

# Youth Policy Institute Charter Schools (YPICS)

## Board Meeting

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### Date and Time

Thursday June 29, 2017 at 6:15 PM PDT

### Location

Bert Corona Charter High School - 12513 Gain Street, Pacoima CA 91331

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Meeting Call In Number: (641) 715-3680, Access# 1004153. Board Members calling in from 1625 W. Olympic Blvd., Los Angeles, CA 90015, 25024 Highspring Avenue, Newhall, CA 91321, 405 Hillgard Avenue, Los Angeles, CA 90024, and 4000 S. Main Street, Los Angeles, CA 90037.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:15 PM</b>
Opening Items			
<b>A. Record Attendance and Guests</b>		Yesenia Zubia	1 m
<b>B. Call the Meeting to Order</b>		Gene Straub	1 m
<b>C. Flag Salute</b>			5 m
<b>D. Additions/Corrections to Agenda</b>		Gene Straub	2 m
<b>E. Approve May 22, 2017 Minutes</b>	Approve Minutes	Joe Lucente	5 m
<b>F. Approve June 9, 2017 Minutes</b>	Approve Minutes	Joe Lucente	5 m
<b>II. COMMUNICATIONS</b>			<b>6:34 PM</b>

	Purpose	Presenter	Time
Academic Excellence			
<b>A. Presentations from the Public</b>	FYI	Gene Straub	5 m

Any persons present desiring to address the Board of Directors on any proper matter.

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

*Agenda Items:* No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

*Non-Agenda Items:* No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection at 1157 S. Berendo Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

#### Americans with Disabilities

YPI Charter Schools, Inc. adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at 818-834-5805/ 213-413-9600, or [info@coronacharter.org](mailto:info@coronacharter.org) / [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

<b>III. ITEMS SCHEDULED FOR INFORMATION</b>			<b>6:39 PM</b>
<b>A. Directors' Reports</b>	FYI		10 m
<b>B. Executive Director's Report</b>	FYI	Yvette King-Berg	5 m
<b>C. 2016 - 2017 LAUSD Annual Oversight Report for Bert Corona Charter High School</b>	FYI	Yvette King-Berg	5 m

	Purpose	Presenter	Time
<b>D. 2016 - 2017 LAUSD Annual Oversight Report for Bert Corona Charter School</b>	FYI	Yvette King-Berg	5 m
<b>E. CSD Letter Regarding Concerns for YPICS</b>	FYI	Yvette King-Berg	5 m
<b>F. Receipt of OIG Draft Report and Update</b>	FYI	Yvette King-Berg	5 m

**IV. CONSENT AGENDA ITEMS**

**7:14 PM**

Audit

**A. Background** FYI

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/ enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board Member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

<b>B. 2017 - 2018 YPICS Rosters</b>	Vote	Yvette King-Berg	1 m
<b>C. 2017 - 2018 ExED Contract</b>	Vote	Yvette King-Berg	1 m
<b>D. 2017 - 2018 ExED CALPADS Contract</b>	Vote	Yvette King-Berg	5 m
<b>E. Option 3 Websites Depot Contract</b>	Vote	Yvette King-Berg	1 m
<b>F. Quantum Learning Gear Up Contract</b>	Vote	Yvette King-Berg	1 m

**V. ITEMS SCHEDULED FOR ACTION**

**7:23 PM**

<b>A. May 2017 YPICS Financials</b>	Vote	Irina Castillo	10 m
<b>B. 2017 - 2018 YPICS Budget</b>	Vote	Irina Castillo	10 m

	Purpose	Presenter	Time
<b>C. 2017 - 2018 YPICS EPA Expenditures</b>	Vote	Irina Castillo	5 m
<b>D. 2017 - 2018 YPICS LCAP</b>	Vote	Irina Castillo	10 m
<b>E. 2016 - 2017 YPICS Spring ConApp</b>	Vote	Irina Castillo	5 m
<b>F. Credit Cards for Executive Administrators and Leads</b>	Vote	Ruben Duenas	5 m

Board approval is requested so that the following positions will be issued credit cards with the amounts listed.

<b>G. YPICS Fiscal Policy Updates</b>	Vote	Irina Castillo	10 m
<b>H. Homeless Education Policy for MORCS, BCCS, and BCCHS</b>	Vote	Yvette King-Berg	5 m
<b>I. Notice to Authorizing District, LAUSD, to Reserve the Right of YPICS Schools to Leave LAUSD SELPA</b>	Vote	Yvette King-Berg	5 m
<b>J. 17-18 YPICS Board Calendar</b>	Vote	Yvette King-Berg	5 m
<b>K. New Bank Account with California Credit Union</b>	Vote	Irina Castillo	5 m
<b>L. Closing of Wells Fargo Credit Cards</b>	Vote	Irina Castillo	5 m
<b>M. Ad Hoc Committee for Board Membership</b>	Vote	Yvette King-Berg	5 m
<b>N. Ad Hoc Committee for Academic Achievement</b>	Vote	Yvette King-Berg	5 m

## **VI. ANNOUNCEMENTS**

### **VII. Closing Items**

<b>A. Adjourn Meeting</b>	Vote		
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# Coversheet

## Approve May 22, 2017 Minutes

**Section:** I. Opening Items  
**Item:** E. Approve May 22, 2017 Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on May 22, 2017

**APPROVED**

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Board Meeting

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#### Date and Time

Monday May 22, 2017 at 6:00 PM

#### Location

Monsenor Oscar Romero Charter School - 1157 S. Berendo Street, Los Angeles CA 90006: Call in Number: (641) 715-3680, Access Number 1004153

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Location: Monsenor Oscar Romero Charter School - 1157 S. Berendo Street, Los Angeles CA 90006

Board Members calling in from 501 S. Bixel Street, Los Angeles 90017 and 1625 W. Olympic Blvd., Los Angeles 90015

Conference Call: (641) 715-3680, Access# 1004153

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#### Trustees Present

G. Straub, J. Lucente, M. Keipp, S. Mendoza

#### Trustees Absent

A. Reza, C. Vaquerano, J. Williams, S. Mendoza

#### Guests Present

C. Harvey, I. Castillo, J. Castillo, K. Gamez, K. Myers, R. Duenas, V. Nutt, Y. King-Berg, Y. Zubia

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### I. Opening Items

#### A. Record Attendance and Guests

#### B. Call the Meeting to Order

G. Straub called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday May 22, 2017 at 6:20 PM.

#### C. Flag Salute

#### D. Additions/Corrections to Agenda

#### E. Approve April 24, 2017 Minutes

J. Lucente made a motion to approve minutes from April 24, 2017.

M. Keipp seconded the motion.

The board **VOTED** unanimously to approve the motion.

## II. COMMUNICATIONS

### A. Presentations from the Public

### B. Treasurer/ CFOs Report

There are not many changes from last month's financials.

Dashboard Notes:

#### MORCS

- ADA through Month 9 was 325.54 with ending enrollment of 336 students
- Revenue is above budget by \$61K mainly due to higher than budgeted enrollment
- Expenses are lower than budget by \$67K.
- Overall, net income is \$167K which is \$128K higher than budget.
- Operating Cash on hand at June 30th is forecasted to be \$1,010K which represents 28% of total expense.

#### BCCS

- ADA through Month 9 was 358.29 with ending enrollment of 371 students
- Revenue is above budget by \$826K mainly due to higher than budgeted GEAR UP and School Climate funding and receipt of Prop 39 ? Clean Energy funding.
- Expenses are higher than budget by \$883K. GEAR UP and School Climate grant expenses are projected to be at least \$622K more than budgeted by June 30th.
- Overall, net income is \$105K which is \$57K lower than budget.
- Cash on hand at June 30th is forecasted to be \$1,533K which represents 19% of total expense.

#### HS

- ADA through Month 9 was 143.63 with ending enrollment of 153 students
- Revenue is below budget by \$211K mainly due to lower than budgeted enrollment and lower PCSGP revenue for FY16?17
- Expenses are lower than budget by \$150K due to lower PCSGP expenses
- Overall, net income is \$26K which is \$61K lower than budget.
- Cash on hand at June 30th is forecasted to be \$52K which represents 3% of total expense. Forecast assumes that FY15?16 PCSGP Revenue of \$195K as well as FY16?17 PCSGP Revenue of \$30K will not be received prior to June 30th and BCHS will have an outstanding debt to BCCS in the amount of \$223K by June 30th.

### C. Director's Reports

Mr. Myers is working hard on hiring for all schools. There are 11 positions for all schools.

The high school has 100% retention with new teacher positions open due to adding 12th grade. Bert Corona Charter School will be replacing four teachers and Monsenor Oscar Romero Charter School will replace two.

Mr. Myers is also working on teacher evaluations. Rubrics based on standard based grading are used for the evaluations. Mr. Zepeda at Monsenor Oscar Romero has been recording teachers in their strength area and sharing that with the teachers.

**D. Executive Director's Report**

Ms. King-Berg's report is available on the schools' websites and on BoardOnTrack.com.

**III. ITEMS SCHEDULED FOR INFORMATION**

**A. Save the Date: MORCS Ground Breaking Ceremony**

**B. NCLR Casa Knight**

**C. Governor's May Revision**

**D. Explanation of LCAP Requirements**

Will present to the Board at the June 29, 2017 meeting.

**E. YPICS Health Benefit Additions and Changes**

YPI Charter Schools will continue to cover benefits for employees and their families.

- All medical and vision plans are covered at 100%
- Dental HMO is covered at 100%; PPO plans are available on a buy-up basis
- Life insurance plan is covered at 100% - employee only plan
- Voluntary Health and Dependent Care FSA plans have been added

**F. MORCS Construction Update**

MORCS Construction Project Update:

- Last month it was reported that the ground was found to be 90% "soft ground"
- There have been a few findings in the soil that have caused some delays.
- A hearing took place on the construction site last week to change a subcontractor who failed to provide a bond which was stipulated in the contract.
- One more substitution was made, but the contractor asked to be removed
- Project is progressing

**G. Academic Update**

The schools are wrapping up with testing which is taking way longer than predicted. The schools will look into improving testing strategies as some students have been taking longer to test.

**IV. CONSENT AGENDA ITEMS**

**A. Background**

**B. 17-18 YPICS School Calendars**

J. Lucente made a motion to approve the 17-18 YPICS School Calendars.

S. Mendoza seconded the motion.

The board **VOTED** unanimously to approve the motion.



## V. ITEMS SCHEDULED FOR ACTION

### A. YPICS March and April 2017 Financials

M. Keipp made a motion to approve the March 2017 and April 2017 financials for Bert Corona Charter School, Monsenor Oscar Romero Charter School, and Bert Corona Charter High School including a review of the schools' check registers and financial ledgers as submitted.

S. Mendoza seconded the motion.

The board **VOTED** unanimously to approve the motion.

### B. YPICS FY 17-18 Preliminary Budget

No action was taken.

### C. Request to Change Fiscal Agent on the CDE CTEIG Grant

The proposed change will be on Vaughn's June meeting agenda for approval.

J. Lucente made a motion to Approve the fiscal agent change on the CTEIG grant from Monsenor Oscar Romero Charter School to Vaughn Next Century Learning Center.

M. Keipp seconded the motion.

The board **VOTED** unanimously to approve the motion.

## VI. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:51 PM.

Respectfully Submitted,

Y. Zubia

# Coversheet

## Approve June 9, 2017 Minutes

**Section:** I. Opening Items  
**Item:** F. Approve June 9, 2017 Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting Conference Call on June 9, 2017

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Board Meeting Conference Call

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#### **Date and Time**

Friday June 9, 2017 at 3:00 PM

#### **Location**

Conference Call: (641) 715-3680, Access# 1004153; Locations: 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 405 Hillgard Avenue, Los Angeles, CA 90024; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 4000 S. Main Street, Los Angeles, CA 90037; 10660 White Oak Avenue, Granada Hills, CA 91344, 560 N Arden Blvd, Los Angeles, CA 90004

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Conference Call: (641) 715-3680, Access# 1004153; Locations: 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 405 Hillgard Avenue, Los Angeles, CA 90024; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 4000 S. Main Street, Los Angeles, CA 90037; 10660 White Oak Avenue, Granada Hills, CA 91344, 560 N Arden Blvd, Los Angeles, CA 90004

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#### **Trustees Present**

C. Vaquerano (remote), G. Straub (remote), J. Lucente (remote), J. Williams (remote)

#### **Trustees Absent**

A. Reza, M. Keipp, S. Mendoza

#### **Guests Present**

I. Castillo (remote), Y. King-Berg (remote), Y. Zubia (remote)

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

#### **B. Call the Meeting to Order**

G. Straub called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Friday Jun 9, 2017 at 3:01 PM.

#### **C. Flag Salute**

#### **D. Additions/Corrections to Agenda**

## II. ITEMS SCHEDULED FOR ACTION

### A. Approval of COP Purchases and Contracts

J. Williams made a motion to approve the proposed COP purchases and contracts.  
C. Vaquerano seconded the motion.  
The board **VOTED** unanimously to approve the motion.

### B. Transfer of CETIG Grant Funds

J. Lucente made a motion to approve the transfer of GETIG Grant Funds from YPI Charter Schools to Vaughn Next Century Learning Center.  
C. Vaquerano seconded the motion.  
The board **VOTED** unanimously to approve the motion.

### C. Acknowledgement of Funds Received From Charter Operated Programs Option 3

J. Lucente made a motion to acknowledge the receipt of funds from COP Option 3 in the amount of \$165,000.  
J. Williams seconded the motion.  
The board **VOTED** unanimously to approve the motion.

## III. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:09 PM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Directors' Reports

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** A. Directors' Reports  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 16-17 BCCS 5 by 5 data- Suspension.pdf  
16-17 MORCS 5 by 5 data (Sorted).xlsx  
16-17 BCCS 5 by 5 data - English Learner Progress.pdf  
16-17 5 by 5 data (BCCS).xlsx  
16-17 BCCS 5 by 5 data - ELA.pdf  
16-17 BCCS 5 by 5 data - Math.pdf  
16-17 BCCS Suspension 5x5 Chart.png  
16-17 BCCS Math 5x5 Chart.png  
16-17 BCCS ELA 5 x5 Chart.png

Rank	School	Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2014-15 Suspension Rate	CHANGE - Difference between 2014-15 Suspension Rate and 2013-14 Suspension Rate	Number of Students Suspended in 2014-15	Number of Students Enrolled in 2014-15	Number of Students Suspended in 2013-14	Number of Students Enrolled in 2013-14	PRIOR STATUS - 2013-14 Suspension Rate (rounded)	Non-certified data flag **
<b>BCCS Suspension- All Students</b>													
1	San Fernando	All Students	Blue	Very Low	Maintained	0.10%	0.00%	1	959	1	966	0.10%	N
2	SFIAM	All Students	Blue	Very Low	Maintained	0.30%	-0.20%	1	405	2	412	0.50%	N
3	BCCS	All Students	Green	Very Low	Increased	0.50%	0.30%	2	381	1	372	0.30%	N
4	Byrd	All Students	Green	Low	Declined	0.60%	-0.80%	11	1,787	25	1,828	1.40%	N
5	Olive Vista	All Students	Yellow	Low	Increased	0.90%	0.80%	12	1,279	2	1,335	0.20%	N
6	Sepulveda	All Students	Green	Low	Declined	1.30%	-0.40%	22	1,764	29	1,794	1.60%	N
7	Community MS-HS	All Students	Orange	Medium	Increased	1.60%	0.80%	13	803	3	353	0.90%	N
8	Vista	All Students	Green	Low	Declined	1.70%	-0.70%	25	1,436	37	1,533	2.40%	N
9	Maclay	All Students	Orange	Medium	Increased	2.30%	0.50%	21	912	18	1,016	1.80%	N
10	Van Nuys	All Students	Green	Medium	Declined	2.40%	-1.00%	32	1,362	47	1,407	3.30%	N
11	Valor	All Students	Green	Medium	Declined Significantly	2.50%	-3.90%	12	485	31	490	6.30%	N
12	Pacoima	All Students	Orange	Medium	Increased	2.80%	0.60%	42	1,482	35	1,578	2.20%	N
13	Lakeview	All Students	Orange	Medium	Increased	6.10%	2.50%	22	360	13	357	3.60%	N
<b>BCCS Suspension- English Learners</b>													
1	Valor	English Learners	Blue	Very Low	Declined Significantly	0.00%	-13.20%	0	95	9	68	13.20%	N
2	San Fernando	English Learners	Blue	Very Low	Declined	0.00%	-0.50%	0	212	1	206	0.50%	N
3	Byrd	English Learners	Green	Low	Declined	1.50%	-2.10%	4	276	10	286	3.50%	N
4	SFIAM	English Learners	Green	Low	Declined	1.50%	-2.20%	1	65	2	53	3.80%	N
5	BCCS	English Learners	Yellow	Low	Increased	1.80%	1.80%	1	57	0	63	0.00%	N
6	Olive Vista	English Learners	Yellow	Low	Increased	1.90%	1.50%	4	208	1	232	0.40%	N
7	Sepulveda	English Learners	Yellow	Medium	Maintained	2.30%	-0.20%	10	439	11	453	2.40%	N
8	Maclay	English Learners	Orange	Medium	Increased	3.10%	1.80%	7	228	3	237	1.30%	N
9	Community MS-HS	English Learners	None	Medium	Declined Significantly	3.20%	-2.70%	2	63	1	17	5.90%	N
10	Vista	English Learners	Green	Medium	Declined	4.30%	-1.20%	15	351	21	387	5.40%	N
11	Van Nuys	English Learners	Yellow	Medium	Maintained	4.80%	0.20%	12	248	11	239	4.60%	N
12	Pacoima	English Learners	Green	Medium	Declined	5.20%	-1.30%	11	213	17	264	6.40%	N
13	Lakeview	English Learners	Red	Very High	Increased Significantly	20.00%	13.30%	7	35	2	30	6.70%	N
<b>BCCS Suspension- Latino</b>													
1	San Fernando	Hispanic or Latino	Blue	Very Low	Maintained	0.10%	0.00%	1	922	1	933	0.10%	N
2	SFIAM	Hispanic or Latino	Blue	Very Low	Maintained	0.30%	-0.20%	1	387	2	402	0.50%	N
3	BCCS	Hispanic or Latino	Blue	Very Low	Maintained	0.40%	0.10%	1	245	1	351	0.30%	N
4	Byrd	Hispanic or Latino	Green	Low	Declined	0.60%	-0.60%	10	1,621	21	1,681	1.30%	N
5	Olive Vista	Hispanic or Latino	Yellow	Low	Increased	0.90%	0.80%	11	1,203	1	1,278	0.10%	N
6	Sepulveda	Hispanic or Latino	Green	Low	Declined	1.20%	-0.50%	18	1,495	25	1,519	1.70%	N
7	Community MS-HS	Hispanic or Latino	Orange	Medium	Increased	1.60%	0.70%	12	757	3	327	0.90%	N
8	Vista	Hispanic or Latino	Green	Low	Declined	1.80%	-0.80%	24	1,349	37	1,448	2.60%	N
9	Valor	Hispanic or Latino	Green	Medium	Declined Significantly	2.10%	-4.60%	9	432	30	451	6.70%	N
10	Maclay	Hispanic or Latino	Orange	Medium	Increased	2.10%	0.50%	18	856	15	935	1.60%	N
11	Pacoima	Hispanic or Latino	Yellow	Medium	Maintained	2.50%	0.20%	34	1,389	33	1,483	2.20%	N
12	Van Nuys	Hispanic or Latino	Green	Medium	Declined	2.60%	-1.00%	28	1,095	39	1,104	3.50%	N
13	Lakeview	Hispanic or Latino	Orange	Medium	Increased	6.10%	2.20%	21	345	13	337	3.90%	N
<b>BCCS Suspension- Socioeconomically Disadvantaged</b>													
1	San Fernando	Socioeconomically Disadvantaged	Blue	Very Low	Maintained	0.10%	0.00%	1	886	1	893	0.10%	N
2	SFIAM	Socioeconomically Disadvantaged	Blue	Very Low	Declined	0.30%	-0.30%	1	384	2	377	0.50%	N
3	BCCS	Socioeconomically Disadvantaged	Yellow	Low	Increased	0.60%	0.60%	2	338	0	333	0.00%	N
4	Byrd	Socioeconomically Disadvantaged	Green	Low	Declined	0.70%	-0.70%	11	1,638	22	1,663	1.30%	N
5	Olive Vista	Socioeconomically Disadvantaged	Yellow	Low	Increased	0.80%	0.60%	9	1,182	2	1,214	0.20%	N
6	Sepulveda	Socioeconomically Disadvantaged	Green	Low	Declined	1.20%	-0.40%	20	1,636	26	1,581	1.60%	N
7	Community MS-HS	Socioeconomically Disadvantaged	Yellow	Low	Increased	1.50%	0.50%	9	607	3	308	1.00%	N
8	Vista	Socioeconomically Disadvantaged	Green	Low	Declined	1.60%	-0.80%	22	1,354	34	1,396	2.40%	N
9	Valor	Socioeconomically Disadvantaged	Blue	Low	Declined Significantly	1.80%	-4.40%	8	438	27	431	6.30%	N
10	Maclay	Socioeconomically Disadvantaged	Orange	Medium	Increased	2.30%	0.40%	19	842	17	913	1.90%	N
11	Van Nuys	Socioeconomically Disadvantaged	Green	Medium	Declined	2.40%	-1.50%	27	1,137	47	1,203	3.90%	N
12	Pacoima	Socioeconomically Disadvantaged	Orange	Medium	Increased	3.00%	0.70%	41	1,392	33	1,445	2.30%	N
13	Lakeview	Socioeconomically Disadvantaged	Orange	Medium	Increased	6.60%	3.50%	21	317	10	324	3.10%	N
<b>BCCS Suspension- Students with Disabilities</b>													
1	San Fernando	Students with Disabilities	Blue	Very Low	Declined	0.00%	-0.60%	0	172	1	178	0.60%	N
2	SFIAM	Students with Disabilities	Blue	Very Low	Maintained	0.00%	0.00%	0	59	0	63	0.00%	N
3	BCCS	Students with Disabilities	Green	Low	Maintained	1.80%	-0.10%	1	55	1	51	2.00%	N
4	Byrd	Students with Disabilities	Green	Low	Declined	2.00%	-0.50%	5	257	7	285	2.50%	N
5	Olive Vista	Students with Disabilities	Yellow	Low	Increased	2.00%	1.60%	5	252	1	249	0.40%	N
6	Community MS-HS	Students with Disabilities	Green	Medium	Declined	2.50%	-0.80%	2	80	1	30	3.30%	N
7	Van Nuys	Students with Disabilities	Green	Medium	Declined	3.00%	-1.60%	6	203	11	239	4.60%	N
8	Sepulveda	Students with Disabilities	Green	Medium	Declined	3.70%	-1.20%	10	272	14	290	4.80%	N
9	Maclay	Students with Disabilities	Orange	Medium	Increased	4.30%	1.00%	7	162	6	182	3.30%	N
10	Pacoima	Students with Disabilities	Green	Medium	Declined	6.00%	-0.90%	14	233	17	246	6.90%	N
11	Vista	Students with Disabilities	Orange	Medium	Increased	6.20%	1.30%	14	226	12	245	4.90%	N
12	Valor	Students with Disabilities	Orange	Medium	Increased	7.70%	2.70%	4	52	3	60	5.00%	N
13	Lakeview	Students with Disabilities	Red	Very High	Increased Significantly	12.50%	8.40%	6	48	2	49	4.10%	N

