



Data Update

December 4, 2023



Chronic Absenteeism

BCCS 2023 Chronic Absenteeism

	CA Eligible Enrollment	CA Count	CA Percentage
Latino	333	96	28.8%
English Learners	116	31	26.7%
Students with Disabilities	84	26	31%
Socioeconomically Disadvantaged	307	92	30%
School – Student Groups	350	106	30.3%
School	350	106	30.3%
LAUSD	553,525	170,294	30.8%
LA County	1,344,649	359,698	26.8%
State	5,958,889	1,486,302	24.9%



<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?cds=19647330106872&agglevel=School&year=2022-23&initrow=Sub&ro=y>

- Has increased from the 21-22 school year
- Working with our committees on new ways to engage students and parents
- Part of our overall Tiered approach and all staff members and departments play a role in decreasing absenteeism.



English Learner Data

BCCS English Learners 2022-23

	EL (0-3 years)	At-Risk (4-5 years)	LTEL (6+ years)	EL Not At- Risk	Total
5th	10%	30%	0%	20%	60%
6th	7.9%	1.6%	23.8%	27%	60.3%
7th	1.4%	0%	27.4%	12.3%	41.1%
8th	4.2%	0%	27.8%	16.7%	48.6%
Bert Corona Charter School	4.5%	1.8%	25.2%	18.3%	50%
LAUSD	24.7%	7.1%	7.3%	7.7%	46.8%
County	23.5%	6.5%	8.9%	9.8%	48.8%
State	24.8%	7.1%	11.1%	11.6%	54.5%



<https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=19647330106872&agglevel=School&year=2022-23>

- Students often come to us as LTELs or close to becoming LTELs (6 years as an EL)
- Our reclassification rate has been strong and has increased each year over the last 3 years.

BCCS English Learners 2022-23

	Level 1 Beginning	Level 2 Somewhat	Level 3 Moderately	Level 4 Well Developed
EL – Enrolled less than 12 months	*	*	*	*
Enrolled 12 months or more	12.15%	32.71%	35.51%	19.63%
LTEL – Long-Term English Learners	5.66%	45.28%	30.19%	18.87%
EL /SED	12.24%	30.61%	37.76%	19.39%
EL +Disability	17.14%	37.14%	22.86%	22.86%
At Risk of LTEL	*	*	*	*
BCCS – All English Learners	4.16%	31.86%	35.40%	18.58%



BCCS Summative: <https://caaspp-elpac.ets.org/elpac/DashViewReportSA?ps=true&lstTestYear=2023&lstTestType=SA&lstGroup=1&lstSubGroup=001&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=64733-0106872&lstSchool=0106872>

- We have a large chunk of students scoring level 3 (almost the proficient level required for reclassification)
- EL 1s and 2s have additional support during the day.
- Continued targeted classes and integrated classes

A graphic with a dark blue background. It features a large, faint, light blue circle on the right side. The text "2023 CAASPP Data" is centered in white.

2023 CAASPP Data

BCCS 2022-23 CAASPP

	ELA (Met/Exceeded)	MATH (Met/Exceeded)	SCIENCE (Met/Exceeded)
BCCS – Socioeconomically Disadvantaged	16.37%	10.56%	9.28%
BCCS - English Learners	0.92%	0%	0%
BCCS – Students with Disabilities	2.74%	2.74%	0%
BCCS – Schoolwide	17.02%	10.75%	12.28%
Statewide	46.66% **	34.62% **	30.18% **

NOTE:

* Data suppressed because fewer than 11 students tested

** Data is aggregated to include grades 3-8 and 11 statewide



BCCS ELA/MATH: <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=64733-0106872&lstSchool=0106872>

BCCS SCIENCE: <https://caaspp-elpac.ets.org/caaspp/DashViewReportCAST?ps=true&lstTestYear=2023&lstTestType=X&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=64733-0106872&lstSchool=0106872>

-Drop in scores last year

-Difficult year; change in staff where 3 strong teachers left the classroom to take on other roles; challenging year for behavior.

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State Dashboard



2023 Local Indicators: All “Standard Met”

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

**Implementation of
Academic Standards**

STANDARD MET

**Parent and Family
Engagement**

STANDARD MET

Local Climate Survey

STANDARD MET

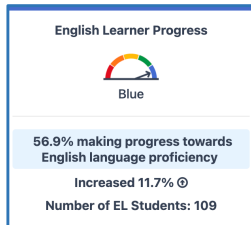
**Access to a Broad
Course of Study**

STANDARD MET

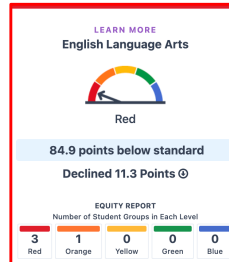


- all standards met
- Want to increase our parent and family engagement.

