

## Bert Corona Charter School 2023-24 Annual Plan to Improve Student Achievement

| Executive Administrator | Site Leadership Team  |
|-------------------------|---|
| Dr. Kevin Myers         | Mr. Arreola (CoSCC), Mrs. Myers (Col), Mr. Rios (CoO), Ms. Sepulveda (CoCS) |

| Historical Data   | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|---------|---------|
| Cumulative Enrollment (Source: <a href="#">Ed-Data</a> )                  | 375     | 388     | 389     | 354     | 351     | 337     |
| Unduplicated Pupil Count (Source: <a href="#">Ed-Data</a> )               | 319     | 308     | 301     | 309     | 290     | 296     |
| Free/Reduced (Source: <a href="#">Ed-Data</a> )                           | 310     | 293     | 286     | 295     | 274     | 281     |
| English Learners (Source: <a href="#">Ed-Data</a> )                       | 85      | 87      | 92      | 103     | 108     | 109     |
| Chronic Absenteeism (Source: <a href="#">Ed-Data</a> )                    | 6.7%    | 7%      | n/a     | 35.4%   | 27.2%   | 30.3%   |
| Suspensions (Source: <a href="#">Ed-Data</a> )                            | 6.7%    | 6.2%    | 4.4%    | 0%      | 2.8%    | 3.3%    |
| Expulsions (Source: <a href="#">Ed-Data</a> )                             | 0%      | 0%      | 0%      | 0%      | 0%      | 0.3%    |
| ELPAC Proficiency   | 26.51%  | 10.23%  | n/a     | 12.26%  | 11.11%  | 18.58%  |
| Redesignated Fluent English Proficient (Source: <a href="#">Ed-Data</a> ) | 11.9%   | 27.06%  | 14.94%  | 3.26%   | 0%      | 3.5%    |
| English/Language Arts   | 23.1%   | 16.76%  | n/a     | n/a     | 24.47%  | 17.02%  |
| Mathematics   | 12.5%   | 11.44%  | n/a     | n/a     | 12.46%  | 10.74%  |
| Science   |         | 5.68%   | n/a     | n/a     | 7.09%   | 12.28%  |

NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

### Overview Statement/Description of School Performance Trend

In the last two years, BCCS has become much more data-driven and strategic in our planning. The goal since we came back from the pandemic has been to have a well-developed plan based on our student needs, our LCAP, and based on YPICS board and LAUSD areas of focus and required benchmarks. Last year was a challenging year, but our team definitely came out of it with a lot of refined skills and a clear vision for the 23-24 school year. This year we are focusing on consistent implementation of academic strategies and are research proven and that help meet the academic needs of all students. We are focused on three major areas and we have identified goals and expectations for all staff members to help meet those goals. Consistent with our LCAP and district benchmarks, we have set our goals to be an increase in academic performance for our subgroup populations, a decrease in absenteeism, and a strong implementation of our PBIS framework, specifically for Tier I.

One of the challenges we have identified is an increase of students in various populations that come with specific and special needs that need to be addressed. In the 22-23 school year, we initiated a partnership with Hope Gardens, a local homeless shelter for women and children who are fleeing domestic abuse. With that partnership, our foster and youth population has increased to 4-5%. Additionally, we have an influx of English learners and newcomers, making up 27% and 3% of our population, respectively. Finally, our special needs population has increased to 23% of our overall student population. As a community school, our effort is to embrace and welcome any student and family who chooses to enroll in our school, but it is important to note and to be aware of the needs and challenges the percentage of high-needs students brings to our campus. Through our strong Tier I school culture, schoolwide expectations, multi-tiered approach to challenges, consistent practice in strategies, and ongoing support for our teachers and staff we will see growth for all of our students this year. Our leadership meetings are data-driven, and we are consistently monitoring our progress towards our goals and the needs of our students.

### I. English/Language Arts

| Analysis of Data<br><i>(What does the data tell us<br/>needs to improve?)</i> | Measurable<br>Improvement Goal<br><i>(based on Data Analysis)</i> | Improvement Action(s)<br><i>(Changes we will implement to address the<br/>identified areas of improvement)</i> | Responsible Team<br>Member(s) | Progress Monitoring<br>Data Indicator(s) | Timeline |
|---|---|--|-------------------------------|--|----------|
|---|---|--|-------------------------------|--|----------|