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

16-17 MORCS 5 by 5 data (Sorted).xlsx

Rank	School	Student Group	Color	Status Level	Change Level	Percent - Current Year Status	Change	Number of students tested in 2014-15	Number of students tested in 2013-14	Number of students RFEF'd in 2013-14	Number of students RFEF'd in 2012-13	Number - Current Year Status	Current year number of testers and RFEF students	Number - Prior Year Status	Prior year number of testers and RFEF students	Percent - Prior Year Status	Tested less than 50% of EL population flag**
<b>BCCS- English Learner Progress</b>																	
1	Valor	English Learners	Green	High	Increased	78.30%	1.60%	91	107	70	0	126	161	82	107	76.60%	N
2	BCCS	English Learners	None	Medium	Increased	74.00%	9.40%	28	69	22	13	37	50	53	82	64.60%	N
3	Pacoima	English Learners	Green	Medium	Increased	68.70%	2.10%	210	300	81	63	200	291	242	363	66.70%	N
4	Byrd	English Learners	Orange	Low	Maintained	64.50%	-0.10%	257	330	104	80	233	361	265	410	64.60%	N
5	SFIAM	English Learners	Red	Low	Declined Significantly	63.40%	-13.60%	63	79	30	21	59	93	77	100	77.00%	N
6	San Fernando	English Learners	Yellow	Low	Increased	62.30%	2.60%	153	211	62	45	134	215	153	256	59.80%	N
7	Van Nuys	English Learners	Orange	Low	Decline	62.30%	-1.80%	242	253	71	56	195	313	198	309	64.10%	N
8	Vista	English Learners	Orange	Low	Decline	61.40%	-2.50%	337	403	119	85	280	456	312	488	63.90%	N
9	Olive Vista	English Learners	Orange	Low	Decline	61.40%	-4.60%	202	227	65	73	164	267	198	300	66.00%	N
10	Maclay	English Learners	Red	Very Low	Maintained	58.90%	-0.70%	190	209	68	56	152	258	158	265	59.60%	N
11	Sepulveda	English Learners	Orange	Very Low	Increased	55.80%	6.00%	421	428	70	50	274	491	238	478	49.80%	N
	Lakeview	English Learners	None	*	*	*	*	0	42	15	21	*	15	44	63	69.80%	N
	Community MS-HS	English Learners	None	*	*	*	*	0	0	18	23	*	18	*	23	*	N



## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

16-17 5 by 5 data (BCCS).xlsx

Ranking	School	Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3
<b>BCCS ELA- All Students</b>										
1	Valor ELA	All Students	Orange	Low	Declined	-8.4	-5.4	475	475	-3
2	Community ELA	All Students	Yellow	Low	Increased	-26.1	12.1	345	337	-38.2
3	Lakeview ELA	All Students	Yellow	Low	Increased	-38.8	9.4	341	340	-48.2
4	Triumph ELA	All Students	None	Low	*	-45.7	*	341	0	*
5	Byrd ELA	All Students	Yellow	Low	Increased	-47.1	12.7	1,512	1,546	-59.8
6	BCCS ELA	All Students	Orange	Low	Declined	-53	-12.1	366	359	-40.9
7	San Fernando ELA	All Students	Yellow	Low	Increased	-54.6	7.7	679	714	-62.3
8	Pacoima ELA	All Students	Yellow	Low	Maintained	-55.2	2.4	1,250	1,290	-57.5
9	SFIAM ELA	All Students	Yellow	Low	Increased	-55.9	11.1	382	373	-67
10	Maclay ELA	All Students	Yellow	Low	Increased	-59.4	7.7	687	736	-67.1
11	Van Nuys ELA	All Students	Yellow	Low	Increased	-60.9	13.5	1,076	1,114	-74.3
12	Olive Vista ELA	All Students	Orange	Low	Declined	-64.4	-12.6	997	1,027	-51.8
13	Sepulveda ELA	All Students	Red	Very Low	Declined	-77.5	-2.5	1,350	1,389	-74.9
14	Vista ELA	All Students	Orange	Very Low	Increased	-88.4	8.7	1,099	1,165	-97.1
<b>BCCS ELA- EL Only</b>										
1	Valor ELA	EL - EL Only	None	Very Low	Increased	-74.2	7.5	115	64	-81.7
2	Community ELA	EL - EL Only	None	Very Low	Increased Significantly	-80.5	21.2	29	22	-101.6
3	BCCS ELA	EL - EL Only	None	Very Low	Declined	-103.3	-5.7	81	59	-97.6
4	Lakeview ELA	EL - EL Only	None	Very Low	Increased Significantly	-107.4	35.5	47	30	-142.9
5	Pacoima ELA	EL - EL Only	None	Very Low	Increased	-120.6	8	192	188	-128.6
6	Maclay ELA	EL - EL Only	None	Very Low	Increased	-121.3	12.9	187	170	-134.2
7	Triumph ELA	EL - EL Only	None	Very Low	*	-122.2	*	44	0	*
8	SFIAM ELA	EL - EL Only	None	Very Low	Increased	-137.4	19.5	62	60	-156.9
9	Byrd ELA	EL - EL Only	None	Very Low	Maintained	-147.2	2.3	183	201	-149.5
10	Vista ELA	EL - EL Only	None	Very Low	Increased	-152.7	7.3	270	246	-160
11	San Fernando ELA	EL - EL Only	None	Very Low	Maintained	-146.5	3.7	144	124	-150.2
12	Olive Vista ELA	EL - EL Only	None	Very Low	Maintained	-150.4	2.3	147	132	-152.7
13	Van Nuys ELA	EL - EL Only	None	Very Low	Maintained	-151.4	3.2	174	164	-154.5
14	Sepulveda ELA	EL - EL Only	None	Very Low	Declined	-170.4	-10	284	273	-160.4
<b>BCCS ELA- Reclassified Only</b>										
1	Valor ELA	EL - Reclassified Only	None	Medium	Increased	-3.8	7.4	122	138	-11.2
2	Community ELA	EL - Reclassified Only	None	Low	Increased	-40.1	11.5	99	95	-51.6
3	Lakeview ELA	EL - Reclassified Only	None	Low	Increased Significantly	-40.9	28.7	84	87	-69.6
4	San Fernando ELA	EL - Reclassified Only	None	Low	Increased	-45.6	14.1	172	217	-59.7
5	BCCS ELA	EL - Reclassified Only	None	Low	Declined Significantly	-48.5	-18.2	94	122	-30.3
6	Maclay ELA	EL - Reclassified Only	None	Low	Increased	-54.7	7.5	201	257	-62.3
7	Triumph ELA	EL - Reclassified Only	None	Low	*	-56.5	*	106	0	*
8	SFIAM ELA	EL - Reclassified Only	None	Low	Increased	-61.6	10	105	123	-71.6
9	Pacoima ELA	EL - Reclassified Only	None	Low	Maintained	-66.1	2.9	313	355	-69
10	Byrd ELA	EL - Reclassified Only	None	Low	Maintained	-66.8	5.3	420	487	-72
11	Olive Vista ELA	EL - Reclassified Only	None	Low	Declined	-69.4	-3.6	267	289	-65.8
12	Van Nuys ELA	EL - Reclassified Only	None	Very Low	Increased	-78.4	17	279	320	-95.4
13	Vista ELA	EL - Reclassified Only	None	Very Low	Increased	-87.1	10.4	418	499	-97.5
14	Sepulveda ELA	EL - Reclassified Only	None	Very Low	Declined	-94.1	-8.5	401	433	-85.6
<b>BCCS ELA- English Learners</b>										
1	Valor ELA	English Learners	Orange	Low	Declined	-38	-4.4	237	202	-33.6
2	Community ELA	English Learners	Yellow	Low	Increased	-49.2	11.8	128	117	-61
3	Lakeview ELA	English Learners	Yellow	Low	Increased Significantly	-64.7	23.6	131	117	-88.4
4	BCCS ELA	English Learners	Red	Very Low	Declined Significantly	-73.9	-21.6	175	181	-52.2
5	Triumph ELA	English Learners	None	Very Low	*	-75.8	*	150	0	*
6	Pacoima ELA	English Learners	Red	Very Low	Maintained	-86.8	2.8	505	543	-89.6
7	Maclay ELA	English Learners	Red	Very Low	Maintained	-86.8	4.1	388	427	-90.9
8	SFIAM ELA	English Learners	Orange	Very Low	Increased	-89.7	9.8	167	183	-99.6
9	Byrd ELA	English Learners	Red	Very Low	Maintained	-91.2	3.5	603	688	-94.7
10	San Fernando ELA	English Learners	Red	Very Low	Maintained	-91.6	1	316	341	-92.6
11	Olive Vista ELA	English Learners	Red	Very Low	Declined	-98.2	-5.1	414	421	-93.1
12	Van Nuys ELA	English Learners	Orange	Very Low	Increased	-106.4	9	453	484	-115.5
13	Vista ELA	English Learners	Red	Very Low	Maintained	-112.8	5.3	688	745	-118.2
14	Sepulveda ELA	English Learners	Red	Very Low	Declined	-125.7	-11.2	685	706	-114.5
<b>BCCS ELA- Latino</b>										
1	Valor ELA	Hispanic or Latino	Orange	Low	Declined	-10.4	-5.4	432	430	-5
2	Community ELA	Hispanic or Latino	Yellow	Low	Increased	-25.7	11.3	319	312	-37.1
3	Lakeview ELA	Hispanic or Latino	Yellow	Low	Increased	-39.9	8.6	325	326	-48.5
4	Triumph ELA	Hispanic or Latino	None	Low	*	-45	*	332	0	*
5	Byrd ELA	Hispanic or Latino	Yellow	Low	Increased	-49.5	13.1	1,397	1,421	-62.6
6	BCCS ELA	Hispanic or Latino	Orange	Low	Declined	-53.4	-14.5	195	229	-38.9
7	San Fernando ELA	Hispanic or Latino	Yellow	Low	Increased	-55.2	7.8	642	688	-63
8	Pacoima ELA	Hispanic or Latino	Yellow	Low	Maintained	-55.9	2	1,192	1,215	-57.9
9	SFIAM ELA	Hispanic or Latino	Yellow	Low	Increased	-57.2	10.2	369	357	-67.4
10	Maclay ELA	Hispanic or Latino	Yellow	Low	Increased	-57.3	8.5	662	704	-65.8
11	Olive Vista ELA	Hispanic or Latino	Orange	Low	Declined	-64.7	-12	957	981	-52.7
12	Van Nuys ELA	Hispanic or Latino	Yellow	Low	Increased	-69.9	13.1	894	913	-83
13	Sepulveda ELA	Hispanic or Latino	Red	Very Low	Declined	-88	-3.4	1,151	1,169	-84.6
14	Vista ELA	Hispanic or Latino	Orange	Very Low	Increased	-91.3	8.9	1,035	1,100	-100.2
<b>BCCS ELA- Socioeconomically Disadvantaged</b>										
1	Valor ELA	Socioeconomically Disadvantaged	Orange	Low	Declined	-11.5	-4.6	434	429	-6.9
2	Community ELA	Socioeconomically Disadvantaged	Yellow	Low	Increased	-27.3	13.3	287	276	-40.5
3	Lakeview ELA	Socioeconomically Disadvantaged	Yellow	Low	Increased	-38.6	9.9	298	300	-48.5
4	Triumph ELA	Socioeconomically Disadvantaged	None	Low	*	-45.6	*	291	0	*
5	Byrd ELA	Socioeconomically Disadvantaged	Yellow	Low	Increased	-49.1	12	1,373	1,455	-61

Ranking	School	Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3
6	BCCS ELA	Socioeconomically Disadvantaged	Orange	Low	Declined	-53.2	-14	321	322	-39.2
7	San Fernando ELA	Socioeconomically Disadvantaged	Yellow	Low	Increased	-55.6	7.3	630	695	-62.9
8	Pacoima ELA	Socioeconomically Disadvantaged	Yellow	Low	Maintained	-56.8	1.3	1,143	1,231	-58.2
9	SFIAM ELA	Socioeconomically Disadvantaged	Yellow	Low	Increased	-58.7	8.8	347	356	-67.5
10	Maclay ELA	Socioeconomically Disadvantaged	Yellow	Low	Increased	-59.3	7.5	655	706	-66.9
11	Olive Vista ELA	Socioeconomically Disadvantaged	Orange	Low	Declined	-64.5	-12	881	982	-52.5
12	Van Nuys ELA	Socioeconomically Disadvantaged	Yellow	Low	Increased	-67.4	11.3	927	946	-78.7
13	Sepulveda ELA	Socioeconomically Disadvantaged	Red	Very Low	Declined	-83.7	-6.9	1,229	1,313	-76.8
14	Vista ELA	Socioeconomically Disadvantaged	Orange	Very Low	Increased	-87.5	10.6	1,036	1,127	-98.1
<b>BCCS ELA- Students with Disabilities</b>										
1	Valor ELA	Students with Disabilities	Red	Very Low	Declined	-95	-6.7	51	52	-88.3
2	Community ELA	Students with Disabilities	Red	Very Low	Maintained	-107.1	-0.3	48	37	-106.8
3	Triumph ELA	Students with Disabilities	None	Very Low	*	-113.1	*	52	0	*
4	Lakeview ELA	Students with Disabilities	Yellow	Very Low	Increased Significantly	-119	22.4	47	46	-141.4
5	BCCS ELA	Students with Disabilities	Red	Very Low	Declined	-121.6	-12.4	59	58	-109.3
6	SFIAM ELA	Students with Disabilities	Orange	Very Low	Increased	-132.1	7.2	71	59	-139.3
7	Van Nuys ELA	Students with Disabilities	Red	Very Low	Maintained	-137.7	4.7	126	159	-142.5
8	Byrd ELA	Students with Disabilities	Red	Very Low	Declined	-141.2	-9.4	194	220	-131.8
9	Pacoima ELA	Students with Disabilities	Red	Very Low	Declined	-142	-11.2	178	207	-130.8
10	Vista ELA	Students with Disabilities	Red	Very Low	Declined	-144.5	-1.7	150	184	-142.8
11	Maclay ELA	Students with Disabilities	Red	Very Low	Maintained	-145.7	-0.7	134	126	-144.9
12	San Fernando ELA	Students with Disabilities	Red	Very Low	Declined	-146	-8.2	107	119	-137.8
13	Olive Vista ELA	Students with Disabilities	Red	Very Low	Declined Significantly	-148.8	-24.3	158	181	-124.5
14	Sepulveda ELA	Students with Disabilities	Red	Very Low	Declined Significantly	-168.5	-18.3	173	173	-150.2
<b>BCCS ELA- White</b>										
1	Valor ELA	White	None	Medium	Declined	-1.9	-1.5	23	22	-0.4
2	Van Nuys ELA	White	Yellow	Low	Increased	-17.6	12.9	82	91	-30.5
3	Pacoima ELA	White	None	Low	Increased	-30.1	19.7	28	31	-49.8
4	Sepulveda ELA	White	Orange	Low	Declined	-43.2	-3.6	46	52	-39.6
5	Olive Vista ELA	White	None	Low	Declined	-56.9	-11	17	21	-46
6	BCCS ELA	White	Orange	Low	Declined	-58.7	-11.1	121	90	-47.6
7	Byrd ELA	White	Yellow	Low	Increased	-65.7	7.1	35	34	-72.8
8	San Fernando ELA	White	None	Very Low	Declined Significantly	-74.8	-22.8	17	15	-51.9
9	Vista ELA	White	None	Very Low	Declined Significantly	-94.8	-36.6	15	17	-58.2
	SFIAM ELA	White	None	*	*	*	*	9	8	*
	Maclay ELA	White	None	*	*	*	*	8	6	*
	Lakeview ELA	White	None	*	*	*	*	1	1	*
	Community ELA	White	None	*	*	*	*	4	3	*
	Triumph ELA	White	None	*	*	*	*	5	0	*

