y	Grand Total
5	457	5	447	463	457	5	455	471	457
6	469	6	451	477	469	6	474	452	469
7	483	7	458	495	483	7	490	455	483
8	488	8	477	493	488	8	490	481	488
Grand Total	479	Grand Total	461	487	479	Grand Total	483	461	479
D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)									
AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
			EL	Non-EL	Grand Total		N	Y	Grand Total
5	23	5	27	21	23	5	23	24	23
6	23	6	16	26	23	6	18	38	23
7	24	7	18	27	24	7	27	14	24
8	26	8	15	31	26	8	22	52	26
Grand Total	24	Grand Total	17	28	24	Grand Total	22	33	24

Here, you can see again that our English learners and students with special needs do not have quite as high scale scores as the general population, but they are demonstrating growth across the board. Our students with special needs are exceeding the growth of the general population in most grade levels. Our English learners are growing in solid margins, but they are not quite keeping up with their peers. This year, we worked with our teachers to integrate ELD strategies and standards into their classrooms, and it worked very well for our reading results (this will be discussed more in depth in subsequent paragraphs). While we are proud of the growth our ELs



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

demonstrated across the board, we will continue to work on integrating and implementing these strategies more effectively in our math classes.

4. Were the assessments administered as intended, consistent with the test publishers' administration and test security procedures?

Our assessments were all administered as intended. We run a testing schedule so students have ample time to complete their assessments. Prior to diagnostic testing, our teachers review student data and goals that were discussed after the previous diagnostic. All students are assigned their reading and math assessments through their advisory teacher and teachers monitor testing to ensure students are focused on their task. At our school, our teachers actively monitor by walking around, but they also use a program called Go Guardian that allows them to monitor student activity from their teacher computer. Any student who is flagged by the system as rushing will be pulled and talked to, and perhaps given a break so they can come back to the test when they are ready to focus. Once testing is completed, teachers provide a quiet activity so students can work quietly without distracting those who are still taking their test.

5. If verified data is not submitted, please explain why.

Verified data was submitted, so this question is not applicable.

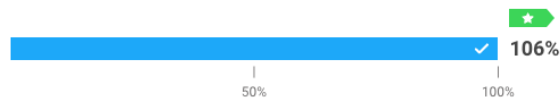


LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Current Verified Data (22-23 School Year)

Schoolwide Reading

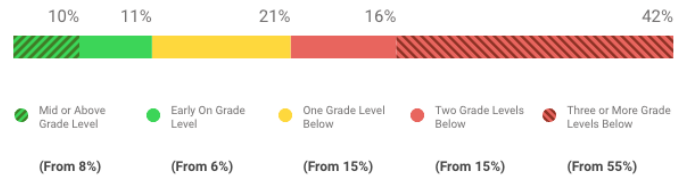
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

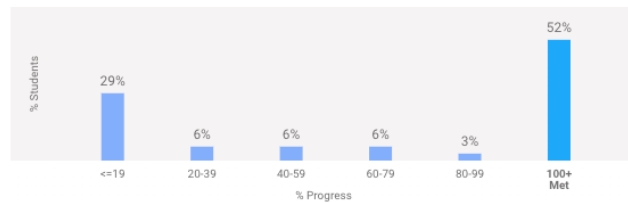
[Learn More About Growth](#)

Current Placement Distribution

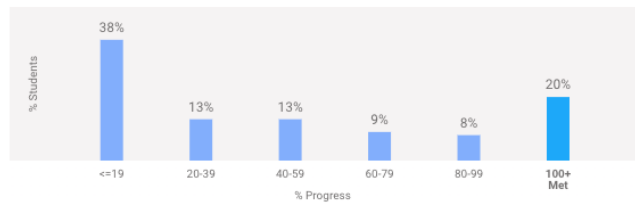


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



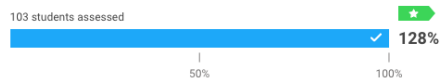
Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	169%	85%	79%	23%	92%	13/14
Grade 6	143%	59%	55%	24%	53%	96/108
Grade 7	67%	40%	22%	16%	40%	107/109
Grade 8	122%	52%	44%	19%	59%	101/102



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Subgroup: English Learners (all)

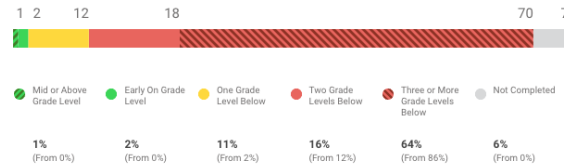
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 128%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

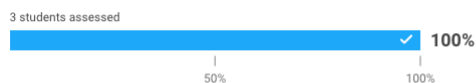
Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Subgroup: SPED (5th)