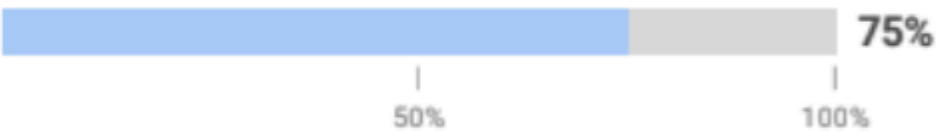
| Overall percentage of students performing at or exceeding standard. | <table><tr><th colspan="3">2022-23</th></tr><tr><th></th><th>Met/exceed</th><th>DFS</th></tr><tr><td>School</td><td>17.02%</td><td>-84.9</td></tr><tr><td>SWD</td><td>2.54%</td><td>-143.1</td></tr><tr><td>SED</td><td>16.37%</td><td>-87.4</td></tr><tr><td>EL</td><td>0.92%</td><td>-133.7</td></tr><tr><td>Hispanic</td><td>17.31%</td><td>-83.7</td></tr></table> <p>(Source: CDE CAASPP Website)</p> | 2022-23 |  |  |  | Met/exceed | DFS | School | 17.02% | -84.9 | SWD | 2.54% | -143.1 | SED | 16.37% | -87.4 | EL | 0.92% | -133.7 | Hispanic | 17.31% | -83.7 | <p>By the end of the school year, 30% of students will perform at or above the standard on the CAASPP assessment.</p> <p>By the end of the school year, we will decrease the number of students performing at the “Not Met” level by 15%.</p> | <ul style="list-style-type: none"><li>• Consistent use of Success for All (SFA) practices across all classrooms and content areas.</li><li>• Weekly monitoring of SFA classes by Coordinator of Instruction and SFA Facilitator.</li><li>• Classroom walkthroughs to take regular snapshots about what is going on in each room.</li><li>• Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members.</li><li>• Bi-monthly site visits from SFA program coach.</li><li>• Increased opportunities for students to work in groups and to interact intentionally.</li><li>• Universal implementation of BCCS “Must Do” strategies: Academic Engagement (Think-Pair-Share [TPS], random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring.</li><li>• Creation of student “Hotlists”: targeted students for tutoring, support, and analysis based on our iReady and CAASPP data.</li><li>• Parent data and goal-setting meetings with parents of targeted students.</li><li>• Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here.</li></ul> | <p>Mariana Myers: Coordinator of Instruction</p> <p>Brett Walter: ELA Department Lead</p> <p>Nallely Bravo: SFA Facilitator</p> <p>Sarai Kashani: Parent Coordinator</p> | <p>iReady Diagnostic</p> <p>5 week progress reports</p> <p>Semester Report Cards</p> <p>Mastery Assignment Assessment</p> | <p>By the end of the year (CAASPP in May)</p> |
|---|--|---------|--|--|--|------------|-----|--------|--------|-------|-----|-------|--------|-----|--------|-------|----|-------|--------|----------|--------|-------|---|--|--|---|---|
| 2022-23   |  |         |  |  |  |            |     |        |        |       |     |       |        |     |        |       |    |       |        |          |        |       |   |  |  |   |   |
|   | Met/exceed   | DFS     |  |  |  |            |     |        |        |       |     |       |        |     |        |       |    |       |        |          |        |       |   |  |  |   |   |
| School  | 17.02%   | -84.9   |  |  |  |            |     |        |        |       |     |       |        |     |        |       |    |       |        |          |        |       |   |  |  |   |   |
| SWD   | 2.54%  | -143.1  |  |  |  |            |     |        |        |       |     |       |        |     |        |       |    |       |        |          |        |       |   |  |  |   |   |
| SED   | 16.37%   | -87.4   |  |  |  |            |     |        |        |       |     |       |        |     |        |       |    |       |        |          |        |       |   |  |  |   |   |
| EL  | 0.92%  | -133.7  |  |  |  |            |     |        |        |       |     |       |        |     |        |       |    |       |        |          |        |       |   |  |  |   |   |
| Hispanic  | 17.31%   | -83.7   |  |  |  |            |     |        |        |       |     |       |        |     |        |       |    |       |        |          |        |       |   |  |  |   |   |

Update: Work in this area is going well. We have been pushing our SFA and key “Must Do” strategies to a higher level of fidelity and are providing teachers with regular feedback. The missing piece of our plan that we need to implement is our work with parents to set goals for targeted students. We have shared data across the board, but we are just starting work with our academic parent committee and need to schedule a goal-setting night with our families.

## iReady: Reading

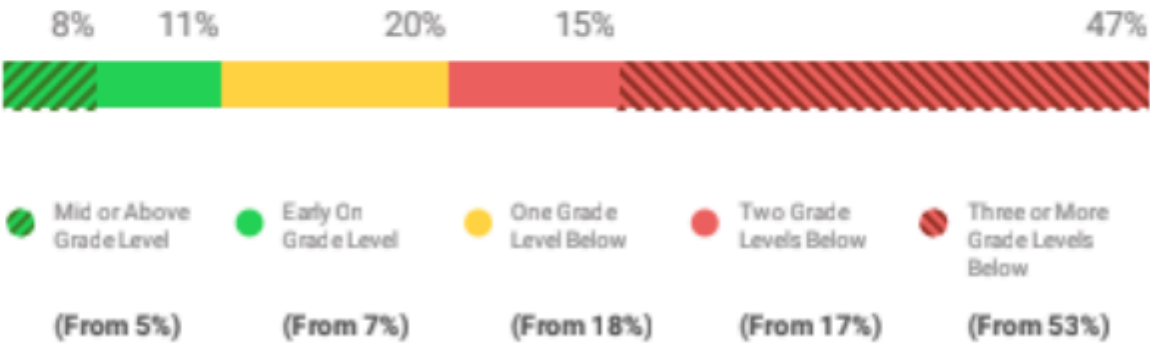
Students Assessed/Total: 333/344

### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### Current Placement Distribution