Rank	School	Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3
<b>BCCS Math- All Students</b>										
1	Valor Math	All Students	Red	Low	Decreased Significantly	-30	-14.6	476	476	-15.4
2	Community Math	All Students	Yellow	Low	Increased Significantly	-45.7	16.5	345	337	-62.2
3	Lakeview Math	All Students	Yellow	Low	Maintained	-63.1	3	341	339	-66.2
4	Triumph Math	All Students	None	Low	*	-65.8	*	341	0	*
5	Byrd Math	All Students	Yellow	Low	Increased	-80.9	12.5	1,507	1,521	-93.3
6	San Fernando Math	All Students	Yellow	Low	Maintained	-81.2	4.8	680	712	-85.9
7	BCCS Math	All Students	Orange	Low	Decreased	-87.2	-1.2	366	359	-86.1
8	SFIAM Math	All Students	Yellow	Low	Maintained	-88.1	2.4	382	371	-90.5
9	Olive Vista Math	All Students	Yellow	Low	Maintained	-94.9	1.4	999	1,026	-96.3
10	Pacoima Math	All Students	Red	Very Low	Decreased	-99.9	-2.4	1,246	1,293	-97.5
11	Sepulveda Math	All Students	Red	Very Low	Decreased	-106.4	-4.6	1,336	1,393	-101.8
12	Van Nuys Math	All Students	Red	Very Low	Decreased	-107.7	-2.9	1,076	1,145	-104.8
13	Maclay Math	All Students	Red	Very Low	Decreased Significantly	-117.7	-14.7	688	729	-103
14	Vista Math	All Students	Orange	Very Low	Increased	-128.1	7.2	1,097	1,156	-135.3
<b>BCCS Math- EL Only</b>										
1	Valor Math	EL - EL Only	None	Low	Decreased	-94.6	-4.4	115	64	-90.2
2	Community Math	EL - EL Only	None	Very Low	Increased Significantly	-102.3	55.6	29	22	-157.9
3	Triumph Math	EL - EL Only	None	Very Low	*	-139.3	*	44	0	*
4	BCCS Math	EL - EL Only	None	Very Low	Increased	-144.7	6.7	81	59	-151.5
5	Lakeview Math	EL - EL Only	None	Very Low	Increased Significantly	-146.9	44.1	47	29	-191
6	Pacoima Math	EL - EL Only	None	Very Low	Increased	-159.7	12.1	191	190	-171.7
7	Maclay Math	EL - EL Only	None	Very Low	Increased	-164.7	7.8	188	167	-172.5
8	Byrd Math	EL - EL Only	None	Very Low	Increased	-173.1	13.5	182	197	-186.5
9	San Fernando Math	EL - EL Only	None	Very Low	Increased	-176.4	5.7	145	123	-182
10	SFIAM Math	EL - EL Only	None	Very Low	Increased	-182	10.8	62	60	-192.7
11	Vista Math	EL - EL Only	None	Very Low	Increased	-190.7	12.2	269	250	-202.9
12	Olive Vista Math	EL - EL Only	None	Very Low	Increased	-193.1	5.5	148	132	-198.7
13	Sepulveda Math	EL - EL Only	None	Very Low	Decreased Significantly	-211.1	-11.6	277	275	-199.5
14	Van Nuys Math	EL - EL Only	None	Very Low	Decreased	-213.3	-8.6	174	178	-204.6
<b>BCCS Math- Reclassified Only</b>										
1	Valor Math	EL - Reclassified Only	None	Low	Decreased Significantly	-31.5	-13.2	122	157	-18.3
2	Community Math	EL - Reclassified Only	None	Low	Increased	-58.4	11.8	99	103	-70.2
3	Lakeview Math	EL - Reclassified Only	None	Low	Increased	-66.7	10.9	84	96	-77.7
4	San Fernando Math	EL - Reclassified Only	None	Low	Maintained	-72.3	3.9	172	230	-76.2
5	Triumph Math	EL - Reclassified Only	None	Low	*	-77	*	106	0	*
6	BCCS Math	EL - Reclassified Only	None	Low	Decreased Significantly	-77.3	-19.6	94	128	-57.7
7	SFIAM Math	EL - Reclassified Only	None	Low	Decreased	-93.9	-4.2	105	123	-89.7
8	Byrd Math	EL - Reclassified Only	None	Very Low	Maintained	-102.6	3.6	420	519	-106.2
9	Olive Vista Math	EL - Reclassified Only	None	Very Low	Decreased	-107.7	-9.8	268	341	-98
10	Maclay Math	EL - Reclassified Only	None	Very Low	Decreased Significantly	-112.5	-13.3	201	274	-99.2
11	Pacoima Math	EL - Reclassified Only	None	Very Low	Decreased Significantly	-119.4	-12.5	313	395	-106.9
12	Van Nuys Math	EL - Reclassified Only	None	Very Low	Decreased	-120.4	-9.6	279	377	-110.8
13	Sepulveda Math	EL - Reclassified Only	None	Very Low	Decreased Significantly	-122.3	-12.9	394	461	-109.4
14	Vista Math	EL - Reclassified Only	None	Very Low	Maintained	-129.1	3.5	418	514	-132.6
<b>BCCS Math- English Learners</b>										
1	Valor Math	English Learners	Red	Low	Decreased Significantly	-62.1	-23	237	221	-39.1
2	Community Math	English Learners	Yellow	Low	Increased Significantly	-68.3	17.3	128	125	-85.6
3	Triumph Math	English Learners	None	Very Low	*	-95.2	*	150	0	*
4	Lakeview Math	English Learners	Orange	Very Low	Increased	-95.5	8.5	131	125	-104
5	BCCS Math	English Learners	Red	Very Low	Decreased Significantly	-108.5	-21.2	175	187	-87.3
6	San Fernando Math	English Learners	Red	Very Low	Decreased	-119.9	-6.8	317	353	-113.1
7	Byrd Math	English Learners	Red	Very Low	Maintained	-123.9	4.4	602	716	-128.3
8	SFIAM Math	English Learners	Red	Very Low	Decreased	-126.6	-3.1	167	183	-123.5
9	Pacoima Math	English Learners	Red	Very Low	Decreased	-134.6	-6.7	504	585	-128
10	Maclay Math	English Learners	Red	Very Low	Decreased Significantly	-137.7	-10.8	389	441	-126.9
11	Olive Vista Math	English Learners	Red	Very Low	Decreased Significantly	-138.1	-12.1	416	473	-126.1
12	Vista Math	English Learners	Red	Very Low	Maintained	-153.2	2.4	687	764	-155.6
13	Van Nuys Math	English Learners	Red	Very Low	Decreased Significantly	-156.1	-15.2	453	555	-140.9
14	Sepulveda Math	English Learners	Red	Very Low	Decreased Significantly	-158.9	-15.9	671	736	-143.1
<b>BCCS Math- Latino</b>										
1	Valor Math	Hispanic or Latino	Red	Low	Decreased Significantly	-31.4	-14.1	433	431	-17.3
2	Community Math	Hispanic or Latino	Yellow	Low	Increased Significantly	-44.9	16.7	319	312	-61.6
3	Lakeview Math	Hispanic or Latino	Yellow	Low	Maintained	-65.1	2.3	325	325	-67.4
4	Triumph Math	Hispanic or Latino	None	Low	*	-65.3	*	332	0	*
5	San Fernando Math	Hispanic or Latino	Yellow	Low	Increased	-80.6	5.4	643	686	-86
6	BCCS Math	Hispanic or Latino	Orange	Low	Decreased	-83.8	-2.9	195	229	-80.9
7	Byrd Math	Hispanic or Latino	Yellow	Low	Increased	-83.8	13.6	1,394	1,400	-97.4
8	SFIAM Math	Hispanic or Latino	Yellow	Low	Maintained	-88.6	1.6	369	355	-90.2
9	Olive Vista Math	Hispanic or Latino	Red	Very Low	Maintained	-95.5	2	959	981	-97.5
10	Pacoima Math	Hispanic or Latino	Red	Very Low	Decreased	-101.3	-3	1,188	1,218	-98.3
11	Maclay Math	Hispanic or Latino	Red	Very Low	Decreased Significantly	-116.2	-14.6	663	697	-101.6
12	Van Nuys Math	Hispanic or Latino	Red	Very Low	Decreased	-117.2	-2.2	894	939	-115
13	Sepulveda Math	Hispanic or Latino	Red	Very Low	Decreased	-118.7	-4.9	1,136	1,174	-113.8

Rank	School	Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from level 3
14	Vista Math	Hispanic or Latino	Orange	Very Low	Increased	-131.4	6.8	1,033	1,092	-138.3
<b>BCCS Math- Socioeconomically Disadvantaged</b>										
1	Valor Math	Socioeconomically Disa	Red	Low	Decreased Significantly	-32.8	-13.9	435	430	-19
2	Community Math	Socioeconomically Disa	Yellow	Low	Increased Significantly	-45	21.6	287	276	-66.5
3	Lakeview Math	Socioeconomically Disa	Yellow	Low	Maintained	-63.9	2.3	298	300	-66.1
4	Triumph Math	Socioeconomically Disa	None	Low	*	-66.4	*	291	0	*
5	San Fernando Math	Socioeconomically Disa	Yellow	Low	Maintained	-82.1	3.9	631	693	-86
6	Byrd Math	Socioeconomically Disa	Yellow	Low	Increased	-82.9	12.5	1,369	1,430	-95.4
7	BCCS Math	Socioeconomically Disa	Orange	Low	Decreased	-86.5	-2.8	321	322	-83.7
8	SFIAM Math	Socioeconomically Disa	Yellow	Low	Maintained	-90.4	0.3	347	355	-90.7
9	Olive Vista Math	Socioeconomically Disa	Yellow	Low	Maintained	-94.9	1.6	883	980	-96.6
10	Pacoima Math	Socioeconomically Disa	Red	Very Low	Decreased	-102.3	-3.6	1,139	1,233	-98.7
11	Sepulveda Math	Socioeconomically Disa	Red	Very Low	Decreased	-113.3	-9.9	1,213	1,316	-103.4
12	Van Nuys Math	Socioeconomically Disa	Red	Very Low	Decreased	-114.5	-5.7	927	974	-108.8
13	Maclay Math	Socioeconomically Disa	Red	Very Low	Decreased Significantly	-117.6	-14.9	656	698	-102.7
14	Vista Math	Socioeconomically Disa	Orange	Very Low	Increased	-127.9	7.9	1,035	1,117	-135.8
<b>BCCS Math- Students With Disabilities</b>										
1	Lakeview Math	Students with Disabilitie	Yellow	Very Low	Increased Significantly	-122.5	46.9	47	46	-169.3
2	Valor Math	Students with Disabilitie	Red	Very Low	Decreased Significantly	-128.3	-24.8	51	52	-103.4
3	Community Math	Students with Disabilitie	Orange	Very Low	Increased	-136.3	5.2	48	37	-141.5
4	Triumph Math	Students with Disabilitie	None	Very Low	*	-147.1	*	52	0	*
5	BCCS Math	Students with Disabilitie	Orange	Very Low	Increased	-167.5	8.7	59	58	-176.2
6	Byrd Math	Students with Disabilitie	Orange	Very Low	Increased	-174.2	6.2	193	215	-180.4
7	Vista Math	Students with Disabilitie	Orange	Very Low	Increased	-179.9	5.8	149	187	-185.7
8	SFIAM Math	Students with Disabilitie	Red	Very Low	Decreased	-186	-5.7	71	59	-180.3
9	San Fernando Math	Students with Disabilitie	Red	Very Low	Decreased Significantly	-187	-13.2	107	118	-173.8
10	Olive Vista Math	Students with Disabilitie	Red	Very Low	Decreased	-187.9	-9	157	180	-178.9
11	Maclay Math	Students with Disabilitie	Red	Very Low	Decreased Significantly	-193.3	-12.9	134	117	-180.4
12	Van Nuys Math	Students with Disabilitie	Red	Very Low	Decreased Significantly	-194.8	-17.9	126	159	-176.9
13	Pacoima Math	Students with Disabilitie	Red	Very Low	Decreased Significantly	-202.4	-18.3	177	208	-184.1
14	Sepulveda Math	Students with Disabilitie	Red	Very Low	Decreased Significantly	-215.5	-17.8	171	173	-197.7
<b>BCCS Math- White</b>										
1	Valor Math	White	None	Low	Decreased Significantly	-37.1	-17.5	23	22	-19.6
2	Pacoima Math	White	None	Low	Increased	-52.9	6.3	28	31	-59.2
3	Van Nuys Math	White	Red	Low	Decreased Significantly	-61.7	-14	82	92	-47.7
4	Sepulveda Math	White	Orange	Low	Decreased	-65.1	-5.2	45	52	-59.9
5	Olive Vista Math	White	None	Low	Maintained	-73.8	2.2	17	20	-76
6	BCCS Math	White	Yellow	Low	Maintained	-94.8	3.6	121	90	-98.4
7	Byrd Math	White	Yellow	Very Low	Increased Significantly	-99.1	27.7	33	33	-126.8
8	San Fernando Math	White	None	Very Low	Decreased Significantly	-127.4	-27.9	17	15	-99.5
9	Vista Math	White	None	Very Low	Decreased Significantly	-143.6	-27.1	15	17	-116.5

Suspension (Middle School) - Student Group Five-by-Five Placement

Select an Indicator: Suspension Indicator Reporting Year: 2017 (Spring)

LEVEL	Increased Significantly by greater than 4.0%	Increased by 0.3% to 4.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 3.0%	Declined Significantly by 3.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green ▪ All Students (School Placement)	Blue ▪ Hispanic or Latino	Blue (None)	Blue (None)
Low greater than 0.5% to 2.0%	Gray (N/A)	Yellow ▪ English Learners ▪ Socioeconomically Disadvantaged	Green ▪ Students with Disabilities	Green (None)	Blue (None)
Medium greater than 2.0% to 8.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High greater than 8.0% to 12.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High greater than 12.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	0	0	2	1	1

**Bert Corona Charter (Pacoima, CA)**  
**Los Angeles Unified**

**Mathematics (Grades 3-8) - Student Group Five-by-Five Placement**

Select an Indicator:  Reporting Year:

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
<b>Very High</b> 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>High</b> 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
<b>Medium</b> More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
<b>Low</b> More than 25 points below to 95 points below	Red (None)	Orange <ul style="list-style-type: none"> <li>▪ All Students (School Placement)</li> <li>▪ Socioeconomically Disadvantaged</li> <li>▪ Hispanic or Latino</li> </ul>	Yellow <ul style="list-style-type: none"> <li>▪ White</li> </ul>	Yellow (None)	Yellow (None)
<b>Very Low</b> More than 95 points below	Red <ul style="list-style-type: none"> <li>▪ English Learners</li> </ul>	Red (None)	Red (None)	Orange <ul style="list-style-type: none"> <li>▪ Students with Disabilities</li> </ul>	Yellow (None)

**Bert Corona Charter (Pacoima, CA)**  
**Los Angeles Unified**

**English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement**

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Spring)

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
<b>Very High</b> 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>High</b> 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
<b>Medium</b> 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
<b>Low</b> More than 5 points below to 70 points below	Red (None)	Orange <ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>Socioeconomically Disadvantaged</li> <li>Hispanic or Latino</li> <li>White</li> </ul>	Yellow (None)	Yellow (None)	Yellow (None)
<b>Very Low</b> More than 70 points below	Red <ul style="list-style-type: none"> <li>English Learners</li> </ul>	Red <ul style="list-style-type: none"> <li>Students with Disabilities</li> </ul>	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

**Total Number of Student Groups in Each Performance Level**

All Student Groups	Red	Orange	Yellow	Green	Blue
5	2	3	0	0	0



# Coversheet

## Executive Director's Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** B. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPICS\_Executive\_Directors\_Report\_-June\_\_2017.pdf



## ***EXECUTIVE DIRECTOR'S REPORT***

**June 29, 2017**

*The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post--secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.*

### **CCSA:**

#### **CCSA Responds to Federal Government's Proposed FY18 Budget May 23, 2017**

We are concerned by the deep cuts included in the proposed FY 2018 budget released today by the federal government, including \$54 billion in overall cuts to non-defense discretionary spending, of which \$9 billion would come from the Department of Education. The proposed budget does not maintain FY 2017 IDEA funding levels and reduces the Title 1 Part A formula funds. Such cuts would have widespread and long-term negative impacts on the most vulnerable students, families and communities across our state and country.

We appreciate the Administration's proposed increased investment in the Charter Schools Program (CSP) by \$158 million, critical funding needed to grow and replicate high quality charter schools to meet the needs of families seeking the charter school option. However, we acknowledge that public schools are impacted by programs outside of the CSP, like nutrition assistance to health to housing.

Sustaining charter schools and all public schools requires great investments at all levels. We urge the federal government to consider the implications of the budget overall for our families and communities. Specifically, we call on Congress to sustain and increase its overall investment in public education funding to meet the needs of all public school students, including charter and district school students.

### **National:**

#### ***From the California Association of School Business Officials (CASB) -***

##### **Proposed Federal Education Budget**

*By Sara C. Bachez and Elizabeth Munguia, Governmental Relations*

On Tuesday, May 23, 2017, the federal administration released their full budget proposal. The proposed budget requests \$59 billion in discretionary appropriations for the Department of Education in fiscal year 2018, a \$9 billion or 13 percent reduction below the 2017 annualized Continuing Resolution (CR) level. The request includes \$1.4 billion to support new investments in public and private school choice. In all, the budget seeks to cut \$11 billion from education spending. The budget document is an opening bid in what will be a protracted negotiation with Congress over funding for fiscal year 2018, which begins Oct. 1. A

highlight of the proposals is below.