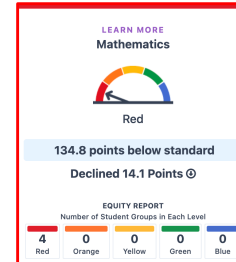
2023 Academic Indicators



This is a huge point of celebration for us. One of our main academic goals for 22-23 was our EL performance, so this data combined with our reclassification data indicates success in our efforts.



We saw a slight decline in performance; efforts to improve include use of common strategies across classrooms, acceleration classes, study hall, and more writing across the content areas.



We also saw a decline in our math performance, but we are using similar strategies to our ELA classes to address. We are also using Ironbox math to develop the mathematical language our kids need to be successful on the CAASPP assessment.



BCCS ELA

els -133.7 dfs; Hispanic -83.7; sed -87.4

Celebrate increase for swd by 13.7 pts

BCCS MATH

Els -182.8 dfs; Hispanic -134.6; sed -136.4; swd -182.4

Celebration: blue for EL progress. Focus this year on Tier I and strong academic strategies/first time instruction.

CURRENT iREADY DATA

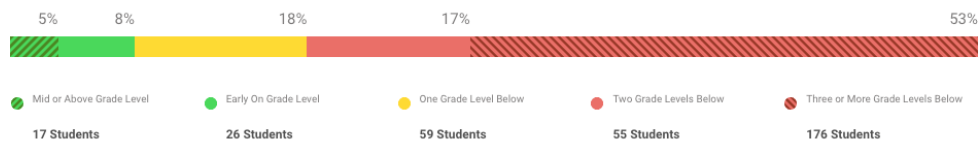
- HMRI
- Grade & GPA reports (tied to SBG)
- Unit assignments in core instructional curricula (math)



Overall Baseline Data (Reading)

Overall Placement

Students Assessed/Total: 333/345



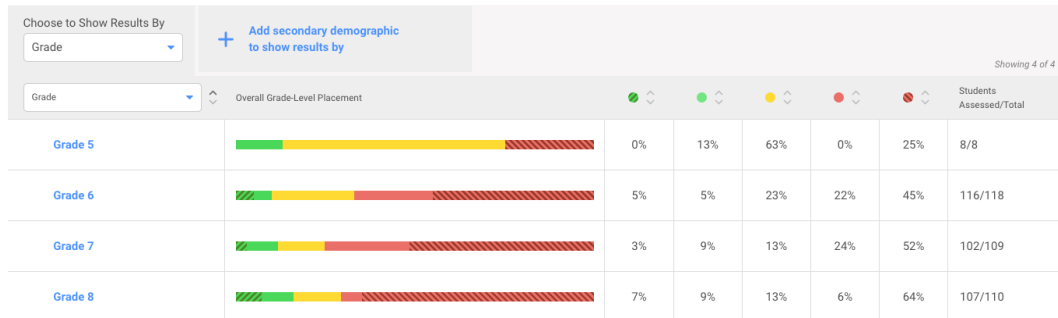
[The Mapping Between 5-Level and 3-Level Placements](#)

13% OGL beginning of year.

70% two or more below

Acceleration classes, study hall, reading and writing across the curriculum

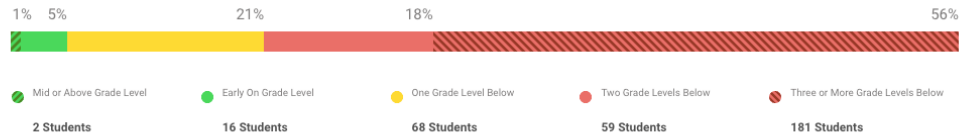
Reading GL Breakdown



Overall Baseline Data (Math)

Overall Placement

Students Assessed/Total: 326/345



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

6% OGL

74% below

21% ready to move up!