| Analysis of Data<br>(What does the data tell us needs to improve?)  | Measurable Improvement Goal<br>(based on Data Analysis)   | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement)   | Responsible Team Member(s)   | Progress Monitoring Data Indicator(s)  | Timeline                               |
|---|---|---|--|--|--|
| Decrease the percentage of students with disabilities (SWD) student group in the “Not Met” performance banks in CAASPP English Language Arts. | By the end of the school year, we will decrease the number of students with disabilities at the “Not Met” level by 20%. | All Strategies above, PLUS <ul style="list-style-type: none"> <li>• Implementation of SFA to fidelity</li> <li>• Targeted support in and SFA classes.</li> <li>• Use of strategies to engage all learners.</li> <li>• Extended Learning Opportunities (ELO) for SWD</li> <li>• Training for all teachers through Ellevation platform.</li> <li>• Regular data analysis protocols and planning meetings for subgroup populations.</li> </ul> | Mariana Myers: Coordinator of Instruction<br><br>Brett Walter: ELA Department Lead<br><br>Kim Pistilli: ELD Teacher<br><br>Resource Teachers | iReady Diagnostic<br><br>5 week progress reports<br><br>Semester Report Cards<br><br>Mastery Assignment Assessment.<br><br>200 and 300 reports (tracked on SPED dashboard) | By the end of the year (CAASPP in May) |
| Decreasing DFS schoolwide in English Language Arts.   | By the end of the school year, we will decrease the overall DFS in ELA performance.                                     | <ul style="list-style-type: none"> <li>• All Strategies above, PLUS</li> <li>• Ensuring access to ELOs</li> <li>• Regular meetings with resource team to track data.</li> </ul>   | Leticia Sepulveda: Community Schools Coordinator<br><br>Kim Pistilli: ELD Teacher<br><br>Resource Teachers                                   | iReady Diagnostic<br><br>5 week progress reports<br><br>Semester Report Cards<br><br>Mastery Assignment Assessment.<br><br>200 and 300 reports (tracked on SPED dashboard) | By the end of the year (CAASPP in May) |
| UPDATE (FEB 5, 2024)  |   |   |  |  |  |
| This plan is progressing forward as outlined (see data below)   |   |   |  |  |  |

| Analysis of Data<br>(What does the data tell us needs to improve?) | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement) | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline                           |                         |
|--|---|---|----------------------------|---------------------------------------|------------------------------------|-------------------------|
| iReady: Reading  |   |   |                            |                                       |                                    |                         |
| All  | Annual Typical Growth                                   |   | Annual Stretch Growth®     |                                       | % Students with Improved Placement | Students Assessed/Total |
|  | Progress (Median)                                       | % Met   | Progress (Median)          | % Met                                 |                                    |                         |
| Yes - Special Education  | <div><div>100%</div></div>                              | 53%   | <div><div>35%</div></div>  | 15%                                   | 55%                                | 47/47                   |
| No - Special Education   | <div><div>69%</div></div>                               | 45%   | <div><div>27%</div></div>  | 16%                                   | 44%                                | 286/297                 |

## II. English Language Development

| Analysis of Data<br>(What does the data tell us needs to improve?)   | Measurable Improvement Goal<br>(based on Data Analysis)   | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement)  | Responsible Team Member(s)        | Progress Monitoring Data Indicator(s)                                       | Timeline  |
|--|---|--|-----------------------------------|---|---|
| Decrease the percentage of EL students in the "Not Met" performance banks in CAASPP English Language Arts.<br><br><div>2022-23</div> | By the end of the school year, we will decrease the number of students with disabilities at the "Not Met" level by 20%. | <ul style="list-style-type: none"> <li>Designated EL class and support time.</li> <li>Using the Ellevation platform to specifically track EL-student progress. <ul style="list-style-type: none"> <li>Based on student performance, the platform provides recommended resources for</li> </ul> </li> </ul> | Kim Pistilli<br><br>Mariana Myers | HMI<br><br>iReady<br><br>Student grades (5-, 10-, 15-week progress reports) | Data will be tracked regularly, but the goal will be met by the end of the year when the CAASPP |

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i>  | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i> | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline  |  |                       |                             |
|--|---|--|----------------------------|---------------------------------------|---|--|-----------------------|-----------------------------|
| <div><div>56.9%<br/>(+11.7%)</div><div>(Source: CA Dashboard English Learner Progress Indicator)</div><div><table><tr><td>2022-23</td></tr><tr><td>3.5%</td></tr><tr><td>4 of 113</td></tr></table></div><div>(Source: Local Reclassification Data/ CA Dashboard Enrollment)</div></div> | 2022-23   | 3.5%   | 4 of 113                   |                                       | <div>the teachers to use for instruction.</div> <div><div>○ Teachers have access in the platform to training modules to learn best practices for working with English Learners.</div><div><ul style="list-style-type: none"><li>● Regular push-in/pull-out support from resource and EL team.</li><li>● Continued development of community partnerships to meet the unique needs of our families.</li><li>● Targeted support in and SFA classes.</li><li>● Use of strategies to engage all learners.</li><li>● Extended Learning Opportunities (ELO) for ELs</li><li>● Regular data analysis protocols and planning meetings for subgroup populations.</li><li>● Increased opportunities for students to work in groups and to interact intentionally.</li><li>● Universal implementation of BCCS “Must Do” strategies: Academic Engagement (Think-Pair-Share [TPS], random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring.</li><li>● Creation of student “Hotlists”: targeted students for tutoring,</li></ul></div></div> |  | Final Semester Grades | assessment is given in May. |
| 2022-23  |   |  |                            |                                       |   |  |                       |                             |
| 3.5%   |   |  |                            |                                       |   |  |                       |                             |
| 4 of 113   |   |  |                            |                                       |   |  |                       |                             |

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i> | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i>  | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline |
|---|---|---|----------------------------|---------------------------------------|----------|
|   |   | support, and analysis based on our iReady and CAASPP data. <ul style="list-style-type: none"> <li>• Parent data and goal-setting meetings with parents of targeted students.</li> <li>• Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here.</li> </ul> |                            |                                       |          |

UPDATE (FEB 5, 2024)

Plan is progressing as outlined. Need to schedule data meetings with parents.