**Major Eliminations:** The budget eliminates the Supporting Effective Instruction State Grants program (Title II-A), saving \$2.4 billion, the 21<sup>st</sup> Century Community Learning Centers program, saving \$1.2 billion and the Comprehensive Literacy Development Grants, saving \$189.6 million.

**Charter Schools:** The budget provides \$500 million for federal charter school grants (up 50 percent over current funding), \$168 million more than this year's budget, and \$250 million in "Education Innovation and Research Grants" that would support expanding and studying private school vouchers. The budget also provides a \$167 million increase for the Charter Schools program to help States start new charter schools or expand and replicate existing high-performing charter schools while providing up to \$100 million to meet the growing demand for charter school facilities.

**Special Education:** The budget maintains \$12.7 million for the Individuals with Disabilities Education Act (IDEA) formula grant programs, which help support services for the 6.8 million children with disabilities nationwide and States in their ongoing work to design and implement program improvement efforts under the Department's Results Driven Accountability framework.

**Title I:** The budget shifts \$1 billion in Title I to be used for a new grant program called Furthering Options for Children to Unlock Success (FOCUS) for school districts that agree to allow students to choose which public school they attend. Federal, along with state and local dollars, would follow the student as they transfer among public schools.

**Supported Programs:** The budget provides \$736 million for the English Language Acquisition program, \$374 million for the Migrant Education program, \$175.5 million for rural school districts, \$143.7 million for Indian education grants, \$47.5 million for neglected and delinquent education and almost \$70 million for homeless children and youth.

**Cuts for Specific Populations:** The budget cuts smaller programs designed to help specific populations of students, including \$15 million from a program that provides child care for low-income parents in college, \$12 million from gifted students, \$12 million from the Special Olympics, \$65 million from Native American and Native Hawaiian students, two international education and foreign language programs, and \$27 million from arts education.

**College Loan and Grant Programs:** The budget maintains funding for Pell Grants for students in financial need but considers eliminating the \$700 million Perkins Loan program, cut nearly half (\$490 million) of the Federal Work-Study program, and step towards ending the federal subsidies for loans. It also ends the Public Service Loan Forgiveness Program, which allows people employed by governments (including teachers) or nonprofits to have federal student loans forgiven after 10 years of on-time, monthly payments. The budget replaces five income-driven student loan repayment plans with a single plan and supports year-round Pell Grants by aiming to increase available funds by \$16.3 billion over 10 years. It also eliminates the Federal Supplemental Educational Opportunity Grant program, saving \$732 million. In addition, it holds funding flat at \$492 million for programs that serve high percentages of minority students, such as the Historically Black Colleges and Universities and Minority-Serving Institutions.

**Career Technical Education (CTE):** The budget cuts \$166 million for CTE by providing \$949.5 million and cuts \$95 million in Adult Education by providing \$485.8 million.

**Cut in Other Programs:** The budget cuts the Perkins program, which gives grants to schools and colleges for career education, by 15 percent or \$168 million; adult basic literacy instruction, which would lose \$96 million (down 16 percent); and Promise Neighborhoods, an initiative meant to help build networks of support for children in needs communities, would lose \$12 million (down 18 percent). No additional

funding for student support and academic enrichment such as mental-health services, anti-bullying initiatives, physical education, Advanced Placements courses and STEM instruction. The budget cuts another \$193 million by providing \$808 million for the Federal TRIO Programs and \$219 million for GEAR UP but funds their continuation awards only.

**Innovation:** The budget supports \$616.8 million for the Institute of Education Sciences for continued research, \$370.0 million for Education Innovation and Research to expand evidence-based initiatives that help States and LEA's meet ESEA requirements and includes an increase of \$250 million to support a competition to develop and evaluate projects that operate private school scholarship programs. The budget also includes \$42 million to support teachers and principals from nontraditional preparation and certification routes who serve in high-need LEA's.

**Operational:** The budget asks for another \$158 million in salaries at the department for student loan servicing, IT security, auditing, investigations, and security for DeVos, as the department seeks to reduce the roughly 4,000-member agency's overall workforce by about 150 people. The budget also seeks \$106.8 million for the Office for Civil Rights.

### *From the National Alliance for Charter Schools -*

#### **Charter Schools Receive an Increase in the FY2017 Funding Bill**

**FY 2017** - President Trump [signed](#) the fiscal year (FY) 2017 Omnibus Appropriations [bill](#), which will fund the Federal Government through October 2017. The bill funds the U.S. Department of Education (ED) at \$68.24 billion and provides a \$9 million increase to the federal Charter Schools Program (CSP) for FY 2017 for a total of \$342 million.

**FY 2018** - FY 2018 will begin on November 1, 2017. The National Alliance has been working with Congress, the Administration, and the charter school community to increase funding for CSP in FY 2018. As a result of these efforts:

- Thirty-one Representatives, including members from both parties, indicated their support for an increase in the CSP.
- Twelve Senators, both Republican and Democrat, have signed on to letters of support for a CSP funding increase. This is the largest number of supporters to ever submit written support of the CSP program to their respective appropriations committees.
- The Trump Administration submitted its [FY 2018 budget request](#) to Congress. The President requested a \$158 million-dollar increase for the CSP that will provide critical funding for new charter schools. The National Alliance issued a [statement](#) of support for the CSP increase, while also expressing dismay at funding cuts for programs that protect and support children, and asking that the budget caps on domestic discretionary non-defense spending be lifted.

#### **State:**

#### ***From School Services of California –***

#### **Funding CalSTRS and CalPERS**

In the late 1990s and early 2000s, both pension systems were fully funded and the pension benefits were increased at that time. Since then investment returns declined, creditable compensation increased more than predicted, and retirees have been living longer than anticipated. As the increasing pension contributions apply more pressure on local school agency budgets, we continue to receive questions as to why the employer contribution rates are more than doubling from 2013-14 through 2020-21.

### Employer Contribution Rates

The California State Teachers’ Retirement System (CalSTRS) employer contribution rate was 8.25% for many years—from 1990 through 2013-14. The funded status of the CalSTRS plan had been declining from being fully funded in 2000-01 to only 69% funded in 2010-11. As part of the enactment of the 2014-15 State Budget, the Legislature and Governor approved Assembly Bill (AB) 1469 (Chapter 47, 2014). AB 1469, billed as the “CalSTRS Funding Plan”, implemented a schedule of increasing contribution rates for the state, employees, and employers. Employers bear the most significant portion of these increases, as follows:

<b>2013-14 (Base Year)</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
8.25%	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%	19.1%

Up until this time the CalSTRS Board did not have authority to change contribution rates—legislation had always been required. With the implementation of AB 1469 the CalSTRS Board has the authority to increase the employer contribution rate after 2020-21 by up to 1% per year to a maximum rate of 20.25%, which would be an additional 1.15% beyond the scheduled increases above (Education Code Section 22950.5).

The California Public Employees’ Retirement System (CalPERS) Board has the authority to change the employer contribution rate and typically takes action in May of each year to set the rate for the next fiscal year. While there are no employer contribution rate increases scheduled in statute, as was done for the CalSTRS program, CalPERS provides estimated future rates to allow local school agencies to prepare multiyear financial plans. The actual employer contribution rates, along with the current estimated future rates for the same time frame as the above CalSTRS rates are as follows:

<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
11.442%	11.771%	11.847%	13.888%	15.531%	18.1%	20.8%	23.8%

The future estimated rates from CalPERS continue to increase beyond 2020-21 up to 27.3% for 2024-25.

### Funding Sources

The funding sources for paying the pension benefits of both systems consist of the following:

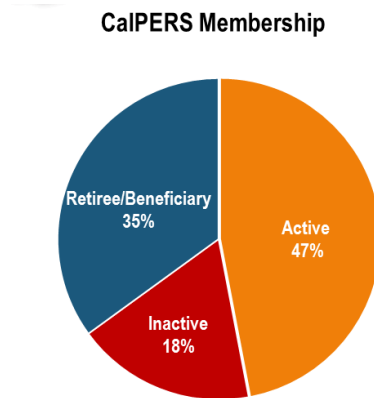
- Investment earnings
- Employer contributions
- Member contributions
- State contributions (CalSTRS only)

Most of the cost of pension benefits is funded by investment earnings—62% for CalPERS and 58% for CalSTRS—and the rest is funded by contributions. Therefore, the assumed rate of return on investments plays a big part in determining the funded status of the retirement plans—the higher the assumed rate, the higher the funded status and the inverse is true as well.

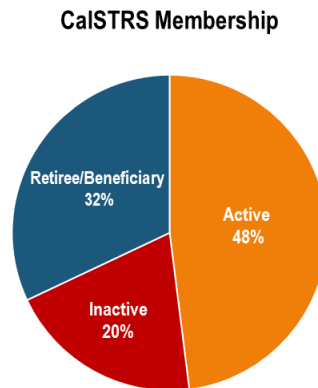
Both systems have recently reduced their assumed rate of return on investments from 7.5% to 7.0% over the course of two to three years, which will reduce the funded status of the plans. The CalPERS employer contribution rates estimated above reflect this investment return reduction, but the CalSTRS employer contribution rates currently in statute were enacted before the reduction in the assumed rate of return.

The net inflows and outflows for both pension systems are also driven by the makeup of the membership. The charts below illustrate the membership in each system:

**CalPERS Membership**



**CalSTRS Membership**



As can be seen above, the number of pension receivers (retirees and beneficiaries) is greater than the number of active members. For both systems, less than half of the members are paying contributions into the plans. This situation increases the reliance upon investment earnings as the major source of funding for retirement benefits.

**Conclusion**

While contributions to the systems are critical to the solvency of the basic retirement plans, the return on investments is key. Both pensions systems employ professional investment experts but they can be restrained in their investment choices by restrictions imposed by the Legislature or their own governing boards. As local school agencies plan for the increasing contributions we should keep our eyes on the CalSTRS and CalPERS investment returns and their impact on the funded status of the plans—these will drive the employer contribution rates of the future. Stay tuned . . .

**2016-17 Second Interim Report Negative and Qualified Certifications**

The California Department of Education (CDE) has released the results of the 2016-17 Second Interim reporting by local educational agencies (LEAs). The number of negative certifications decreased by one at Second Interim, but the number of qualified certifications increased significantly up to 41 LEAs certified

from 31 LEAs at the 2016-17 First Interim reporting period.

The sharp increase in the number of LEAs certified as qualified is likely due in part to the continued compounding increases for the employer contributions to the California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS). Employer contribution rates for both retirement systems increase significantly by 2018-19, the third year of the multiyear projection, to 18.1% for CalPERS and 16.28% for CalSTRS. The increases put the squeeze on LEA base grant dollars because the state has not provided any additional funding to support the employer rate increases. This issue, combined with the continued effort needed to support new programs and employee compensation as the Local Control Funding Formula (LCFF) is almost at full implementation, creates an impossible challenge for LEAs to manage within the LCFF framework.

The CDE does not have information to determine whether a school district has self-certified as qualified or negative or if the applicable oversight agency required the LEA to lower its certification. LEAs that have self-certified as qualified or negative should be taking the necessary steps to provide public notice acknowledging the pending fiscal challenges and the measures they will take to resolve projected financial problems. The classifications come from the LEAs' certified budgets in March 2017, which cover the period ending January 31. As a result of the time lag, some LEAs may have already made budget adjustments to change their financial condition of negative or qualified status.

### Negative Certification

A negative certification is assigned to a school district or county office of education when it is determined that, based upon current projections, the LEA will not meet its financial obligations for fiscal year 2016-17 or 2017-18.

Number	County	LEA	Total Budget (in Millions)
1	San Luis Obispo	San Miguel Joint Union	\$5.2
2	San Mateo	San Bruno Park Elementary	\$30.3

### Qualified Certification

A qualified certification is assigned to an LEA when it is determined that, based upon current projections, the LEA may not meet its financial obligations for fiscal year 2016-17, 2017-18, or 2018-19.

Number	County	LEA	Total Budget (in Millions)
1	Alameda	Newark Unified	\$66.6
2	Alameda	Oakland Unified	\$540
3	Butte	Feather Falls Union Elementary	\$0.5
4	Calaveras	Calaveras Unified	\$31.4
5	Contra Costa	John Swett Unified	\$19.0
6	El Dorado	Black Oak Mine Unified	\$12.7
7	El Dorado	Gold Trail Union Elementary	\$6.4
8	Fresno	Coalinga-Huron Joint Unified	\$56.5
9	Lake	Konocti Unified	\$42.0
10	Los Angeles	Burbank Unified	\$162.7
11	Los Angeles	Inglewood Unified	\$127.1
12	Los Angeles	Los Angeles Unified	\$7,349.4
13	Los Angeles	Montebello Unified	\$351
14	Los Angeles	San Gabriel Unified	\$60.1

Number	County	LEA	Total Budget (in Millions)
15	Los Angeles	Torrance Unified	\$250.8
16	Los Angeles	Wilsona Elementary	\$17.2
17	Marin	Lagunitas Elementary	\$3.8
18	Marin	Sausalito Marin City Elementary	\$6.2
19	Marin	Union Joint Elementary	\$0.3
20	Napa	Napa Valley Unified	\$179.2
21	Placer	Colfax Elementary	\$3.5
22	Riverside	Banning Unified	\$59.0
23	Riverside	Coachella Valley Unified	\$257.7
24	Riverside	Temecula Valley Unified	\$286.4
25	San Benito	Bitterwater-Tully Elementary	\$0.4
26	San Bernardino	Colton Joint Unified	\$264.4
27	San Bernardino	Rim of the World Unified	\$40.9
28	San Bernardino	Upland Unified	\$111.3
29	San Diego	Mountain Empire Unified	\$22.4
30	San Diego	Oceanside Unified	\$218.3
31	San Diego	San Diego Unified	\$1,389.8
32	San Diego	San Marcos Unified	\$216.5
33	Santa Barbara	Cuyama Joint Unified	\$0.5
34	Santa Clara	Lakeside Joint Elementary	\$2.0
35	Shasta	Oak Run Elementary	\$0.8
36	Shasta	Whitmore Union Elementary	\$0.6
37	Sonoma	Santa Rosa Elementary	\$180.1
38	Sonoma	Santa Rosa High	*
39	Sonoma	West Sonoma County Union High	\$25.7
40	Trinity	Mountain Valley Unified	\$5.2
41	Ventura	Oxnard Union High	\$197.0

### LAO Analyzes Future Property Tax Revenue Growth

Property taxes are California's second largest source of revenue, providing more than \$55 billion annually for local governments with school and community college districts receiving the bulk of the funding. Under the state's education finance system, the amount of school funding each year is set according to Proposition 98, which is paid for with a combination of local property tax revenue and state General Fund revenue. Since increases in property tax revenue allow the state to decrease their General Fund commitment, the state greatly benefits from additional property taxes. In recent years, due to the aging of California's homeowners, the state has seen declining property sales and depressed tax growth. However, a new report released by the Legislative Analyst's Office (LAO) concludes that as California's homeowners continue to age, these trends are likely to reverse, resulting in a rise of home sales and an increase in property tax revenue.

The LAO, the Legislature's nonpartisan fiscal advisor, released their report entitled, "How Will Aging Baby Boomers Affect Future Property Tax Revenues?" on June 20, 2017. This report analyzes how the aging homeowner population will likely lead to more home sales and an increase in future property tax revenues.

The LAO asserts that several factors have contributed to declining property turnover, including Proposition 13 and the share of homes owned by those in the 55 to 75 age range. Since property taxes under Proposition 13 are based on the purchase price of a property rather than its market value, property tax revenue growth is driven by property turnover. This means that turnover in certain homes, those with long-tenured owners and significant past appreciation in their market values, generate the largest surge in



property tax revenue. However, the long-tenured homeowners in the 55 to 75 age range, who own the largest share of homes in California, are less likely to sell their homes than those that are younger or older than them.

The report contends that while the aging of California homeowners have depressed home sales in past years, this pattern is likely to reverse in the future as those in the 55 to 75 age range transition into the over 75 age group. Those transitioning into the over 75 age group will begin to downsize, move into assisted living or with family, or pass away, which will result in an increase of home sales. According to the report, between 2003 and 2013, more than two-thirds of homes in California with owners 75 or older were sold to a new owner, compared to fewer than one-third of homes with owners in the 55 to 75 age group.

The report explains that the potential for future property tax gains will vary across communities, and the key factors will be the concentration of older homeowners and the home appreciation value. This means that communities with higher concentrations of homeowners over 75 will see a rise in property tax revenue, but the extent of this revenue bump will also depend upon the home appreciation value.

While the LAO expresses confidence that property tax revenues will rise in the future, they do provide a caveat that could have a notable impact on these revenues. This caveat is Proposition 58 (1986), which amended the California Constitution to allow children to inherit their parent's lower taxable property value. The LAO estimates that in 2014-15 parent-to-child exclusions reduced statewide property tax revenues by around \$1.5 billion from what they would be in the absence of the exclusion. Additionally, the LAO has found that communities with older homeowners also had more parent-to-child exclusions. This means that if an uptick in exclusions were to occur, it could erode some of the potential future property tax gains.

***From Stanford University's Center for Research on Education Outcomes –***

**CREDO at Stanford University Releases National Charter Management Organization Study  
STANFORD, Calif.**

Stanford University's Center for Research on Education Outcomes (CREDO), released today a comprehensive report titled Charter Management Organizations 2017. This report provides an update to CREDO's Volume II of the CGAR study released in 2013 and includes new areas of analysis. This report examines how different school management structures impact the academic growth of charter school students and identifies measures of effectiveness of scale and business practices across the charter sector in U.S. K-12 public education.

"On the whole, the findings in this study show that attending a charter school that is part of a larger network of schools is associated with improved educational outcomes for students. However, the management arrangements of the network provider influence the typical gains that students make," said Dr. James Woodworth, Senior Quantitative Research Analyst for CREDO at Stanford University.

**Key Findings**

This study uses data from the 2011-12 to 2014-15 school years across 24 states, New York City and Washington D.C.

- Charter school organizations have their strongest effects with traditionally underserved populations, such as black and Hispanic students.
- Charter school operators that hold non-profit status post significantly higher student academic gains than those with a for-profit orientation. For-profit operators have results that are at best equal to the comparison traditional public school students in reading or

worse in math.

- Even after controlling for differences in student populations, the effectiveness of charter school organizations varies across states.
- Schools that contract with external vendors for much or all of the school operations post significantly lower results than network operators that maintain direct control over their operations.
- Online schools continue to present significantly weaker academic performance in reading and math compared with their counterparts in conventional schools.

“As this study shows, there is still much work to be done in regulating and maintaining the pool of charter school networks. The effectiveness of charter school organizations varies across states and across networks, but the networks that are achieving significant and positive growth can serve as a model for best practices in these instances,” Dr. Woodworth said.

**LAUSD:**

On June 30, 2017 Board President Steve Zimmer and Board Member Monica Ratliff’s terms will expire. We wish them well and we thank them for their service. New board members Kelly Fitzpatrick Gonez and Nick Melvoyn will take office on July 6, 2017.