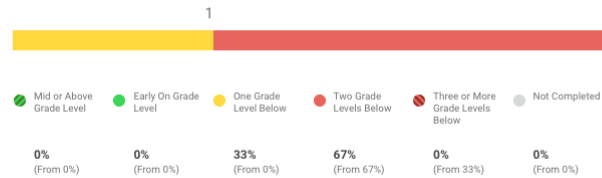
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 100%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

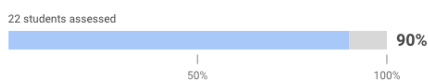
Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Subgroup: SPED (6th)

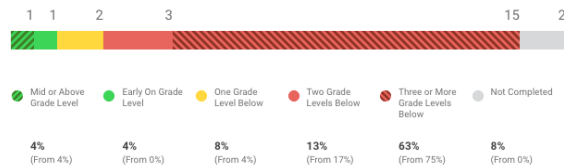
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 90%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



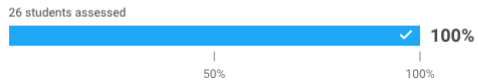
[The Mapping Between 5-Level and 3-Level Placements](#)



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Subgroup: SPED (7th)

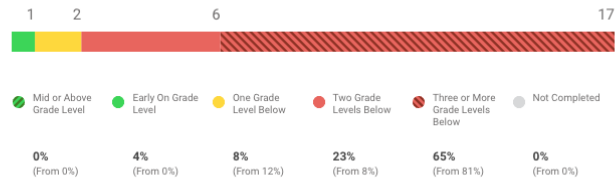
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 100%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

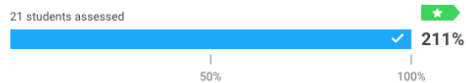
Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Subgroup: SPED (8th)

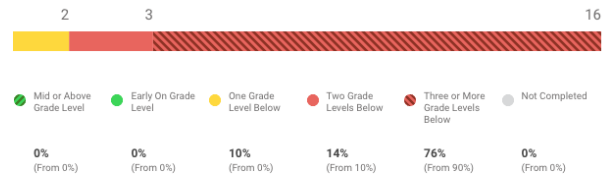
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 211%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Schoolwide Math

Students Assessed/Total: **318/333**

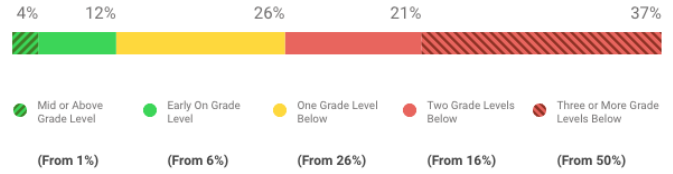
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 91%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#) ⓘ

Current Placement Distribution



ⓘ [The Mapping Between 5-Level and 3-Level Placements](#)

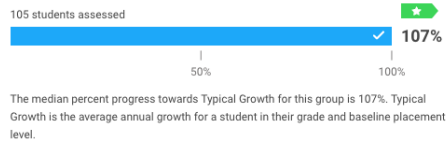
Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚡	% Met ⚡	Progress (Median) ⚡	% Met ⚡		
Grade 5	<div><div></div></div> 22%	31%	<div><div></div></div> 13%	0%	46%	13/14
Grade 6	<div><div></div></div> 86%	45%	<div><div></div></div> 42%	8%	52%	99/108
Grade 7	<div><div></div></div> 58%	39%	<div><div></div></div> 26%	10%	46%	105/109
Grade 8	<div><div></div></div> 125%	62%	<div><div></div></div> 52%	25%	59%	101/102



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

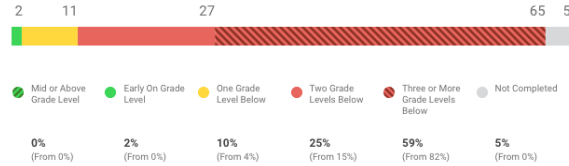
Subgroup: English Learners (all)

Progress to Annual Typical Growth (Median)



[Learn More About Growth](#)

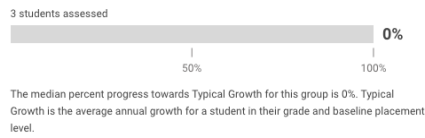
Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

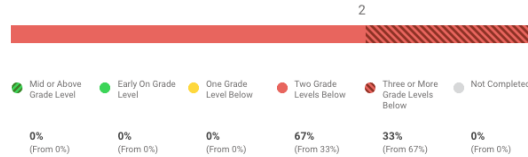
Subgroup: SPED (5th)

Progress to Annual Typical Growth (Median)