## iReady: Reading

| All                   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|-----------------------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                       | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - English Learner | <div><div></div></div> 93% | 49%   | <div><div></div></div> 34% | 17%   | 52%                                | 111/115                 |
| No - English Learner  | <div><div></div></div> 67% | 45%   | <div><div></div></div> 25% | 15%   | 43%                                | 222/229                 |



### III. Mathematics

| Analysis of Data<br>(What does the data tell us needs to improve?)  | Measurable Improvement Goal<br>(based on Data Analysis)  | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement)   | Responsible Team Member(s)        | Progress Monitoring Data Indicator(s) | Timeline                               |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
|---|--|---|-----------------------------------|---------------------------------------|--|-----|--------|--------|--------|-----|-------|--------|-----|--------|--------|----|----|--------|----------|-------|--------|---|---|---|--|--|
| 11% “Met/Exceeded” on CAASPP schoolwide<br><table border="1"><thead><tr><th colspan="3">2022-23</th></tr><tr><th></th><th>Met/exceed</th><th>DFS</th></tr></thead><tbody><tr><td>School</td><td>10.74%</td><td>-134.8</td></tr><tr><td>SWD</td><td>2.74%</td><td>-182.4</td></tr><tr><td>SED</td><td>10.56%</td><td>-136.4</td></tr><tr><td>EL</td><td>0%</td><td>-182.8</td></tr><tr><td>Hispanic</td><td>10.8%</td><td>-134.6</td></tr></tbody></table><br>(Source: CA Dashboard; CDE CAASPP Website) | 2022-23  |   |                                   |                                       | Met/exceed                             | DFS | School | 10.74% | -134.8 | SWD | 2.74% | -182.4 | SED | 10.56% | -136.4 | EL | 0% | -182.8 | Hispanic | 10.8% | -134.6 | <p>By the end of the school year, 20% of students will perform at or above the standard on the CAASPP assessment.</p> <p>By the end of the school year, we will decrease the number of students performing at the “Not Met” level by 15%.</p> | <ul style="list-style-type: none"><li>• Use of Ironbox program for development of language in mathematics in math support classes and tutoring sessions.</li><li>• Increased opportunities for students to work in groups and to interact intentionally.</li><li>• Classroom walkthroughs to take regular snapshots about what is going on in each room.</li><li>• Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members.</li><li>• Universal implementation of BCCS “Must Do” strategies: Academic Engagement (TPS, random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring.</li><li>• Creation of student “Hotlists”: targeted students for tutoring, support, and analysis based on our iReady and CAASPP data.</li><li>• Parent data and goal-setting meetings with parents of targeted students.</li></ul> | Mariana Myers<br><br>Christina Luc<br><br>Sarai Kashani | iReady Diagnostic<br><br>Progress Reports (5-, 10-, 15-weeks)<br><br>Semester Report Cards<br><br>Mastery Assignment Assessment. | By the end of the year (CAASPP in May) |
| 2022-23   |  |   |                                   |                                       |  |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
|   | Met/exceed   | DFS   |                                   |                                       |  |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
| School  | 10.74%   | -134.8  |                                   |                                       |  |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
| SWD   | 2.74%  | -182.4  |                                   |                                       |  |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
| SED   | 10.56%   | -136.4  |                                   |                                       |  |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
| EL  | 0%   | -182.8  |                                   |                                       |  |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
| Hispanic  | 10.8%  | -134.6  |                                   |                                       |  |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |
| 95% of ELs “Not Met” on CAASPP; 92% of SWD “Not Met” on CAASPP  | By the end of the school year, we will decrease the number of students with disabilities and ELs | <p>In addition to strategies listed above, we will:</p> <ul style="list-style-type: none"><li>• Use of strategies to engage all learners.</li><li>• ELO for SWD and ELs</li></ul> | Mariana Myers<br><br>Brett Walter | iReady Diagnostic                     | By the end of the year (CAASPP in May) |     |        |        |        |     |       |        |     |        |        |    |    |        |          |       |        |   |   |   |  |  |

| Analysis of Data<br>(What does the data tell us needs to improve?)  | Measurable Improvement Goal<br>(based on Data Analysis)  | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement)   | Responsible Team Member(s)                                     | Progress Monitoring Data Indicator(s)   | Timeline                               |
|---|--|---|--|---|--|
|   | performing at the “Not Met” level by 20%.  | <ul style="list-style-type: none"> <li>• Training for math teachers on math resources through Ellevation platform.</li> <li>• Training for math teachers on Ironbox math and the language of mathematics.</li> <li>• Regular data analysis protocols and planning meetings for subgroup populations.</li> </ul>       | Kim Pistilli<br>Resource Teachers                              | 5 week progress reports (5-, 10-, 15-weeks)<br><br>Semester Report Cards<br><br>Mastery Assignment Assessment.<br><br>200 and 300 reports (tracked on SPED dashboard) |  |
| 10% disparity in “Not Met” for SED population.  | By the end of the year, “Not Met” for the SED population will match the general population of students at 60% (75% in 2023). | <ul style="list-style-type: none"> <li>• Ensuring access to ELOs</li> <li>• Regular meetings with resource team to track data.</li> <li>• Regular push-in/pull-out support from resource and EL team.</li> <li>• Continued development of community partnerships to meet the unique needs of our families.</li> </ul> | Leticia Sepulveda<br><br>Kim Pistilli<br><br>Resource Teachers | iReady Diagnostic (5-, 10-, 15-weeks)<br><br>Semester Report Cards<br><br>Mastery Assignment Assessment.  | By the end of the year (CAASPP in May) |
| UPDATE (FEB 5, 2024)  |  |   |  |   |  |
| Plan progressing as outlined; based on mid-year data for special populations, we will be using Ironbox math with students with special needs. |  |   |  |   |  |