**YPICS:**

LAUSD OIG General Audit: We are in receipt of the DRAFT LAUSD OIG Report. As of now, according to the draft report, “YPI Charter Schools, Inc, in all material aspects complied with its’ charter agreement.” The report also recommends areas of improvement. We have been given until **July 7, 2017** to respond to the DRAFT report. The FINAL report will be provided to YPICS Board when it has been received.

CSD Letter of Concern: We are in receipt of a letter of concern from the LAUSD CSD, the letter is available in Board on Track as part of this board packet. The letter states that there was a complaint filed for each of our three schools. As we have begun to investigate the concerns we have evidence that the concerns were from the two middle schools and not the high school. We are have almost completed our investigation and the CSD would like us to respond by **July 14, 2017**. We will provide the YPICS Board with the response once our investigation is completed.

CAASPP Data: We have not yet received all of our CAASPP results from the Spring 2017 test cycle. Primarily data is being analyzed. The Administrative Teams will continue to review and analyze the data for a complete data conversation early July. An action plan will be developed with stakeholders, which includes the LCAP, and will officially begin the next LCAP process for the 2017-2018 school year, to address areas of weakness and or deficits and will be ready for Board review by the end of August.

# Coversheet

## 2016 - 2017 LAUSD Annual Oversight Report for Bert Corona Charter High School

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** C. 2016 - 2017 LAUSD Annual Oversight Report for Bert Corona Charter  
High School  
**Purpose:** FYI  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:**  
YPIVALLEY 7598 BCCHS LAUSD Annual Performance-Based Oversight Visit Report 2016-2017\_.pdf

### BACKGROUND:

As part of the continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. While CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight, in accordance with California Education Code § 47604.32 the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories: Category I: Governance Category II: Student Achievement and Educational Performance Category III: Organizational Management, Programs and Operations Category IV: Fiscal Operations

### RECOMMENDATION:

YPICS Board to create Ad Hoc Academic Achievement Committee to meet quarterly during the 2017-2018 school year to review and analyze the Academic Achievement Plan and Outcomes.



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2016-2017 SCHOOL YEAR FOR**

**BERT CORONA CHARTER HIGH - 7598**

Name and Location Code of Charter School

### LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

<b>Charter School Name:</b>		<b>Bert Corona Charter High</b>			<b>Location Code:</b>	<b>7598</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
12540 Pierce Street		Pacoima	91331	(818) 480-6810		
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2015 to June 30, 2020			6	NE		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
153		500	9-11		9-12	
<b>Total Number of Staff Members:</b>	19	<b>Certificated:</b>	10	<b>Classified:</b>	9	
<b>Charter School's Leadership Team Members:</b>		Larry Simonsen, Instructional Leader Kevin Myers, Director of Academic Achievement Yvette King-Berg, Executive Director				
<b>Charter School's Contact for Special Education:</b>		Vashon Nutt, Special Education Director				
<b>CSD Assigned Administrator:</b>	Dr. Blanca A. Castillo-Alves		<b>CSD Fiscal Services Manager:</b>		Ruby Chang, FSM / Emmaliza Baquir, FOA	
<b>Other School/CSD Team Members:</b>		Chris Humphrey, Specialist				
<b>Oversight Visit Date:</b>		May 10, 2017		<b>Fiscal Review Date (if different):</b>		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		Prop 39		<b>LAUSD Co-Location Campus (if applicable):</b>		Maclay Middle School

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	No Rating	2	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

## REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

GOVERNANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>(G1) The Governing Board has fully implemented the organizational structure set forth in approved charter which included a CEO Support Feedback Process in addition to the formal end-of year evaluation that is based on measurable goals. In addition the binder included specific evaluation for CEO, Director of Instruction, and the Director of School Culture and Climate.</li> <li>(G2) The Governing Board complies with most material provisions of the Brown Act. Evidence provided on Binder 1 included: Agenda's with language pertaining to open meetings, opportunities for public participation, public access, Reasonable Accommodations, and location for the meeting.</li> <li>(G5) The Governing Board regularly monitors internal data as evidenced through Binder 1, which included last year's BOY MAP's. Note that 2016-2017 will be the first year that the school will have CAASPP.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>(G2) CSD noted, that as addressed during the 2015-16 Annual Oversight, the CSD continues to request the organization to update Governing board Meeting notification in a timely fashion. CSD recommends that the Board of Director's Meeting Calendar includes a date to indicate the most updated version as the Board has changed dates and locations of their meetings mid-year on several occasions, making it difficult for public stakeholders to access board meetings.</li> <li>(G3) CSD recommends that for due process complaints, that the parent, not the student who is a minor, be the bearer of the responsibility to require to give a written request for a public hearing three days prior to the hearing in terms of suspensions and expulsions.</li> </ul> <p><u>Corrective Action Required</u></p>	
<p>Notes:</p> <p>The organization has completed the formal name change process for the school. The school's original name was YPI Charter High School and now the school's formal name is Bert Corona Charter High. The high school is well below the enrollment target in its petition.</p> <p><b>*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</b></p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities)</li> <li>committees/councils, including but not limited to those mandated by laws or regulations</li> <li>evaluation of school's executive level leadership</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b></li> <li><input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b></li> <li><input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b></li> <li><input type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas</li> <li><input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b></li> <li><input type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
	Rubric	Sources of Evidence





LAUSD CHARTER SCHOOLS DIVISION

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<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 8)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1: 9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 12)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 13.1)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

*The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 13.2)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure:*

- review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
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**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input checked="" type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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<b>Performance</b>	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
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<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b>



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	No Rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<ul style="list-style-type: none"> <li>• (A6) The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math. CSD continues to recommend the school provides complete data sets as requested prior and after the oversight.                             <ul style="list-style-type: none"> <li>○ The Internal Assessment Data in Reading yielded the following results:                                     <ul style="list-style-type: none"> <li>9th grade students grew an average of 5.14 RIT points, 3.44 points more than the national expected growth of 1.7 RIT points.</li> <li>10th grade students grew an average of 3.02 RIT points, 2.32 points more than the national expected growth of 0.7 RIT points.</li> <li>11th grade students decreased an average of 1 RIT point; there is no correlation for expected growth for 11th or 12th grade from NWEA MAPs.</li> </ul> </li> <li>○ The Internal Assessment Data in Math yielded the following results:                                     <ul style="list-style-type: none"> <li>9th grade students grew an average of 4.2 RIT points, 1.1 points more than the national expected growth of 3.1 RIT points.</li> <li>10th grade students grew an average of 4.4 RIT points, 2.1 points more than the national expected growth of 2.3 RIT points.</li> <li>11th grade students decreased an average of .5 RIT points; there is no correlation for expected growth for 11th or 12th grade from NWEA MAPs.</li> </ul> </li> </ul> </li> </ul>	
<p><u>Corrective Action Required</u></p>	
<p>Notes:</p>	
<ul style="list-style-type: none"> <li>• Data for indicators (A1), (A2), (A3), (A4) and (A5) is not available for this school year. Bert Corona High School opened in the 2015-2016 school year with 9<sup>th</sup> and 10<sup>th</sup> grade. This will be the first year the charter administers SBAC to their 11<sup>th</sup> grade. The school has 14 students in the eleventh grade, who will be tested 2016-2017.</li> <li>• Data for indicator (A7) is 0% for 2015-2016 with no EL students. For 2016-2017 the school has 3 students that took the CELDT and have been classified in the 5 years or more cohort.</li> </ul>	
<p><b>*NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.</b></p>	



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**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the majority of subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate of 0% for the majority of subgroups</li> <li><input checked="" type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate of 0% for the majority of subgroups</li> <li><input checked="" type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>schoolwide (CDE)</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is 0% <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> Other: (Specify)
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**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>(CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate equal to the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is 0% <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Other: (Specify)

**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2015-2016 (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b> <input type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b> <input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5.2)</b> <input type="checkbox"/> School internal reclassification data <input checked="" type="checkbox"/> Other: (Specify)
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**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- The school’s internal assessments (with analysis of results)
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and math

*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information <b>(B2: 2.1 – 2.6)</b> <input type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)





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**A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2: 3.1)</b> <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	<b>2</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> <li>• (O2) The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS, evidence of learning outcomes in each classroom aligned to CCSS and rubrics that are aligned to the targeted outcomes. The school utilizes rubrics across all content areas that are in alignment with CCSS content.</li>   <li>• (O4) The school has substantially implemented the key features of the educational program described in the charter which includes early college exposure through college courses being offered on campus. The charter school continues to offer courses such as Chicano Studies, Sociology and Speech and enrollment usually includes 15-20 students per course. The charter continues to develop and enforce best practices through the National School Reform Faculty Critical Friends Group Discussions, a process in which teachers provide each other meaningful feedback in instruction and for support of students. Service learning is a key focus of the charter whereas the 20 students have participated and completed 1500 of service at Fenton Avenue Primary Center through tutoring and mentoring of students K-2<sup>nd</sup> grade. Also students have provided service learning by helping the Children’s Hunger Fund organization. Finally Fieldtrips and Clubs are part of the schools philosophy as an effort to expose students to colleges and other ventures such as Leo Cabrillo Beach, CSUN Hockey game, Cal State LA, Gene Autry Museum, etc. The school continues to implement visual and media arts/technology as part of their innovation with google classrooms, Chromebooks, ALEKS, and Achieve 3000. Finally students have an opportunity to present their learning through their projects focused a need for the community in Pacoima through the POL and Art Exhibition Night.</li>   <li>• (O5) The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree. Evidence provided included practices aligned to FAPE. Based on the conversation with the leadership team. Evidence of timely completion of IEPs, service delivery is appropriately provided and the school site addresses the complex needs for the consideration of more intense service delivery for a newly enrolled student to meet his intensive therapeutic needs. The school will begin starting a co-teaching model, by hiring a second RST who will co-plan and co-teach to provide an integrated model to support for SWDs who may otherwise require a more restrictive setting. CSD recommends the school continues to seek best practices for general education teachers to implement in the classroom for their Special Education population. The charter school is an Option 3 school.</li>   <li>• (O6) The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. The school’s suspension rate is 1.6% which is slightly higher than the Resident Schools Median of 1.1%. The school continues to develop process and began to institute SWIFT and SWIS a monitoring tool to evaluate and reflect on data collected to continue to develop strategies to support the needs of their students.</li> </ul>	



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- (O9) The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. Evidence of a Fall Planning and Self-Reflection sheet was provided for the leadership team aligned to maintaining a vision, serving as the instructional leader, participation in budget process, overseeing daily operations, leadership characteristics: strategic skills, operating skills, courage, focusing on action and outcomes, organizational positioning skills, personal and interpersonal skills. Evaluation form for classified including job performance, general professionalism. The Principal at the school site also utilizes the evaluation tool as a process for reflection with staff, whereas he allows teachers to reflect on their own practice and then coaches them to the process and improving their practice based on their own perception and reflection.
- (O10) The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. Please note that per information on the CTC: (1) one English teacher still needs to earn a CA EL authorization and (2) one History teacher still has requirements to complete per CTC in alignment to EL authorization and other renewal requirements.

#### Areas Noted for Further Growth and/or Improvement

- (O3) The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Evidence presented on Binder 3 included ALEKS program to support the growth of students through a computer based program in targeted areas, for example: Algebra 1, 2, and Pre-calculus. In addition the program provides support for SAT Math. CSD does recommend that the school continues to provide strategic professional development as there was limited evidence of implementation of interventions and support to meet the learning needs of English Learners and students in specific subgroups. In addition, it is recommended that the school seek best practices to support all students with special needs and those that need remediation as there was limited evidence of differentiation in the classroom, instructional strategies and approaches such as scaffolding and differentiation which was not observed in the classrooms to meet the leaning needs of all subgroups and students. The charter school also noted that there are plans to fund a full-time position to help with the implementation of Success for All (scripted reading intervention program) for all incoming 9th grade students as well as for those students who are reading below a 6th grade reading level (according to MAPS RIT data).
- (O7) The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter, evidence from the binder included several trainings pertaining to reading across content areas, self-reflections, mastery grading, and illuminate gradebooks.

#### Corrective Action Required



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Notes:
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***\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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**O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

**The school has a system in place to ensure that:**

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b> <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b> <input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b> <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b> <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b> <input checked="" type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 (“NCLB Grid”)</i> <b>(B3A)</b> <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O2: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**



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**The school has:**

- implemented standards-based instruction schoolwide to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- obtained WASC accreditation ([high schools only](#))
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements ([high schools only](#))
- received UC/CSU approval of courses ([high schools only](#))

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> <li><input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3: 3.1</b>)</li> <li><input type="checkbox"/> LCAP (<b>B3: 3.2</b>)</li> <li><input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3: 3.3</b>)</li> <li><input type="checkbox"/> WASC documentation (<b>B3: 3.4</b>)</li> <li><input type="checkbox"/> UC Doorways course approval documentation (<b>B3: 3.5</b>)</li> <li><input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3: 3.6</b>)</li> <li><input type="checkbox"/> Professional development documentation (<b>B3: 3.7</b>)</li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

**The school:**

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- disaggregates and analyzes data on a regular basis to address individual student needs
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b>
	<input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis	<input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b>
	<input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis	<input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b>
	<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b>
		<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b>
		<input checked="" type="checkbox"/> Evidence of implementation of data analysis system program
		<input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent
		<input checked="" type="checkbox"/> Classroom observation
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O4: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b>
	<input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3: 3.9)</b>
	<input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Classroom observation
	<input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

<i>The school has a system in place to ensure that the school:</i>	
<ul style="list-style-type: none"> <li>• provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• provides special education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• maintains timely and accurate records in Welligent</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 5/10/2017

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b></li> <li><input checked="" type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b></li> <li><input type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b></li> <li><input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education</li> <li><input type="checkbox"/> Classroom observation <b>(B3: 4.1)</b></li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

<b>Performance</b>	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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DATE OF VISIT: 5/10/2017

<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> LCAP (B3: 3.2)
	<input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> Interview of teachers and/or other staff
	<input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

*The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:*

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Parent-Student Handbook (B1: 10 or B3: 1) <input type="checkbox"/> LCAP (B3: 3.2) <input type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)



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DATE OF VISIT: 5/10/2017

<b>Performance</b>	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3: 4.3)</b> <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school's educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system <b>(B3: 4.4)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017</i> (“NCLB Grid”) <b>(B3A: 1.1)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A: 1.2 – 1.4)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify): CTC Website

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**



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SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

Location Code: 7598  
 School Name: YPI Valley Public Charter High  
 FY Start Date: 2015-16

Charter #: 1724  
 CDS Code: 19 64733 0132126

7598	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
YPI Valley Public Charter High															
Cash and Cash Equivalents		0	0	0	0		0	0	0	0		173,401	168,739	70,646	70,647
Current Assets		0	0	0	0		0	0	0	0		312,944	315,416	406,912	406,914
Fixed Assets		0	0	0	0		0	0	0	0		57,046	63,579	67,904	67,904
<b>Total Assets</b>		0	0	0	0		0	0	0	0		369,990	378,995	474,816	474,818
Deferred Outflow															
Current Liabilities		0	0	0	0		0	0	0	0		90,619	102,391	165,369	172,810
Long Term Liabilities		0	0	0	0		0	0	0	0		155,563	155,563	157,441	150,000
<b>Total Liabilities</b>		0	0	0	0		0	0	0	0		246,182	257,954	322,810	322,810
Deferred Inflow															
<b>Net Assets</b>		0	0	0	0		0	0	0	0		123,808	121,041	152,006	152,008
Total Revenues	0	0	0	0	0	0	0	0	0	0	1,454,453	1,433,953	1,439,332	1,561,639	1,561,639
Total Expenditures	0	0	0	0	0	0	0	0	0	0	1,454,265	1,296,984	1,305,129	1,396,471	1,396,646
<b>Net Income / (Loss)</b>	0	0	0	0	0	0	0	0	0	0	188	136,969	134,203	165,168	164,993
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	0	0	0	0	0	0	0	0	0	0	188	136,969	134,203	165,168	164,993
Net Assets, Beginning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	(12,985)
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	0	(13,161)	(13,162)	(13,162)	0
<b>Net Assets, Beginning, Adjusted</b>	0	0	0	0	0	0	0	0	0	0	0	(13,161)	(13,162)	(13,162)	(12,985)
<b>Net Assets, End</b>	0	0	0	0	0	0	0	0	0	0	188	123,808	121,041	152,006	152,008

7598	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
YPI Valley Public Charter High										
Cash and Cash Equivalents	0	0	0	70,647	0		26,907	0	0	0
Current Assets	0	0	0	406,914	0		315,086	0	0	0
Fixed Assets	0	0	0	67,904	0		76,053	0	0	0
<b>Total Assets</b>	0	0	0	474,818	0		391,138	0	0	0
Current Liabilities	0	0	0	172,810	0		64,471	0	0	0
Long Term Liabilities	0	0	0	150,000	0		157,441	0	0	0
<b>Total Liabilities</b>	0	0	0	322,810	0		221,912	0	0	0
<b>Net Assets</b>	0	0	0	152,008	0		169,226	0	0	0
Total Revenues	0	0	0	1,561,639	0	2,120,318	2,018,593	0	0	0
Total Expenditures	0	0	0	1,396,646	0	2,080,176	2,001,372	0	0	0
<b>Net Income / (Loss)</b>	0	0	0	164,993	0	40,142	17,220	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	0	0	0	164,993	0	40,142	17,220	0	0	0
Net Assets, Beginning	0	0	0	(12,985)	0	121,041	152,006	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	0	0	0	(12,985)	0	121,041	152,006	0	0	0
<b>Net Assets, End</b>	0	0	0	152,008	0	161,183	169,226	0	0	0



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DATE OF VISIT: 5/10/2017

FISCAL OPERATIONS						RATING																													
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>						3																													
<p>YPI Valley Public Charter High’s fiscal condition is stable. According to the 2015-2016 independent audit report, the school had positive net assets of \$152,008 and net income of \$152,008. The 2016-2017 first interim projects positive net assets of \$169,226 and net income of \$17,220.</p> <p>According to the 2015-2016 independent audit report, YPI Valley Public Charter High is one of three schools operated by YPI Charter Schools, Inc, the Charter Management Organization (CMO). The CMO has three schools that are authorized by the Los Angeles Unified School District (LAUSD). The CMO does not hold either assets or liabilities. The purposes of the CMO is to provide administrative services to the charter schools; it does not generate income. The operation expenditures incurred by the CMO, due to providing services to the charter, are distributed proportionally among three charter schools based on the ADA generated. The charter schools does not pay a separate monthly/annual management fee to the CMO.</p>																																			
<p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is stable.</p> <table border="1"> <thead> <tr> <th></th> <th>2012-2013 (Audited Actuals)</th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (1<sup>st</sup> Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>\$152,008*</td> <td>\$169,226</td> </tr> <tr> <td>Net Income/Loss</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>\$152,008</td> <td>\$ 17,220</td> </tr> <tr> <td>Transfers In/Out</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table> <p>*-Includes beginning net assets balance of negative (\$12,985).</p>								2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (1 <sup>st</sup> Interim)	Net Assets	N/A	N/A	N/A	\$152,008*	\$169,226	Net Income/Loss	N/A	N/A	N/A	\$152,008	\$ 17,220	Transfers In/Out	N/A	N/A	N/A	\$0	\$0	Prior Year Adjustment(s)	N/A	N/A	N/A	\$0
	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (1 <sup>st</sup> Interim)																														
Net Assets	N/A	N/A	N/A	\$152,008*	\$169,226																														
Net Income/Loss	N/A	N/A	N/A	\$152,008	\$ 17,220																														
Transfers In/Out	N/A	N/A	N/A	\$0	\$0																														
Prior Year Adjustment(s)	N/A	N/A	N/A	\$0	\$0																														



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017

**Areas Noted for Further Growth and/or Improvement:**

- It is noted that the school incurred late fees for a total amount of \$502.54. The late fees incurred are as follows:

Vendor	Invoice	Check #	Invoice Amt.	Late Fees	Amount Paid
C/O LSQ Funding Group, LLC	BERCOR-0715	302117	\$ 2,420.80	\$ 73.17	\$ 2,493.97
C/O LSQ Funding Group, LLC	BERCOR-0815	302117	\$13,246.65	\$198.70	\$13,445.35
C/O LSQ Funding Group, LLC	MONOSR-0815	302117	\$10,537.75	\$158.07	\$10,695.82
C/O LSQ Funding Group, LLC	YPICHAH-0815	302217	\$ 1,942.50	\$ 29.14	\$ 1,971.64
Neopost	77900046123521123260007	303149	Mini Payment Due \$105.00	\$ 43.46	\$ 281.54

Per school management, an Accounts Payable Assistant was hired to assist in expediting the invoice review. CSD randomly selected additional 8 checks and supporting documents. Based on the additional documents reviewed, no findings are noted.