[Learn More About Growth](#)

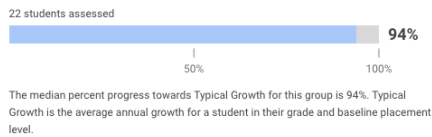
Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

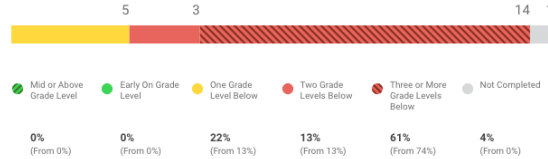
Subgroup: SPED (6th)

Progress to Annual Typical Growth (Median)



[Learn More About Growth](#)

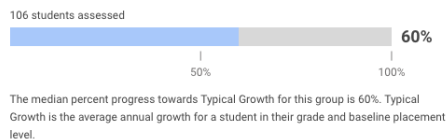
Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

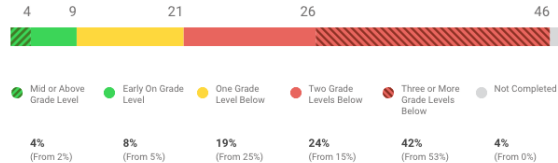
Subgroup: SPED (7th)

Progress to Annual Typical Growth (Median)



[Learn More About Growth](#)

Current Placement Distribution

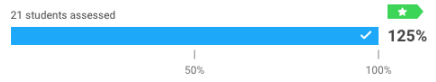


Subgroup: SPED (8th)



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

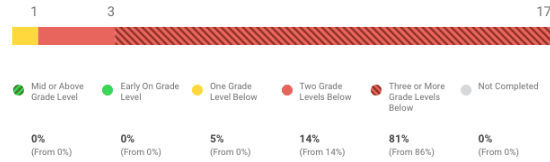
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 125%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

Special Education Questions

1. Describe the systems that the charter school uses to monitor special education compliance, specifically related to IEP timelines, services, accommodations and/or modifications for students with disabilities (SWD), and how have these systems changed throughout the school year in response to real world circumstances?

The special education monitoring system Bert Corona Charter uses is Welligent. It's a centralized, online management portal that houses all our students with individualized education plans (IEP) information and special education history. In addition, Welligent generates reports to ensure compliance with special education laws and regulations. Welligent allows us to monitor IEP timelines, services and accommodations and/or modifications for each one of our students with a disability. The 300 report is used to monitor service provision. The 200 report is used to monitor IEP timelines. The IEP Calendar report is used to schedule IEP for the school year.

During the COVID-19 pandemic shutdown, Welligent quickly updated the information on their system to reflect the emergency conditions and new means of delivery our students with disabilities would receive. It specified how a free appropriate public education (FAPE) as required by federal law would look like and to provide students with disabilities equal access to education. For example, students would receive an online education via asynchronous or synchronous virtual learning and/or home packets along with virtual teacher appointments and scheduled email check-ins.

2. Describe the special education professional development and trainings provided to charter school staff to ensure students are educated in accordance with their IEPs.

At the beginning of the school year, staff at Bert Corona Charter are required to attend 2 weeks of professional development before school starts. Within the 2 weeks, our special education director educates our staff on the importance and legalities of individualized education plans. Staff is informed on what student snapshots look like and how to refer to them in order to ensure academic success. New special education staff are encouraged to attend trainings on how to effectively utilize Welligent, our online IEP



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
BERT CORONA CHARTER MIDDLE - 8054

management system. Additionally, our paraprofessionals are offered trainings on how to support our diverse population of students with IEPs as well as behavior intervention training to become certified in restraining any student with defiant behaviors. Our special education director also encourages our team to be part of national fellowships to enhance their practice.

We have provided the following:

- Special Education 101: What Everyone Needs to Know About Special Education.
- Accommodations vs. Modifications
- The ABCs of Behavior
- MTSS Overview
- Behavior de-escalation strategies

3. Describe how the charter school uses District resources (e.g., trainings, bulletins, etc.) and applications (e.g., MyPLN, COP Resource Hub, etc.) to ensure quality IEP development/implementation and to build staff capacity.

At Bert Corona Charter School, the administration will identify topics that our special education staff can benefit from and develop needed skills with IEP development and implementation through trainings offered in the application, MyPLN. This supports the confidence in our special education staff to have a range of inclusive strategies that leads to successful investments in students with individualized education plans (IEP). Updated bulletins are shared with our special education staff when new information about special education protocols are in place. These resources and trainings are what builds our staff capacity. It helps maintain a supportive and positive climate so our special education staff can create high-quality learning experiences for our general education staff and, most importantly, positive outcomes for our students with IEPs.

1.