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i> | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i> | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline |
|---|---|--|----------------------------|---------------------------------------|----------|
|---|---|--|----------------------------|---------------------------------------|----------|

# iReady: Math

|                       |                                   |
|-----------------------|-----------------------------------|
| School                | Bert Corona Charter Middle School |
| Subject               | Math                              |
| Academic Year         | 2023 - 2024                       |
| Comparison Diagnostic | Most Recent                       |

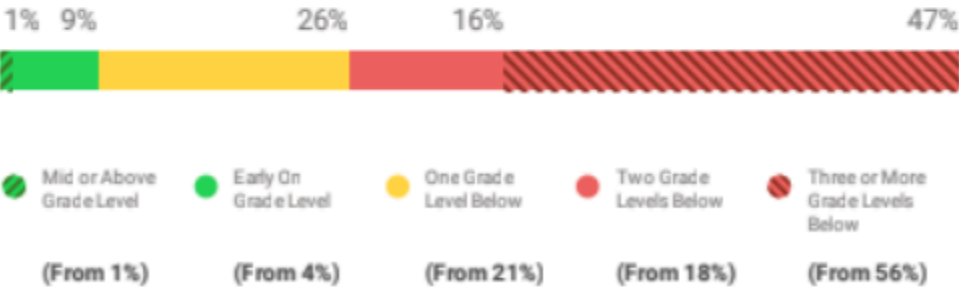
Students Assessed/Total: 334/344

## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 70%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution



| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i> | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i> | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline |
|---|---|--|----------------------------|---------------------------------------|----------|
|---|---|--|----------------------------|---------------------------------------|----------|

| All                   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|-----------------------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                       | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - English Learner | <div><div></div></div> 75% | 38%   | <div><div></div></div> 32% | 14%   | 44%                                | 111/115                 |
| No - English Learner  | <div><div></div></div> 67% | 39%   | <div><div></div></div> 30% | 6%    | 44%                                | 223/229                 |

| All                     | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|-------------------------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Special Education | <div><div></div></div> 25% | 28%   | <div><div></div></div> 10% | 13%   | 30%                                | 47/47                   |
| No - Special Education  | <div><div></div></div> 75% | 40%   | <div><div></div></div> 33% | 8%    | 46%                                | 287/297                 |

IV. Science

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i>  | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i> | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline   |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
|--|---|--|----------------------------|---------------------------------------|------------|------------|--------|--------|--------|-----|----|----|-----|-------|--------|----|----|----|----------|--------|--------|---|--|---|---|---|
| <p>Left-skewed bell curve for results on CAST with a high percentage of students performing in the “Nearly Met” category.</p> <table border="1"><thead><tr><th colspan="3">2022-23</th></tr><tr><th></th><th>Met/exceed</th><th>Nearly met</th></tr></thead><tbody><tr><td>School</td><td>12.28%</td><td>59.65%</td></tr><tr><td>SWD</td><td>0%</td><td>0%</td></tr><tr><td>SED</td><td>9.28%</td><td>62.89%</td></tr><tr><td>EL</td><td>0%</td><td>0%</td></tr><tr><td>Hispanic</td><td>13.08%</td><td>59.81%</td></tr></tbody></table> <p>(Source: <a href="#">CDE CAASPP Website</a>)</p> | 2022-23   |  |                            |                                       | Met/exceed | Nearly met | School | 12.28% | 59.65% | SWD | 0% | 0% | SED | 9.28% | 62.89% | EL | 0% | 0% | Hispanic | 13.08% | 59.81% | <p>By the end of the year, we will decrease the number of students in the “Not Met” level by 10%.</p> <p>By the end of the school year, we will move 15% of students from the “Nearly Met” level into the “Met” or “Exceeded” levels.</p> | <ul style="list-style-type: none"><li>● Realign for cyclical addressing of standards in 5th through 8th grade (in alignment with NGSS integrated science pathway).</li><li>● Ensure consistent use of Stile curriculum and resources, including Stile X for access to text-based science reading material.</li><li>● Increase use of projects and labs to reinforce key content concepts.</li><li>● Host science nights for parents to engage families with projects and STREAM concepts.</li><li>● Weekly teacher observations and feedback</li></ul> | <p>Mariana Myers:</p> <p>Christina Mousavi</p> <p>Sarai Kashani</p> | <p>Classroom assessments and project outcomes regularly analyzed and discussed.</p> | <p>By the end of the year (CAST in May)</p> |
| 2022-23  |   |  |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
|  | Met/exceed  | Nearly met   |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
| School   | 12.28%  | 59.65%   |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
| SWD  | 0%  | 0%   |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
| SED  | 9.28%   | 62.89%   |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
| EL   | 0%  | 0%   |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
| Hispanic   | 13.08%  | 59.81%   |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
| UPDATE (FEB 5, 2024)   |   |  |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |
| <p>This plan is partially implemented. Online curricular resources are being used consistently and teachers are using text-based resources more frequently. Alignment was discussed, but there is still a gap in NGSS understanding. Sending teachers to training in March.</p>  |   |  |                            |                                       |            |            |        |        |        |     |    |    |     |       |        |    |    |    |          |        |        |   |  |   |   |   |