- It is noted that the school incurred over the limit fees for a total amount of \$156. The same concerns were cited in 2015-2016 CSD oversight report. The months in which these fees were incurred are as follows:
  - Credit Card 9556: July 2016 and August 2016
  - Credit Card 9744: July 2016 and August 2016

Per school management, over the limit fees were incurred because YPI Charter Schools, Inc. only has two credit cards to cover the procurements for three schools. In order to mitigate the over the limit fees issue, additional credit cards are going to be provided to the key school personnel to make purchases in their specific areas.

In addition to providing additional credit cards to the key personnel, the CSD recommends that the charter school develop a system to monitor the school's credit card spending limits in order to avoid over the limit fees.

**Corrective Action Required:**

None noted.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/10/2017**Notes:**

1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
  - a. Audit Opinion: Unqualified
  - b. Material Weakness: None Noted
  - c. Deficiency/Finding: None Noted
2. Reviewed bank statements from April 2016 to June 2016. No discrepancies noted.
3. Reviewed the following credit card statements and discrepancies are noted for further growth and/or improvement above.
  - a. Credit Card 9556: July 2016 and August 2016
  - b. Credit Card 9744: February, July, and August 2016
4. Reviewed the following checks and discrepancies or concerns are noted for further growth and/or improvement above.
  - a. Check numbers:
 

21568	301855	301876	301945	302068	302117	302136	302155	302171	302172
302240	302241	302247	302373	302417	302549	302652	302663	302686	302689
302752	302839	302855	302856	302877	302881	302963	303007	303149	
5. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$70,647 and total expenditures is \$ 1,396,646, therefore their cash reserve is 5.06%, which is above the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at Monsenor Oscar Romero Charter Middle and no discrepancies noted.
7. Per YPI Valley Public Charter High, the school has separate student body funds. Student body funds are included in the school audit. The school does not maintain a budget or cash flow as the funds are included in the operating account. Bank statements are reconciled on a monthly basis.
8. YPI Charter Schools, Inc. did not disclose any legal, regulatory proceeding, or investigation which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was provided.
14. YPI Valley Public Charter High is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
15. Equipment inventory was provided.
16. The 2016-2017 LCAP was submitted to LAUSD.
17. The EPA allocation and expenditures are posted on the charter school's website.
18. CSD recommends, for clarification purposes, that the CMO Governing Board specify each school on the minutes when voting on items that addresses specific schools. As evidenced on Agenda dated June 29, 2016, whereas motion to approve: LCAP, Calendar, and EPS Spending Plan was casted as a motion to approve without school specific vote.





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**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

**Fiscal Operations Rubrics**

*Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> </ol>



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<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>	<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>
<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>



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<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>6. Governing board approved LCAP is posted on the charter school’s website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. All vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and</li> <li>9. There is no apparent conflict of interest.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. Governing board approves any amendment(s) to the charter school's budget; and</li> <li>9. Governing board approved LCAP is posted on the charter school's website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

# Coversheet

## 2016 - 2017 LAUSD Annual Oversight Report for Bert Corona Charter School

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** D. 2016 - 2017 LAUSD Annual Oversight Report for Bert Corona Charter School  
**Purpose:** FYI  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** YPIBERT 8054 Annual Performance-Based Oversight Visit Report 2016-2017.pdf

### BACKGROUND:

As part of the continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. While CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight, in accordance with California Education Code § 47604.32 the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories: Category I: Governance Category II: Student Achievement and Educational Performance Category III: Organizational Management, Programs and Operations Category IV: Fiscal Operations

### RECOMMENDATION:

YPICS Board to create Ad Hoc Academic Achievement Committee to meet quarterly during the 2017-2018 school year to review and analyze the Academic Achievement Plan and Outcomes.



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT**

### **2016-2017 SCHOOL YEAR**

### **FOR**

**BERT CORONA CHARTER SCHOOL – 8054**

Name and Location Code of Charter School

#### **LAUSD Vision**

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/20/2017

<b>Charter School Name:</b>		<b>Bert Corona Charter School</b>			<b>Location Code:</b>	<b>8054</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
9400 Remick Avenue		Pacoima, CA	91331	818 834-5805		
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2014 to June 30, 2019			6	NE		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>		
363	375	5-8		5-8		
<b>Total Number of Staff Members:</b>	<b>42</b>	<b>Certificated:</b>	<b>16</b>	<b>Classified:</b>	<b>26</b>	
<b>Charter School's Leadership Team Members:</b>		Diana Gamez, Director of Operations Ryan Bradford, Coordinator of Instruction Kirk Takeyama, Coordinator of School Culture and Climate Kevin Myers, Director of Academic Achievement Ruben Duenas, Chief Operations Officer Yvette King-Berg, Executive Director				
<b>Charter School's Contact for Special Education:</b>		Vashon Nutt, Special Education Director				
<b>CSD Assigned Administrator:</b>	Dr. Blanca A. Castillo-Alves		<b>CSD Fiscal Services Manager:</b>	Ruby Chang, FSM/Emmaliza Baquir, FOA		
<b>Other School/CSD Team Members:</b>	Monique Galvez, Administrator					
<b>Oversight Visit Date:</b>	April 20, 2017		<b>Fiscal Review Date (if different):</b>	N/A		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	No		<b>LAUSD Co-Location Campus (if applicable):</b>			

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	2	3	3





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## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

## REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



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DATE OF VISIT: 4/20/2017

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>(G1) The Governing Board has fully implemented the organizational structure set forth in approved charter which included a CEO Support Feedback Process, in addition to the formal end-of year evaluation which were based upon measurable goals. In addition the binder included specific evaluation for CEO, Director of Instruction, and the Director of School Culture and Climate.</li> <li>(G2) The Governing Board complies with most material provisions of the Brown Act. Evidence from Binder 1 included Board Meeting dates occurring regularly. Agenda's provided evidence of: open meetings with language pertaining to opportunities for public participation, public access, Reasonable Accommodations, and location for the meeting.</li> <li>(G5) The Governing Board regularly monitors school performance and other internal data as evidenced through Binder 1, which included last year's BOY MAP's Board Data Report, which captures student performance CAASPP data in ELA and Math with a breakdown by grade and an inclusion of performance bands.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>(G2) CSD noted that as indicated during the 2015-16 Annual Oversight, the school continues to need to improve its updating of Governing board Meeting notification in a timely fashion. CSD recommends that the Board of Director's Meeting Calendar includes a date to indicate the most updated version as the Board has changed dates and locations of their meetings mid-year on several occasions, this recommendation is mainly to ensure the public is accurately informed of board meetings.</li> </ul> <p><u>Corrective Action Required</u></p> <p>Notes:</p>	
<p><b>*NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</b></p>	



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**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> <li>Governing Board (composition, structure, roles and responsibilities)</li> <li>committees/councils, including but not limited to those mandated by laws or regulations</li> <li>evaluation of school's executive level leadership</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s)</li> <li><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b></li> <li><input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b></li> <li><input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b></li> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas</li> <li><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b></li> <li><input type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> <li>Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act</li> <li>Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition</li> <li>Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity</li> </ul>		
	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 8)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1: 9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 12)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 13.1)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

*The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*



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- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 13.2)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure:*

- review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals

	Rubric	Sources of Evidence



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<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)
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**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input checked="" type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
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<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b>



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	<b>2</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• (A5) The school reclassifies English Learners at a rate higher than the District average, whereas Bert Corona Charter reclassification rate for 2015-16 was 18.8% compared to district reclassification rate at 12.1%.</li> <li>• (A6) The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math.             <ul style="list-style-type: none"> <li>○ The Internal Assessment Data in English yielded the following results:                      For 5<sup>th</sup> grade, students grew an average of 8.75 RIT points, 2.65 points more than the national expected growth of 6.1 RIT points.                      Our 6<sup>th</sup> grade students grew an average of 6.65 RIT points, 1.85 points more than the national expected growth of 4.8 RIT points.                      Our 7<sup>th</sup> grade students grew an average of 8.02 RIT points, 4.32 points more than the national expected growth of 3.7 RIT points.                      Our 8<sup>th</sup> grade students grew an average of 7.11 RIT points, 4.31 points more than the national expected growth of 2.8 RIT points.</li> <li>○ Mathematics Internal Data yielded the following results:                      Our 5<sup>th</sup> grade students grew an average of 9.2 RIT points, .7 points less than the national expected growth of 9.9 RIT points.                      Our 6<sup>th</sup> grade students grew an average of 10.5 RIT points, 2.35 points more than the national expected growth of 7.7 RIT points.                      Our 7<sup>th</sup> grade students grew an average of 5.64 RIT points, .36 points less than the national expected growth of 6 RIT points.                      Our 8<sup>th</sup> grade students grew an average of 5.25 RIT points, .65 points more than the national expected growth of 4.6 RIT points.</li> </ul> </li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> <li>• (A1) The percentage of students who Met or Exceeded Standards in 6<sup>th</sup> – 8<sup>th</sup> Grade ELA is at a rate lower than the District average for the majority of the subgroups             <ul style="list-style-type: none"> <li>○ 25% of Latino students Met or Exceeded Standards as compared to the District performance of 33%.</li> <li>○ 3% of EL students that Met or Exceeded Standards as compared to the District performance of 4%.</li> <li>○ 27% of Socio-economically disadvantaged students that Met or Exceeded Standards as compared to the District performance of 33%.</li> <li>○ 7% of Students with Disabilities that Met or Exceeded Standards as compared to the District performance of 8%.</li> </ul> </li> <li>• (A2) The percentage of students who Met or Exceeded Standards in 6<sup>th</sup> – 8<sup>th</sup> Grade Math is at a rate lower than the District average for the majority of the subgroups             <ul style="list-style-type: none"> <li>○ 17% of Latino students Met or Exceeded Standards as compared to the District performance of 23%.</li> <li>○ 1% of EL students that Met or Exceeded Standards as compared to the District performance of 5%.</li> <li>○ 16% of Socio-economically disadvantaged students that Met or Exceeded Standards as compared to the District performance of 23%.</li> </ul> </li> </ul>	





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- 4% of Students with Disabilities that Met or Exceeded Standards as compared to the District performance of 6%.
- (A3/A4) The schoolwide percentage of students who Met or Exceeded Standards in 6<sup>th</sup> – 8<sup>th</sup> Grade on the SBAC in ELA and Mathematics is at a rate lower than the District average, whereas:
  - 27% of students Met or Exceeded Standards in ELA as compared to the District performance of 39%.
  - 16% of students Met or Exceeded Standards in Mathematics as compared to the District performance of 29%.

Corrective Action Required

***\*NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.***



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**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the majority of subgroups</li> <li><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate of 0% for the majority of subgroups</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate higher than the District average for all subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups</li> <li><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate lower than the District average for some subgroups</li> <li><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate of 0% for the majority of subgroups</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>schoolwide (CDE)</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate equal to the District average <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> Other: (Specify)
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**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate equal to the District average <input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the District average <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is 0% <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Other: (Specify)

**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate for 2015-2016 (CDE)

	Rubric	Sources of Evidence



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<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b> <input type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b> <input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5.2)</b> <input type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)
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**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- The school’s internal assessments (with analysis of results)
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and math

*NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.*

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information <b>(B2: 2.1 – 2.6)</b> <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



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**A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) <b>(B2: 3.1)</b> <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**

**BENCHMARK:**

Instructional – Written analysis of growth of EL. Include proficiency rates based on reclassification, standardized testing and internal benchmark assessments.

**The response from the charter on the 2014-2019 Benchmark by the LAUSD Board:**

**Reclassification Rates and Proficiency on CELDT:**

- Bert Corona Charter reclassification rate for 2015-16 was 18.8% compared to district reclassification rate at 12.1%.
- 2015-16 CELDT compared to the 2016-17 CELDT, the leadership shared, we are progressing as a school: the school has fewer students scoring a 1, 2 and 3, and more students scoring at level 4.
  - AMAO 1/NOT MET: 55% of students showed adequate Progress on the CELDT exam.
 

Plans:

    - Implementation of standards-based grading and blended learning. Standards-based grading practices (like pre-testing, use of rubrics, and conferences with students) help teachers to identify individual student needs, and blended learning allows teachers to shrink the classroom so they can meet those identified needs.
    - Use of our adaptive programs like Achieve3000 and ALEKS allow our students to work at an independent pace, meeting their needs from a different approach.
    - We have also provided more training on the needs of EL students at each level of language development so our teachers can understand and better support specific student needs.



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- AMAO 2/MET: (46% met) and fell just short for our LTELs (45% met).

Plans:

- Continued use of our strategies in standards-based grading and blended learning will significantly improve growth for our LTELs and will help us meet our goals in the next school year.

**Standardized Testing:**

- On the 2015-16 administration of the CAASPP test only one of our 70 EL students scored “met the standards” on the Math test and two of our 70 EL students met the standards on the ELA test.

Plans:

- We implemented a new math program Power Teaching Math. Created by the Success for All foundation, we knew that we would see promising growth over time with this program, just as we have with their reading program which we have been using for 11 years.
- Adjusted our teacher support plan, making sure that teachers had scheduled time several times per month to meet with an academic lead on the campus.
- Continue to train and support our team in strategies we know work with our students: project based learning, service learning integration, differentiated instruction, technology integration, and collaborative learning.
- Implementing action research on standards based grading and digging back into the standards to ensure that we were pushing our students to the depth of thinking and learning required by the new standards. We fully expect to see these efforts pay off over a 2-3 year span, but we do see many areas of success already.



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	<b>3</b>
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> <li>• (O3) The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. Evidence in some classrooms of Blended learning, Achieve3000 and Aleks to support and differentiate amongst the various learning needs of all students. Teachers are trained on how to differentiate and adjust instruction through the immediate data stemming from the adaptive learning tools they use.</li>   <li>• (O4) The school has fully implemented the key features of the educational program described in the charter. Based on the interview with leadership, the administration holds weekly meetings to discuss Resource Program and Special Education Department. The school has also provided, through PD, strategies to support Students with Disabilities in and out of the classrooms.</li>   <li>• (O6) The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. The school's 2015-2016 Suspension event rate increased from 2014-2015 at 0.8% to 2.4% in 2015-2016. The school is using a tool/system called SWIS for monitoring different types of referrals to address trends in the data and provide supports when needed (this began last year). CSD recommends the school continues to develop Positive Behavior Intervention and Support systems and train incoming staff in ways to support each other and connect with kids through their advisory.</li> </ul>	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<ul style="list-style-type: none"> <li>• (O2/O7) The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery and progress towards mastery of the CCSS. Evidence found in Binder 3 included: Unit Plan Templates, Rubric aligned to standards based instruction and Unit Planning Instructions. The charter is also implementing a new math program: Power Teaching, created by Success for All foundation to help support students in the area of mathematics.</li> </ul> <p>Also, the leadership will continue to drive a focus with standards based grading, PBIS, blended learning, and creating a data driven culture. Although there was evidence of data driven pieces in the classroom and as discussed during the leadership discussion and through student interviews. CSD encourages the leadership team to continue to articulate and define with students the purpose of data walls and data instruction, in alignment to motivating students to self-reflect and assess their own progress and growth.</p>	



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## Notes:

(O7) The leadership team has spent the majority of the first semester providing professional development to expose teachers to key instructional practices at YPICS. In addition PD and observations in the classroom highlighted best practices, which included: standards based grading, unit and lesson planning, setting up a positive classroom environment, analyzing and sharing student data, working with EL learners, working with students with Special Needs and implement the school's key instructional programs. CSD commends the charter for continuing to build structures and routines to help teachers share best practices through presentations of artifacts, sharing positive and constructive feedback, and support from its central office geared at improving instructional practices.