Math GL Breakdown

Grade	Overall Grade-Level Placement					Students Assessed/Total
Grade 5		0%	0%	63%	33%	8/8
Grade 6		0%	5%	27%	68%	116/118
Grade 7		2%	4%	18%	76%	95/109
Grade 8		0%	6%	14%	80%	107/110

Reclassification and HMI Data

- Reclassified 3 students per our new policy for SWDs.
 - Focus on 8th grade
- 27/88 have already passed the HMI (31%)

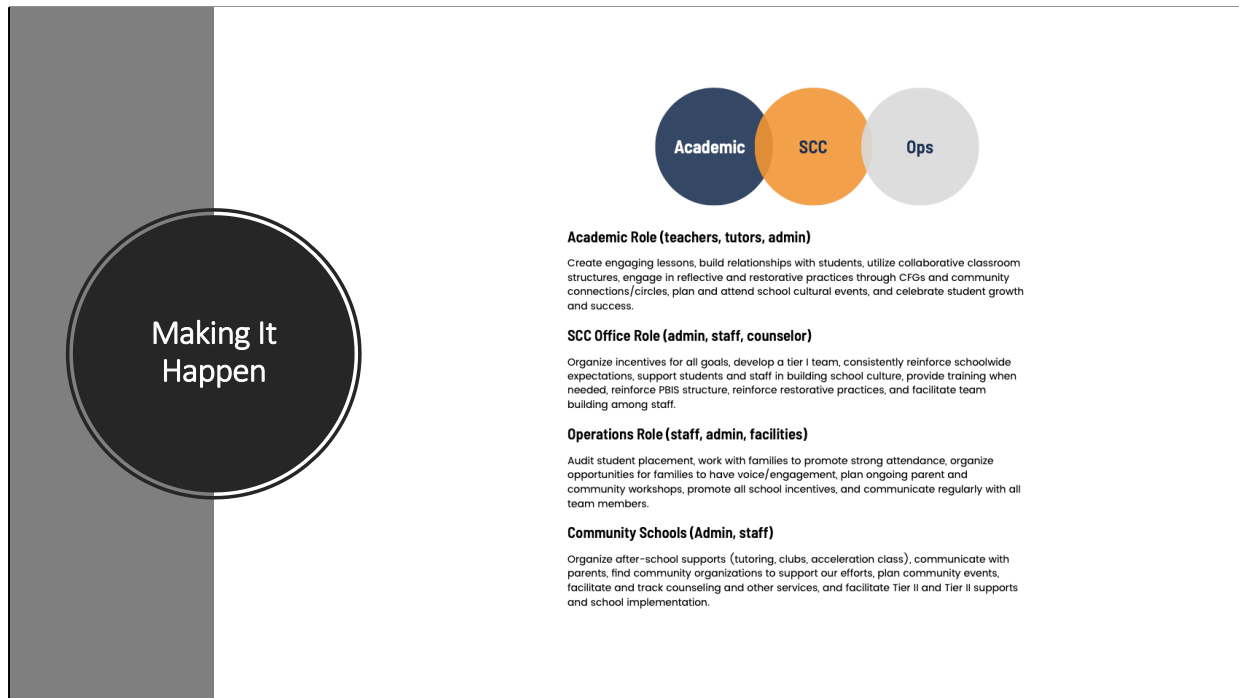
Improving Outcomes: 3 School Goals

Universal Approach

We will discuss all student performance, data, and our interventions through a [MULTI-TIERED lens](#).

Increase in Subgroup Performance: SED, EL, SPED	Attendance and Absenteeism
<p>ELA: By April 2024, 55% of students, including subgroups, will demonstrate improved level placement.</p> <p>MATH: By April, 60% of students, including subgroups, will demonstrate improved level placement.</p> <p>ELD: By May, 25% of English Learners will meet the requirements to reclassify.</p>	<p>Throughout the school year, we will report an average of 95% attendance.</p>
PBIS Tier I Implementation	
<p>By the end of the school year, our school will score above 80% on the Tiered Fidelity Inventory (currently at 33%)</p> <p>By the end of each semester, we will see a downward trend in behaviors as measured by ODRs.</p> <p>As a school, we will have at least six culture-building activities per month.</p> <p>Each semester, BCCS staff members will support/attend at least 3 cultural events.</p>	

Discuss how we decided on these goals (data walk, meetings, strategic planning)



Group/collective effort to reach goals

-explain collaboration in using chronic absenteeism:

- SCC- planning events that will make kids want to come to school (assemblies, trips, activities, competitions)
- Instruction- building relationships with students, service learning, projects, academic games
- CoCS- working with parents to provide support and resources
- Ops- constant communication and outreach, meeting with families