## V. School Culture & Climate

| Analysis of Data<br>(What does the data tell us needs to improve?) | Measurable Improvement Goal<br>(based on Data Analysis)   | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement)   | Responsible Team Member(s)  | Progress Monitoring Data Indicator(s)  | Timeline  |
|--|---|---|---|--|---|
| Need to improve fidelity of PBIS framework implementation.         | <p>By the end of the school year, our school will score above 80% on the Tiered Fidelity Inventory (TFI)-- currently at 33% fidelity.</p> <p>By the end of each</p> | <ul style="list-style-type: none"> <li>• Develop a tier one team. Ensure the team has a uniformed agenda and consistent meeting dates.</li> <li>• Train all students and staff on Schoolwide expectations and BETM</li> <li>• Clearly defined classroom expectations</li> <li>• Teacher vs. Office handled- train on</li> </ul> | <p>Joseph Arreola</p> <p>Leticia Sepulveda</p> <p>Valinda Meneses</p> <p>Josue Villanueva</p> | <p>TFI assessed quarterly</p> <p>ODR data from Infinite Campus</p> <p>Survey feedback from staff</p> | <p>60% implementation by December 2023</p> <p>80% by May 2024</p> |

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i>  | Measurable Improvement Goal<br>(based on Data Analysis)   | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i>  | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline |      |     |      |    |    |     |      |  |   |   |   |  |
|--|---|---|----------------------------|---------------------------------------|----------|------|-----|------|----|----|-----|------|--|---|---|---|--|
|  | <p>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 (Villanueva 4, Valinda 1, leadership 1).</p> <p>Each semester, BCCS staff members will support/attend at least 3 cultural events.</p> | <p>the behavior growth path, reflections, ODRs, and incident reports.</p> <ul style="list-style-type: none"><li>● Train/inform staff on decision-making process or discipline procedures</li><li>● Formal system on feedback and acknowledgement for schoolwide expectations (SchoolMint Grow)</li><li>● Share schoolwide behavior data regularly (data walk)- Quarterly</li><li>● Collect feedback and discuss with students (survey students)</li><li>● Implement restorative practices</li><li>● Push into classes and observe, track for potential classroom culture issues in the first two weeks.</li></ul> |                            | YouthTruth Data                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| <p>Decrease number of suspensions</p> <table><tr><td></td><td><a href="#">2022-23</a></td></tr><tr><td>All</td><td>3.3%</td></tr><tr><td>Hispanic</td><td>3.2%</td></tr><tr><td>SED</td><td>3.2%</td></tr><tr><td>EL</td><td>5%</td></tr><tr><td>SWD</td><td>2.4%</td></tr></table> <p>(Source: CA Dashboard; DataQuest)</p> |   | <a href="#">2022-23</a>   | All                        | 3.3%                                  | Hispanic | 3.2% | SED | 3.2% | EL | 5% | SWD | 2.4% | <p>Each month, we will have 2% or less suspension rate, resulting in 2% or less suspensions for the school year.</p> | <ul style="list-style-type: none"><li>● Proactive, tier I approach to avoid issues before they start.</li><li>● Strengthen relationships with Luminarious and Strength United (partners who provide counseling services).</li><li>● Plan trips and events for team building and soft-skills building.</li><li>● Implement alternatives to suspension (detention, make-up time, campus service, Saturday school, counseling, group support, Check In/Check Out</li></ul> | <p>Joseph Arreola</p> <p>Jose Sepulveda</p> | <p>Suspension Data</p> <p>ODR data</p> <p>Counseling/Services data</p> <p>Saturday school attendance data</p> | <p>Track monthly, decreased amount by end of year.</p> |
|  | <a href="#">2022-23</a>   |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| All  | 3.3%  |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| Hispanic   | 3.2%  |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| SED  | 3.2%  |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| EL   | 5%  |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| SWD  | 2.4%  |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| UPDATE (FEB 5, 2024)   |   |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |
| This work is going very well and the climate on our campus is getting more and more positive and more focused on growth and outcomes. At our last TFI review, we were at 63% fidelity, up from 33% at the start of the year!   |   |   |                            |                                       |          |      |     |      |    |    |     |      |  |   |   |   |  |

| Analysis of Data<br>(What does the data tell us needs to improve?)  | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement) | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline |
|---|---|---|----------------------------|---------------------------------------|----------|
| <div> <div> <b>TFI Rating: August 2023</b><br/> 33% PBIS Tier I Fidelity </div> <div> <b>TFI Rating: January 2024</b><br/> 63% </div> <div> June 2024<br/> Goal:<br/> 80% </div> </div> |   |   |                            |                                       |          |