***\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***





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**O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

*The school has a system in place to ensure that:*

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b></li> <li><input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b></li> <li><input type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 (“NCLB Grid”) (B3A)</i></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

*The school has:*

- implemented standards-based instruction schoolwide to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- obtained WASC accreditation ([high schools only](#))
- implemented a system to monitor student progress toward and completion of graduation and A-G requirements ([high schools only](#))
- received UC/CSU approval of courses ([high schools only](#))

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program ( <b>B3: 3.1</b> ) <input type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments ( <b>B3: 3.3</b> ) <input type="checkbox"/> WASC documentation ( <b>B3: 3.4</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3: 3.5</b> ) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten ( <b>B3: 3.6</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

*The school:*

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE
- disaggregates and analyzes data on a regular basis to address individual student needs
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b> <input type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b> <input type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O4: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3: 3.9)</b> <input type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

<p><i>The school has a system in place to ensure that the school:</i></p> <ul style="list-style-type: none"> <li>• provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree</li> <li>• provides special education training for staff in accordance with requirements of the Modified Consent Decree</li> <li>• conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• maintains timely and accurate records in Welligent</li> </ul>
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	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> <li><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b></li> <li><input type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b></li> <li><input checked="" type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b></li> <li><input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education</li> <li><input type="checkbox"/> Classroom observation <b>(B3: 4.1)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> <li>• align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring</li> <li>• provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive</li> <li>• minimize discretionary suspensions and expulsions</li> <li>• reduce or eliminate suspension disproportionality for student subgroups</li> </ul>	
Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

*The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:*

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Parent-Student Handbook ( <b>B1: 10 or B3: 1</b> ) <input type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Evidence of stakeholder consultation ( <b>B3: 4.3</b> ) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement ( <b>B3: 4.3</b> )



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<b>Performance</b>	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3: 4.3)</b> <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3: 4.3)</b> <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3: 4.3)</b> <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school's educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system <b>(B3: 4.4)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017</i> (“NCLB Grid”) <b>(B3A: 1.1)</b> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A: 1.2 – 1.4)</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**





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8054	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Bert Corona Charter</b>															
Cash and Cash Equivalents		571,999	418,215	853,618	853,618		822,890	839,010	1,210,055	1,210,056		1,241,969	1,340,929	1,366,956	1,366,955
Current Assets		1,217,027	1,300,350	1,436,958	1,436,957		1,371,296	1,366,260	1,936,064	2,119,810		2,024,131	2,231,196	2,229,114	2,229,114
Fixed Assets		647,045	619,640	702,470	702,471		647,366	638,644	652,689	652,690		730,652	607,586	734,336	734,336
<b>Total Assets</b>		1,864,072	1,919,990	2,139,427	2,139,428		2,018,662	2,004,904	2,588,753	2,772,500		2,754,783	2,838,782	2,963,450	2,963,450
Deferred Outflow															
Current Liabilities		121,408	127,864	243,439	257,488		117,385	73,451	415,428	624,125		114,316	137,303	215,720	231,879
Long Term Liabilities		10,190	23,703	32,642	18,593		21,464	21,464	24,948	0		18,548	18,548	16,159	0
<b>Total Liabilities</b>		131,598	151,567	276,081	276,081		138,849	94,915	440,376	624,125		132,864	155,851	231,879	231,879
Deferred Inflow															
<b>Net Assets</b>		1,732,474	1,768,423	1,863,347	1,863,347		1,879,813	1,909,989	2,148,377	2,148,375		2,621,919	2,682,931	2,731,571	2,731,571
Total Revenues	3,926,011	3,970,383	3,990,978	4,094,880	4,094,881	4,060,025	4,180,548	4,245,613	4,829,326	5,013,072	6,334,274	6,931,060	6,952,641	7,818,510	7,818,510
Total Expenditures	3,869,273	3,778,658	3,763,308	3,772,286	3,772,287	3,914,896	4,164,082	4,198,971	4,544,296	4,728,044	6,293,262	6,457,515	6,418,085	7,235,313	7,235,314
<b>Net Income / (Loss)</b>	56,738	191,724	227,670	322,594	322,594	145,129	16,466	46,642	285,030	285,028	41,012	473,545	534,556	583,197	583,196
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	56,738	191,724	227,670	322,594	322,594	145,129	16,466	46,642	285,030	285,028	41,012	473,545	534,556	583,197	583,196
<b>Net Assets, Beginning</b>	0	1,540,750	1,540,751	1,540,751	1,540,753	1,768,423	1,863,347	1,863,347	1,863,347	1,863,347	1,909,989	2,148,377	2,148,377	2,148,377	2,148,375
Adj. for restatement / Prior Yr Adj	0	0	2	2	0	0	0	0	0	0	46,161	(3)	(2)	(3)	0
<b>Net Assets, Beginning, Adjusted</b>	0	1,540,750	1,540,753	1,540,753	1,540,753	1,768,423	1,863,347	1,863,347	1,863,347	1,863,347	1,956,150	2,148,374	2,148,375	2,148,374	2,148,375
<b>Net Assets, End</b>	56,738	1,732,474	1,768,423	1,863,347	1,863,347	1,913,552	1,879,813	1,909,989	2,148,377	2,148,375	1,997,162	2,621,919	2,682,931	2,731,571	2,731,571

8054	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Bert Corona Charter</b>										
Cash and Cash Equivalents	263,098	853,618	1,210,056	1,366,955	0		1,735,434	0	0	0
Current Assets	1,207,847	1,436,957	2,119,810	2,229,114	0		2,340,594	0	0	0
Fixed Assets	671,378	702,471	652,690	734,336	0		805,518	0	0	0
<b>Total Assets</b>	1,879,225	2,139,428	2,772,500	2,963,450	0		3,146,112	0	0	0
Current Liabilities	338,472	257,488	624,125	231,879	0		241,972	0	0	0
Long Term Liabilities	0	18,593	0	0	0		16,159	0	0	0
<b>Total Liabilities</b>	338,472	276,081	624,125	231,879	0		258,131	0	0	0
<b>Net Assets</b>	1,540,753	1,863,347	2,148,375	2,731,571	0		2,887,981	0	0	0
Total Revenues	4,652,921	4,094,881	5,013,072	7,818,510	0	7,184,731	7,880,732	0	0	0
Total Expenditures	4,467,867	3,772,287	4,728,044	7,235,314	0	6,992,654	7,724,322	0	0	0
<b>Net Income / (Loss)</b>	185,054	322,594	285,028	583,196	0	192,077	156,411	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	185,054	322,594	285,028	583,196	0	192,077	156,411	0	0	0
<b>Net Assets, Beginning</b>	1,355,699	1,540,753	1,863,347	2,148,375	0	2,682,931	2,731,571	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	1,355,699	1,540,753	1,863,347	2,148,375	0	2,682,931	2,731,571	0	0	0
<b>Net Assets, End</b>	1,540,753	1,863,347	2,148,375	2,731,571	0	2,875,008	2,887,981	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

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DATE OF VISIT: 4/20/2017

FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Bert Corona Charter’s fiscal condition is strong and has been upward trending since 2012-2013 fiscal year. According to the 2015-2016 independent audit report, the school had positive net assets of \$2,731,571 and net income of \$583,196. The 2016-2017 1<sup>st</sup> interim projects positive net assets of \$ 2,887,981 and net income of \$156,411.</p> <p>According to the 2015-2016 independent audit report, Bert Corona Charter’s is one of three schools operated by YPI Charter Schools, Inc, the Charter Management Organization (CMO). The CMO has three schools that are authorized by the Los Angeles Unified School District (LAUSD). The CMO does not hold either assets or liabilities. The purposes of the CMO is to provide administrative services to the charter schools; it does not generate income. The operation expenditures incurred by the CMO, due to providing services to the charter, are distributed proportionally among three charter schools based on the ADA generated. The charter schools does not pay a separate monthly/annual management fee to the CMO.</p> <p>Areas of Demonstrated Strength and/or Progress:</p> <ol style="list-style-type: none"> <li>The school’s fiscal condition is strong.</li> </ol>	3																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2012-2013 (Audited Actuals)</th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (1<sup>st</sup> Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td style="text-align: right;">\$ 1,540,753</td> <td style="text-align: right;">\$ 1,863,347</td> <td style="text-align: right;">\$ 2,148,375</td> <td style="text-align: right;">\$ 2,731,571</td> <td style="text-align: right;">\$ 2,887,981</td> </tr> <tr> <td>Net Income/Loss</td> <td style="text-align: right;">\$ 185,054</td> <td style="text-align: right;">\$ 322,594</td> <td style="text-align: right;">\$ 285,028</td> <td style="text-align: right;">\$ 583,196</td> <td style="text-align: right;">\$ 156,411</td> </tr> <tr> <td>Transfers In/Out</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> <td style="text-align: right;">\$0</td> </tr> </tbody> </table>		2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (1 <sup>st</sup> Interim)	Net Assets	\$ 1,540,753	\$ 1,863,347	\$ 2,148,375	\$ 2,731,571	\$ 2,887,981	Net Income/Loss	\$ 185,054	\$ 322,594	\$ 285,028	\$ 583,196	\$ 156,411	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (1 <sup>st</sup> Interim)																										
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Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																										



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

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Areas Noted for Further Growth and/or Improvement:

- It is noted that the school incurred late fees for a total amount of \$502.54. The late fees incurred are as follows:

Vendor	Invoice	Check #	Invoice Amt.	Late Fees	Amount Paid
C/O LSQ Funding Group, LLC	BERCOR-0715	302117	\$ 2,420.80	\$ 73.17	\$ 2,493.97
C/O LSQ Funding Group, LLC	BERCOR-0815	302117	\$13,246.65	\$198.70	\$13,445.35
C/O LSQ Funding Group, LLC	MONOSR-0815	302117	\$10,537.75	\$158.07	\$10,695.82
C/O LSQ Funding Group, LLC	YPICHAH-0815	302217	\$ 1,942.50	\$ 29.14	\$ 1,971.64
Neopost	77900046123521123260007	303149	Mini Payment Due \$105.00	\$ 43.46	\$ 281.54

Per school management, an Accounts Payable Assistant was hired to assist in expediting the invoice review. CSD randomly selected additional 8 checks and supporting documents. Based on the additional document reviewed, no findings are noted.

- It is noted that the school incurred over the limit fees for a total amount of \$156. The same concerns were cited in 2015-2016 CSD oversight report. The months in which these fees were incurred are as follows:
  - Credit Card 9556: July 2016 and August 2016
  - Credit Card 9744: July 2016 and August 2016

Per school management, over the limit fees were incurred because YPI Charter Schools, Inc. only has two credit cards to cover the procurements for three schools. In order to mitigate the over the limit fees issue, additional credit cards are going to be provided to the key school personnel to make purchases in their specific areas. In addition to providing additional credit cards to key personnel, the CSD recommends that the charter school develop a system to monitor the credit card spending limits in order to avoid over the limit fees.

Corrective Action Required:  
None noted.



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**Notes:**

1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
  - a. Audit Opinion: Unqualified
  - b. Material Weakness: None Noted
  - c. Deficiency/Finding: None Noted
2. Reviewed bank statements from April 2016 to June 2016. No discrepancies noted.
3. Reviewed the following credit card statements. Please see discrepancies noted in the Areas Noted for further growth and/or improvement above.
  - a. Credit Card 9556: July 2016 and August 2016
  - b. Credit Card 9744: February, July, and August 2016
4. Reviewed the following checks and discrepancies or concerns are noted for further growth and/or improvement above.
  - a. Check numbers:
 

21568	301855	301876	301945	302068	302117	302136	302155	302171	302172
302240	302241	302247	302373	302417	302549	302652	302663	302686	302689
302752	302839	302855	302856	302877	302881	302963	303007	303149	
5. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$1,366,955 and total expenditures is \$7,235,314, therefore their cash reserve is 18.89%, which is above the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at Monsenor Oscar Romero Charter Middle and no discrepancies noted.
7. Per Bert Corona Charter's, the school has separate student body funds. Student body funds are included in the school audit. The school does not maintain a budget or cash flow as the funds are included in the operating account. Bank statements are reconciled on a monthly basis.
8. YPI Charter Schools, Inc. did not disclose any legal, regulatory proceeding, or investigation which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was provided.
14. Bert Corona Charter's is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
15. Equipment inventory was provided.
16. The 2016-2017 LCAP was submitted to LAUSD.
17. The EPA allocation and expenditures are posted on the charter school's website.
18. CSD recommends, for clarification purposes, that the CMO Governing Board specify each school on the minutes when voting on items that addresses specific schools. As evidenced on Agenda dated June 29, 2016, whereas motion to approve: LCAP, Calendar, and EPS Spending Plan was casted as a motion to approve without school specific vote.



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**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

**Fiscal Operations Rubrics**

*Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> </ol>



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<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>	<p>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</p> <p>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</p> <p>14. Audited and unaudited actuals nearly mirror each other.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p>
<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> </ol>



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<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>6. Governing board approved LCAP is posted on the charter school's website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>6. Governing board approved LCAP is posted on the charter school's website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. All vendors and staff are paid in a timely manner;</li> <li>3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>4. Governing board adopts the annual budget;</li> <li>5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website;</li> <li>6. The LCAP is submitted to the appropriate agencies;</li> <li>7. Have an audit conducted annually by an independent auditing firm;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and</li> <li>9. There is no apparent conflict of interest.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The cash balance at the beginning of the school year is positive;</li> <li>2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. Governing board approves any amendment(s) to the charter school's budget; and</li> <li>9. Governing board approved LCAP is posted on the charter school's website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>





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DATE OF VISIT: 4/20/2017

<p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

# Coversheet

## CSD Letter Regarding Concerns for YPICS

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** E. CSD Letter Regarding Concerns for YPICS  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPI Schools Letter.pdf



## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**MICHELLE KING, Ed.D.**  
Superintendent of Schools

**FRANCES GIPSON, Ph.D.**  
Chief Academic Officer  
Division of Instruction

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools Division

June 7, 2017

Gene Straub, Board President  
10535 Zelzah Avenue,  
Granada Hills, CA 91344

Yvette King-Berg, Executive Director  
YPI Charter Schools

Dear Board President and Ms. King-Berg,

I hope this email finds you well. I am reaching out to both of you out of concern, as the CSD has received a few anonymous phone calls in the past few weeks, regarding the three YPI Schools. Note that in all instances I have referred them back to the Complaint Procedures delineated as part of the charter petition, however during one phone call on June 7, 2017, the stakeholder stated that she had already addressed her concerns with the Executive Team and that she had felt “threatened when she voiced her concerns.” Know that such concerns aim to better understand how you and the board intends to address the following stakeholder concerns:

### **Monsenor Oscar Romero**

One of the stakeholders stated:

1. The school administration has told staff not to mark absent students absent to be able to accrue more funding.

#### *Questions from CSD:*

- a) What is the attendance marking policy at the school and how does the school notify teachers and parents regarding the attendance policy?
- b) What is the schools process to ensure that staff is accurately inputting attendance?
- c) Who is the point person that oversees such policy?

### **Bert Corona Middle School**

Several stakeholders have stated:

1. The school administrator has hired staff who is related to her and as a result this employee is receiving preferential treatment. Employee voiced that such employee is not fulfilling his duties and is never at his post. The caller noted that she has noticed that he is not held to the same criteria as the rest of the employees. She also stated that several employees have raised a concern in regards to a conflict of interest and bias in treatment from the school administrator towards this employee with no resolve to this issue. To this date, CSD has also received several complaints in regards to this issue.

#### *Question from CSD:*

- a) What is the policy at the school regarding nepotism? Please look into this complaint and provide an update to the CSD. What had initially been shared with school administration and stakeholders around parameters for employees who are relatives? And who is the point person that oversees such policy?

2. There is a student at the school that is related to the school administrator that travels every day from Lancaster. The student I. Gonzalez, has been given preferential treatment by allowing him to participate in sports even though he is ineligible due to his poor punctuality at the school while other students were denied participation to the same team. The caller also indicated that when he checked the records he noticed that his attendance is not reflective to the actual facts.

*Question from CSD:*

- a) Is I. Gonzalez related to any staff member at Bert Corona Middle School?
- b) How does leadership ensure that there is no preferential treatment in how the school administrator handles family members in relation to employment and treatment of family related students at the school?
- c) Please look into this matter and the allegation that the student had not met participation requirements and provide an update to the CSD. What is the attendance marking policy at the school in relation to sports participation? How does the school notify teachers and parents regarding the sports participation requirements and the attendance policy?
- d) What is the schools process to ensure that staff is accurately inputting attendance?
- e) Who is the point person that oversees such implementation of the attendance marking policy?

**Bert Corona High School**

One stakeholder has stated:

1. Parents have complained about the cheerleading coach who allegedly verbally abuses the cheerleading team and the school has not done anything about it.
2. Staff observed students playing “fitness pong” a take on the game called “beer pong” during Physical Education.

*Questions from CSD:*

- a) Has the school investigated such allegations? What were the findings?
- b) What is the instructional value for the students in terms of playing a game that might resemble a drinking game amongst young adults?
- c) What are the guidelines provided to staff in regards to the exposure to appropriate games, movies and activities to the students?

The CSD recognizes the difficulty that can arise when stakeholders telephone anonymously. Please look into these matters and provide a response by Friday, July 14, 2017.

Thank you.



Dr. Blanca Castillo-Alves,  
Specialist  
Charter Schools Division

Cc Sharon Bradley, Senior Coordinator, CSD  
Emma Baquir, Fiscal Oversight Administrator, CSD

# Coversheet

## 2017 - 2018 YPICS Rosters

**Section:** IV. CONSENT AGENDA ITEMS  
**Item:** B. 2017 - 2018 YPICS Rosters  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 17-18 YPICS Staff Roster BC.pdf  
17-18 YPICS Staff Roster HS.pdf  
17-18 YPICS Staff Roster OR.pdf  
17-18 YPICS Staff Roster Central.pdf

2016 - 2017  
Bert Corona Charter School Roster

#	Name	Room	Position	Email
1	Arce, Alejandra	5	Math & Science Teacher	msarce@coronacharter.org
2	Arreola, Joseph	1	Communications Teacher	mrarreola@coronacharter.org
3	Bravo, Nallely	14	5th Grade Teacher	msnallely@coronacharter.org
4	Campbell, Rachell	8	English	mrcampbell@coronacharter.org
5	Campana, Thomas	13	ELA & Social Studies Teacher	mrcampana@coronacharter.org
6	Centofani, Daniel Bryan	15	Visual Art & Technology Teacher	mrcentofani@coronacharter.org
7	Espinoza, Tania	4	ELA & Social Studies Teacher	msespinoza@coronacharter.org
8	Garcia, Monica	6	Math Teacher	msgarcia@coronacharter.org
9	Murphy, Allison	9	History	mrmurphy@coronacharter.org
10	Myers, Mariana	3	ELA & Social Studies Teacher	mscontreras@coronacharter.org
11	Preston, Sherri Yuko	Room A	SPED	mstpreston@coronacharter.org
12	Rosas, Hector	Room A	Resource Specialist Teacher	mrrosas@coronacharter.org
13	Villegas, Heather	12	ELA & Social Studies Teacher	msvillegas@coronacharter.org
14	Villanueva, Josue		Physical Education Teacher	mrwillanueva@coronacharter.org
15	OPEN POSITION		7th Math/ Science	
16	OPEN POSITION		7th ELA/SS	
17	OPEN POSITION		Science Teacher	

#	Name	Room	Position	Email
1	Bradford, Ryan	Admin Office	Director of Instruction	mrbradford@coronacharter.org
2	Duenas, Ruben	Admin Office	Executive Administrator	<a href="mailto:rduenas@ypics.org">rduenas@ypics.org</a>
3	Gamez, Diana	Admin Office	Director of Operations	msgamez@coronacharter.org
4	Takeyama, Kirk	Admin Office	Coordinator of School Climate and Cu	mrtakeyama@coronacharter.org