### VI. Community Engagement

| Analysis of Data<br>(What does the data tell us needs to improve?)                             | Measurable Improvement Goal<br>(based on Data Analysis)                        | Improvement Action(s)<br>(Changes we will implement to address the identified areas of improvement)  | Responsible Team Member(s)                                   | Progress Monitoring Data Indicator(s)      | Timeline                                   |
|--|--|--|--|--|--|
| Increase parent participation in regular events and meetings and increase parent volunteerism. | Parent meetings and workshops will have at least 25-30 participants per event. | <ul style="list-style-type: none"> <li>Design ongoing college and high school preparedness workshops in collaboration with BCCHS.</li> <li>Advertise well in advance of the event- utilize various forms of outreach and communication.</li> </ul> | Parent Coordinator<br><br>Daniel Rios<br><br>Eileen Castillo | Tracking attendance for each event/meeting | Data will be tracked and reviewed monthly. |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>● Fall Semester: encourage parents to participate; advertise that we will be asking parents to complete 15 hours of involvement in the spring semester.</li> <li>● Spring Semester: ask for 15 hours of involvement; track participation.</li> <li>● Hold a celebration for parents who meet 15 hours by the end of the year.</li> <li>● 24-25 school year: require 30 hours of participation from parents.</li> <li>● Host regular meetings with teachers and staff to keep parents involved.</li> <li>● As Tier II strategy, hold required meetings to address issues students are having at school (e.g., Social Media and Digital Citizenship for students and parents when kids are involved with bullying online).</li> </ul> |  |   |   |
| Increase parent participation in large-scale events: Parent Conferences and Back to School Night | <p>For Back to School Night, we will have 50% of our families attend and participate.<br/>Actual: 46% attendance</p> <p>For fall and spring parent conferences, we will achieve 95% attendance schoolwide.<br/>Actual for Fall 2023: 86%</p> | <ul style="list-style-type: none"> <li>● Back to School Night will be a less formal, fair-style event where families can meet community partners, visit classrooms, and participate and games/food purchases.</li> <li>● Offer student incentives to generate buy in from the families</li> <li>● Hold a raffle for parents who attend and visit all necessary areas of the school.</li> <li>● Communicate and invite families well in advance.</li> <li>● PCs: Schedule each family for a specific time slot.</li> <li>● Adjust 5th, 6th, and 7th grade schedule so parents have more time with each teacher to discuss progress more deeply.</li> </ul>  | <p>Daniel Rios</p> <p>Eileen Castillo</p> <p>Mariana Myers</p> <p>Parent Coordinator</p> | Data will be collected and recorded following each event. | <p>BTSN: August 31, 2023</p> <p>Parent Conferences: October 9-13<br/>March 11-15.</p> |



|  |  |   |   |   |                      |
|--|--|---|---|---|----------------------|
|  |  | <ul style="list-style-type: none"> <li>• Include food and parent celebrations at PCs.</li> <li>• Prepare students to conduct student-led conferences</li> </ul>   |   |   |                      |
| Increase visibility of community partners, including their participation in school-based decision-making.  | By the end of the year, we will have 24 well-developed community partnerships. | <ul style="list-style-type: none"> <li>• Invite community partners to big events like Back to School Night, Parent Conferences, or student presentation nights so they can interact with staff and families.</li> <li>• Invite community members to be regular participants in SAC and ELAC meetings, as well as data walks and goal setting meetings.</li> </ul> | Leticia Sepulveda<br><br>Parent Coordinator | Participation of partners in various events and meetings. | Throughout the year. |
| UPDATE (FEB 5, 2024)   |  |   |   |   |                      |
| Parent and community engagement is increasing, but it is a slow process. In December, we sent home a letter about our required parent hours and how parents could get more engaged. This is helped and we had significantly more parents at our January SAC/EL-PAC meeting and at our coffee with the directors meeting. We also had an increase in the number of parents participating in our monthly college workshops! We just started holding our parent committees and we will be working with those groups to continue to grow our engagement. |  |   |   |   |                      |

## VII. Attendance

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i>   | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i> | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline |       |     |     |    |       |     |     |  |   |   |   |   |
|---|---|--|----------------------------|---------------------------------------|----------|-------|-----|-----|----|-------|-----|-----|--|---|---|---|---|
| <p>Increase attendance for all students</p> <table><tr><td></td><td>2022-23</td></tr><tr><td>All</td><td>30.3%</td></tr><tr><td>Hispanic</td><td>28.8%</td></tr><tr><td>SED</td><td>30%</td></tr><tr><td>EL</td><td>26.7%</td></tr><tr><td>SWD</td><td>31%</td></tr></table> <p>(Source: CA Dashboard; DataQuest)</p> |   | 2022-23  | All                        | 30.3%                                 | Hispanic | 28.8% | SED | 30% | EL | 26.7% | SWD | 31% | <p>Throughout the school year, we will report and average of 95% attendance.</p> | <ul style="list-style-type: none"><li>● Identify and capture daily attendance reports.</li><li>● Regular incentives for attendance.</li><li>● Communicate with families and students expectations, goals, and incentives</li><li>● Meet with families to escalate supports for students not meeting expectation</li></ul> | <p>Daniel Rios</p> <p>Leticia Sepulveda</p> | <p>Weekly, monthly, quarterly data reports.</p> | <p>Data is tracked and shared weekly, but 95% attendance needs to be for each school year.</p> <p>At P1, P2, and P3 we will average 95% attendance.</p> |
|   | 2022-23   |  |                            |                                       |          |       |     |     |    |       |     |     |  |   |   |   |   |
| All   | 30.3%   |  |                            |                                       |          |       |     |     |    |       |     |     |  |   |   |   |   |
| Hispanic  | 28.8%   |  |                            |                                       |          |       |     |     |    |       |     |     |  |   |   |   |   |
| SED   | 30%   |  |                            |                                       |          |       |     |     |    |       |     |     |  |   |   |   |   |
| EL  | 26.7%   |  |                            |                                       |          |       |     |     |    |       |     |     |  |   |   |   |   |
| SWD   | 31%   |  |                            |                                       |          |       |     |     |    |       |     |     |  |   |   |   |   |

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i> | Measurable Improvement Goal<br>(based on Data Analysis)                            | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i>   | Responsible Team Member(s)    | Progress Monitoring Data Indicator(s) | Timeline  |
|---|--|--|-------------------------------|---------------------------------------|---|
|   |  | <ul style="list-style-type: none"> <li>Schedule home visits with teachers for families of students who are chronically absent.</li> <li>Secure data per homeroom on attendance rates and tardy rates per class.</li> </ul>   |                               |                                       |   |
| Decrease the number of tardies in the morning.                            | 95% of our students who are present each day will be on time for the first period. | <ul style="list-style-type: none"> <li>Pushed back start time for the first period by 15 minutes.</li> <li>Staff welcoming, greeting students at both gates.</li> <li>Raffles for students who arrive at school on time.</li> <li>More supervision in the 3 grade level areas of the school to ensure kids get to class quickly when they arrive on campus.</li> </ul> | Daniel Rios<br>Joseph Arreola | Weekly, monthly tardy reports         | Tardies are run weekly and discussed at leadership meetings. We will check in with our stakeholders quarterly about our progress. |
| UPDATE (FEB 5, 2024)  |  |  |                               |                                       |   |

Attendance reports indicate that we are maintaining about 94% attendance for the year, slightly below our goal set in August. Our tardies have decreased significantly and adjusted systems for restrooms and breaks have minimized students missing class time. Our later start has been very helpful and we have significantly less students arriving after first period has begun. In total, 25% of our students are chronically absent; this is a drop from a little over 30% last year, but we are still working to shrink this number over the course of the second semester.

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i> | Measurable Improvement Goal<br>(based on Data Analysis) | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i> | Responsible Team Member(s) | Progress Monitoring Data Indicator(s) | Timeline |
|---|---|--|----------------------------|---------------------------------------|----------|
|---|---|--|----------------------------|---------------------------------------|----------|

|  |       |                          |                 |   |              |        |        |                         |            |                       |
|--|-------|--------------------------|-----------------|---|--------------|--------|--------|-------------------------|------------|-----------------------|
| <div>23-24</div> <div>Bert Corona Charter School</div> <div>9400 Remick Avenue, Pacoima 91331</div> <div>Generated on 01/24/2024 09:07:44 AM Page 1 of 1</div> |       |                          |                 | <div>Attendance/Membership Summary Report</div> <div>Start/End Date: 08/09/2023 - 01/19/2024 School(s): 1 Calendar(s): 1</div> <div>Grade: 05, 06, 07, 08</div> |              |        |        |                         |            |                       |
| School: Bert Corona Charter School Calendar: 23-24 BCCS  |       |                          |                 |   |              |        |        |                         |            |                       |
|  | Grade | Student Membership Count | Membership Days | Absent Days   | Present Days | ADM    | ADA    | Unexcused Absences Days | Avg. Daily | Percent In Attendance |
|  | 05    | 8                        | 720             | 84.13   | 635.87       | 8.00   | 7.07   | 44.74                   | 0.50       | 88.32%                |
|  | 06    | 124                      | 10638           | 523.60  | 10114.40     | 118.20 | 112.38 | 214.81                  | 2.40       | 95.08%                |
|  | 07    | 116                      | 9992            | 712.62  | 9279.38      | 111.02 | 103.06 | 323.60                  | 3.61       | 92.87%                |
|  | 08    | 112                      | 9902            | 674.00  | 9228.00      | 110.02 | 102.52 | 283.37                  | 3.17       | 93.19%                |
| Total  | 4     | 360                      | 31252           | 1994.35   | 29257.65     | 347.24 | 325.03 | 866.52                  | 9.68       | 93.62%                |

VIII. Conditions of Learning

| Analysis of Data<br><i>(What does the data tell us needs to improve?)</i>   | Measurable Improvement Goal<br>(based on Data Analysis)   | Improvement Action(s)<br><i>(Changes we will implement to address the identified areas of improvement)</i>   | Responsible Team Member(s)                         | Progress Monitoring Data Indicator(s) | Timeline   |
|---|---|--|--|---------------------------------------|--|
| Improve student responsibility for school-provided devices and therefore access to quality instructional materials. | We will see a decrease in the number of student devices submitted for repair and replacement (measure | <ul style="list-style-type: none"> <li>Daily device checks during homeroom.</li> <li>Immediate phone calls home when teachers find student devices are damaged.</li> </ul> | Joseph Arreola<br>Kevin Lopez<br>Homeroom Teachers | Daily checks                          | Although it is checked daily, we will assess progress quarterly. |

|   |  |   |                                     |         |   |
|---|--|---|-------------------------------------|---------|---|
|   | by tracking repairs and help desk tickets on Slack).   | <ul style="list-style-type: none"> <li>• Check-out process for other classroom devices (e.g. Macbooks).</li> <li>• Lessons on digital citizenship and tech responsibility.</li> </ul>   |                                     |         |   |
| Ensure students care for their environment and take responsibility for the whole school's cleanliness and upkeep. | We will see increased care for the campus and for the classroom environment as measured in a decrease in facilities help tickets (on Slack). | <ul style="list-style-type: none"> <li>• Creation of murals with positive messages.</li> <li>• Collaboration with students and families to create murals for the school.</li> <li>• School beautification days</li> <li>• Service to the school as an alternative to suspension.</li> </ul> | Daniel Rios<br><br>Josue Villanueva | Ongoing | Throughout the year, but we will check in quarterly about progress. |
| We have continued to work on our facilities and everything is very well-maintained.                               |  |   |                                     |         |   |