#	Name	Room	Position	Email
1	Aguilar, Rosa	Main Office	Office Assistant	msaguilar@coronacharter.org
3	Canchola, Louis		Tech Assistant	mrcanchola@coronacharter.org
4	Contreras, Maria	Room A	SPED	msmcontreras@coronacharter.org
5	Castillo, Eileen	Main Office	Office Assistant	msecastillo@coronacharter.org
6	Davila, Vanessa		SPED Assistant	msdavila@coronacharter.org
8	Duran, Karen	Outside	Supervision Aide	msduran@coronacharter.org
10	Gutierrez, Yvette	Admin Office	Office Assistant	msygutierrez@coronacharter.org
11	Heredia Nava, Anahi	Main Office	Office Assistant	msheredia@coronacharter.org
12	Holmes, Jefferey		Tutor	mrholmes@coronacharter.org
14	Madriral, Leslie	Outside	Supervision Aide	msmadriral@coronacharter.org
16	Orozco, Diana	Main Office	Program Coordinator	dorozco@coronacharter.org
17	Palomarez, Diana	Main Office	Office Assistant	mmpalomarez@coronacharter.org
18	Rubin, Joshua		Associate Teacher	mrjrubin@coronacharter.org
19	Trejo, Rahab	Admin Office	Administion Assistant	mstrejo@coronacharter.org
20	Sabedra, David		Plant Manager	mrsabedra@coronacharter.org
21	Salmeron, Evelyn		Tutor	mssalmeron@coronacharter.org
22	Sepulveda, Irma		After School Coorinator	<a href="mailto:mssepulveda@coronacharter.org">mssepulveda@coronacharter.org</a>
23	Velazquez, Wendy		Tutor	msvelazquez@coronacharter.org
25				msyoung@coronacharter.org

**2016 - 2017****Bert Corona Charter High School Staff Roster**

#	Name	Room	Position	Email
1	Carrol, James	Outside	Physical Education Teacher	mrcarroll@coronacharter.org
2	DeMorgoli, Ali		Long Term Substitute	msdemorgoli@coronacharter.org
	Ferris, Chris		SFA Teacher	mrferis@coronacharter.org
3	Garcia, Nestor		Business Algebra I and II Teacher	mrgarcia@coronacharter.org
4	Gonzalez, Lizabet		College & Career Readiness Teacher	mslgonzalez@coronacharter.org
5	Green, Eleanor		Government/ Econ Teacher	msgreen@coronacharter.org
6	Lecomte, Veronique		ELA Teacher	mslecomte@coronacharter.org
7	McCall, Grania		ELA Teacher	msmccall@coronacharter.org
8	Palafox, Maribel		College and Career Counselor	mสปาalafox@coronacharter.org
9	Rothenay, Mark		Biology Teacher	mrrothenay@coronacharter.org
10	Soria, Christina		Teacher Associate - Spanish	msdoria@coronacharter.org
11	Strawn, April		Long-Term Substitute	msstrawn@coronacharter.org
12	Wakefield, Erin		Special Education Teacher	mswakefield@coronacharter.org
	NEW OPEN POSITION		Math	
	NEW OPEN POSITION		Special Education Teacher	
	NEW OPEN POSITION		Chemistry Teacher	

#	Name	Room	Position	Email
	Fuentes, Yolanda	Office	Director of Operations	msfuentes@coronacharter.org
1	Guzman, Isis	Office	Program Coordinator	msiguzman@coronacharter.org
2	Simonsen, Lorence	Office	Executive Administator	mrsimonsen@coronacharter.org

#	Name	Room	Position	Email
1	Chocoj, Luis		Tech Assistant	mrchocoj@coronacharter.org
2	Herrera, Jorge		Tutor	mrherrera@coronacharter.org
3	Medina, Robert	Outside	Supervision Aide	mrmedina@coronacharter.org
4	Rodriguez, Iliana	Main Office	Office Assistant	msrodriguez@coronacharter.org
5	Yabut, Mark	Classroom	Teacher Associate	mryabut@coronacharter.org

## 2016 - 2017 Monsenor Oscar Romero Charter School Roster

#	Name	Room	Position	Email
1	Castillo, Jose	J100	Director of School Culture and Climate	jcastillo@romerocharter.org
2	Gamez, Karina	C100	Coordinator of Operations	kgamez@romerocharter.org
3	Myers, Kevin	C202	Executive Administrator	kmyers@ypics.org
4	Zepeda, Freddy	C202	Coordinator of Instruction	fzepeda@romerocharter.org

#	Name	Room	Position	Email
1	Archer, Jennifer	J204	English-Language Arts	msarcher@romerocharter.org
2	Ballard, Ryan	J200	RSP	mrballard@romerocharter.org
3	Brown, Denyale	J101	ELA/Social Studies	msbrown@romerocharter.org
4	Camacho, Reyna	J201	Social Studies	mcamacho@romerocharter.org
5	Duran, Paul	J104	Math/Science	mrduan@romerocharter.org
6	Guzman, Freddy	J105	Math/Science	mrguzman@romerocharter.org
7	Harry, Tanya	J103	ELA/Social Studies	msharry@romerocharter.org
8	Hicks, Chord	J100	Physical Education	mrhicks@romerocharter.org
9	Hoang, Vihn	J103	Social Studies	mrhoang@romerocharter.org
10	Jaime, Christopher	J200	RSP	mrjaime@romerocharter.org
11	Long, Ainye	J205	Math	mslong@romerocharter.org
12	McKinzie, Margaret	J102	Math/Science	msmckinzie@romerocharter.org
13	Perez, Juan Carlos	J106	Communications	mrperez@romerocharter.org
14	Rosenberg, Dave	J202	ELA	mrrosenberg@romerocharter.org
15	Smith, Erika	J207	Math/Science	mssmith@romerocharter.org
16	OPEN POSTION	J206	Science	

#	Name	Room	Position	Email
1	Bernardino, Fabiola		Supervision Aide	msbernardino@romerocharter.org
2	Flores, Yvette		Supervision Aide	mrcamacho@romerocharter.org
3	Cruz, Maria		Breakfast Aide	mcruz@romerocharter.org



## 2016 - 2017 Monsenor Oscar Romero Charter School Roster

4	Garcia, Jessica	Office	Office Assistant	msgarcia@romerocharter.org
5	Garcia, Lorenzo		Special Education Assistant	mrgarcia@romerocharter.org
6	Jimenez, Cynthia	Office	Parent Coordinator	cjimenez@romerocharter.org
7	Lopez, Abigail		Tutor	msalopez@romerocharter.org
8	Martin, Mildred	Office	Program Coordinator	mmartin@romerocharter.org
9	Ochoa, Andres	C202	Technology Assistant	mrochoa@romerocharter.org
10	Rodman, Zuleykha	J100	SCC Assistant	msrodman@romerocharter.org
11	Rodriguez, Yesenia		Tutor	msyrodriguez@romerocharter.org

**2016 - 2017**  
**YPI Charter Schools Central Staff Roster**

#	Name	Room	Position	Email
1	Castrellon, Susan	Central	Coordinator of Compliance	scastrillon@ypics.org
2	Duenas, Ruben	Central	Chief Operations Officer/ Executive Administrator	rduenas@ypics.org
3	Funk, Rita	Central	Coordinator of Social Skills Development	msfunk@coronacharter.org
4	Gachuzo, Elida	Central	Student Records	egachuzo@coronacharter.org
5	Guzman, Isis	Central	Coordinator of Afterschool Programs	iguzman@ypics.org
6	Harvey, Charles	Central	Director of Technology	charvey@ypics.org
7	King-Berg, Yvette	Central	Executive Director	ykingberg@ypics.org
8	Martinez, Maria	Central	Accounts Payable Clerk	msmmartinez@coronacharter.org
9	Myers, Kevin	Central	Executive Administrator	mrmymers@ypics.org
10	Nutt, Vashon	Central	Director of Special Education	vnutt@ypics.org
11	Ruiz, Rommel	Central	Director of Marketing	rruiz@ypics.org
12	Zubia, Yesenia	Central	Accounts Payable and HR Coordinator	yzubia@ypics.org

# Coversheet

## 2017 - 2018 ExED Contract

**Section:** IV. CONSENT AGENDA ITEMS  
**Item:** C. 2017 - 2018 ExED Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY17-18 EXED Contract YPICS.pdf

**BACKGROUND:**

A one-year master services agreement with ExEd, Inc., was approved by the Board of Directors on June 30, 2016. We have come to the end of the one-year contract and would like to renew for a consecutive one (1) year terms. This contract of \$215,685.00 reflects a 5% increase, 3% COLA and 2% enrollment, over the last contract rate.

## **EXCELLENT EDUCATION DEVELOPMENT MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT**

This Management and Accounting Services Agreement (the “Agreement”) is entered into as of the 30th day of June 2017 (the “Effective Date”) by YPI Charter Schools, Inc (“Client”), a California nonprofit public benefit corporation operating one or more charter schools, and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, with reference to the following facts:

### **BACKGROUND**

ExED is in the business of providing accounting and related business services to charter schools in California (the “Services” as defined below). Client represents that it has authority to operate one or more charter schools authorized by the Los Angeles Unified School District. In consideration of the premises, and of the mutual covenants and conditions contained herein, Client and ExED agree as follows:

#### **1. DEFINITIONS**

- a. “ADA” means the average daily attendance, reported as required by the California Department of Education that must be filed by the Client with the State of California in accordance with applicable laws and regulations.
- b. “Additional Services” means any supplemental services to be provided by ExED at request of Client. If Additional Services are part of this Agreement, they are described in a Schedule entitled “Additional Services Scope of Work to be Performed by ExED” and attached hereto. Additional services supplement the Basic Services provided by ExED under this Agreement.
- c. “Auditable Items” means business practices performed at the Client site which are or should be documented, that may be identified as being inconsistent with Client’s policies, procedures, and/or charter or inconsistent with generally-accepted accounting practices.
- d. “Basic Services” means the services provided by ExED as selected by Client and described in Schedule A.
- e. “Budget” means the current and future budgets of the Client prepared by ExED in coordination with the Client as described in this Agreement and adopted by the governing body of the Client.
- f. “Categorical Funding Applications” means State funding programs for which the Client may be eligible and apply for and not included within the Local Control Funding Formula (LCFF).

- g. “CBEDS” means California Basic Educational Data System.
- h. “Confidential Information” means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, and software source documents. Confidential Information includes, without limitation, information acquired from a Student Information System, financial information, procurement requirements, purchasing information, plans and personnel information of the parties, and student information as protected under the Family Educational Rights and Privacy Act (FERPA) and other privacy protection laws, as applicable to the operations of Client and ExED under this Agreement.

Confidential Information does not include information that: (a) is now publicly or generally known or available or that hereafter, through no act or failure on the part of the receiving party, or through any violation of law or contract becomes generally known or available; (b) is legally known to the receiving party at the time of receiving such information; (c) is furnished to others by the disclosing party without a restriction on disclosure; (d) is hereafter furnished to the receiving party by a third party without restriction on disclosure, where such third party legally obtained such information and the right to disclose it to the receiving party; or (e) is independently developed by the receiving party without violation of any legal rights which the disclosing party may have in such information.

- i. “Compliance Check” means a review conducted by ExED staff, based upon examining a sample of test transactions, to determine whether Client is following financial control practices outlined in any of Client’s adopted policies and procedures, including, but not limited to, employee handbook and fiscal policies.
- j. “P-1/P-2” means the attendance reports that must be submitted to the State of California for ADA apportionment purposes.
- k. “Mandate” means activities performed by the Client as required by the State of California as a public or charter school, e.g., employee criminal background checks, submission of periodic financial and budget reports.
- l. “myExED Portal” means the ExED client portal ([myexed.org](http://myexed.org)) and the associated applications made available to select Client staff via this website.

- m. “Outliers” means actual expenditures or costs that differ materially from budgeted or projected Client expenditures or costs reflected in the applicable Budget.
- n. “Paycom” is a third-party human capital management software provider that Client has contracted with to provide payroll processing and other human resource services.
- o. “Proprietary Property of ExED” means all right, title and interest in and to the materials and systems developed and used by ExED in the performance of the Agreement including, without limitation, all trade secrets, know-how, protocols, policies, specifications, software, forms, as well as additions and modifications thereto developed and/or used by ExED in the furtherance of its operations and in performance of its obligations under this Agreement. Proprietary Property also includes ExED work product, reports, templates, studies, specifications, business methods, tools, methodologies, techniques, solution construction aids, analytical frameworks, algorithms, products, documentation, abstracts and summaries thereof. Proprietary Property includes “ExED Core Business Components,” defined as those general skills, know-how, expertise, techniques, methodologies, processes, templates, and business methods that are acquired or developed during the performance of the Agreement and that are related to ExED’s primary business, such as, by way of example, but not of limitation, methodologies and processes for managing school budgets and financial reporting, that do not contain or embody Client’s Confidential Information. Proprietary Property also includes “ExED Knowledge Capital,” which means ExED materials existing prior to commencement of the Agreement, or developed outside the scope of the Agreement, that are proprietary to ExED, and all associated intellectual property rights and any enhancements and modifications to such materials, whether or not such enhancements and modifications are developed as part of the Agreement.
- p. “Services” means the Basic Services and any Additional Services agreed upon by the parties as further described in Schedule A and additional Schedules (if applicable) attached hereto.
- q. “Student Information System (SIS)” refers to a web-based student information system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff demographics, staff assignments, and other data.
- r. “Site” means a site at which Client conducts its business.

- s. “Standard Financial Reports” means the financial reports prepared by ExED for use by Client management or Client’s governing body that include: Financial Dashboard, Monthly Forecast, Financial Analysis, Income Statement, Balance Sheet, Statement of Cash Flows, Check Register, and General Ledger.
- t. “State Budget” means the current budget of the State of California as approved and signed by the Governor of the State of California for the current fiscal year.
- u. “State Standardized Account Codes” means the account codes mandated by the California Department of Education.

## 2. **THE SERVICES**

- a. **Basic Services.** ExED will provide Client with the Basic Services described on Schedule A. ExED shall provide Client a non-exclusive, non-assignable license to use the Proprietary Property of ExED solely for Client operations, at no additional cost, during the term of this Agreement.
- b. **Additional Services.** Client may request ExED to provide additional Services.

If ExED agrees to provide Additional Services, the Additional Services will be described in detail in a separate Schedule to be added to this Agreement and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Services will be adjusted as described in that Schedule.

## 3. **PAYMENT AND TERMS**

- a. **Fees and Charges.** Client will pay ExED a flat fee of \$215,685 for the 2017-18 school year for the Basic Services and reimburse ExED for its actual, reasonable out-of-pocket expenses incurred in providing the Basic Services as provided for in Schedule A. These out-of-pocket expenses will not exceed \$100 per month without written authorization from the Client.
- b. **Invoicing.** ExED will invoice Client \$17,973.75 monthly from July 1st, 2017, through June 30, 2018, as well as for out-of-pocket expenses incurred not to exceed \$100 per month without written authorization from the Client. ExED will automatically prepare a check for ExED’s payment on a monthly basis for execution by the person authorized by the Client to execute such checks.

- c. Payment Terms. Payment is due thirty (30) days from the date of delivery of the monthly invoice.
- d. Right to Suspend Performance. In the event of default or delay in payment greater than 45 days from the date of delivery of the monthly invoice, ExED reserves the right to suspend part or all of its performance of duties under this Agreement until all amounts for Services that are due and payable are paid in full. In the event Client disputes all or any portion of the invoice that is due, Client shall notify ExED within 20 days of receipt of the invoice; and initiate the dispute resolution process under Section 10 hereof, but shall pay the invoice in full, pending the outcome of such process.
- e. Taxes. Except as expressly stated in this Agreement, ExED and Client are responsible for any and all taxes on their respective incomes, and for payment and withholding of all applicable taxes, including but not limited to income, property and sales taxes.
- f. Late Payments. Payments made after the 30 day period set forth in Section 3.c. are subject to a late payment penalty equal to an annual rate not to exceed twelve percent (12%).
- g. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement. ExED reserves the right to immediately pass through increases in costs incurred from third parties (e.g., vendors, subcontractors and licensors) to the extent such services and supplies are identified in Schedule A and the Additional Services Schedule, if any. In addition, ExED will give Client not less than sixty (60) days prior written notice of any price increases for monthly Services.

#### 4. **RELATIONSHIP OF THE PARTIES**

- a. Independent Contractors. ExED and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any agency, joint venture, partnership, employment or trust relationship between the parties with respect to the subject matter of this Agreement. Except as may be expressly agreed upon in this Agreement or a Schedule attached hereto, neither party has any authority or power to enter into any agreement, contract or commitment on behalf of the other, or to create any liability or obligation whatsoever on behalf of the other, to any third person or entity.



- b. No Benefits. No ExED employee is eligible to participate in any benefits programs offered by Client to its employees, nor in any pension plans, insurance plans or other similar plans offered by Client to its employees.
- c. Employees. Each party will exercise day-to-day control over and supervision of their respective employees, including, but not limited to, hiring, evaluation, promotion, demotion, compensation, employee benefits, discipline and discharge. All work assignments, instruction, scheduling, staffing and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance for its employees.
- d. Subcontractors. ExED reserves the right to subcontract with other individuals and businesses for the Services. ExED will be responsible for all payments to, as well as the direction and control of the work to be performed by, its subcontractors, if any. Subconsultants, if any, will be required by ExED to comply with the terms and conditions of this Agreement respecting confidentiality.

5. **THE CLIENT'S OBLIGATIONS.**

- a. Authorized Personnel. The governing body of the Client may identify to ExED, in writing, the Client Administrator and other staff member(s) authorized to work with ExED with respect to: general information about the Client, accounts payable, personnel and payroll, attendance records as well as funding compliance and reporting. In the absence of such designated persons, ExED shall be authorized to communicate with the chief executive officer and the presiding officer of the governing body of the Client.
- b. Principal Contact. The governing body of the Client may also identify, in writing to ExED, its key or principal contact, if other than the Client Administrator, who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues; as well as an alternate contact in the event the Client Administrator cannot or should not serve as the Client's contact due to conflict or suspected misconduct. In the absence of such designated persons, the chief executive officer and the presiding officer of the governing body of the Client shall have such authority.

- c. **Financial Records and Audit.**
- (i) The Client will maintain customary and reasonably correct, complete and accurate books and records of account as required by the United States government, the State of California (and any other funding authority such as philanthropic organizations). The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by ExED and provided to Client.
  - (ii) The Client will obtain a timely annual audit of its books and records from a qualified independent certified public accounting firm and immediately provide ExED with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs its independent accountants to speak and work directly with ExED on any matter or issue pertinent to the Services, and will confirm such authorization upon request by ExED.
  - (iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from any governmental investigating or funding authority or Client's accountants, to the extent required by law, including exceptions noted in any independent accountant's report.
- d. **Coordination and Cooperation.** Client, the Client Administrator, authorized staff members and the principal contact will work closely and cooperatively with ExED to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of ExED for information or documents from the Client.
- (i) Client covenants to: assist ExED in reconciling outstanding invoices, and to provide ExED with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by ExED.
  - (ii) Client staff with access to the myExED Portal will take steps necessary to maintain the confidentiality of their myExED login credentials. Client staff will notify ExED if the confidentiality of their myExED login credentials has been compromised.
  - (iii) Client staff will take reasonable steps to ensure the security of the devices used to access the myExED Portal and will use their

best effort to notify ExED if the security of a device has been compromised.

- (iv) Client staff will only use the myExED Portal for work related activities.
- e. Payroll. Client will provide all necessary and proper data to ExED for payroll processing.
  - (i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client Site.
  - (ii) If necessary, Client will use, and purchase if necessary to use, commercially reasonable time clocks for hourly personnel.
  - (iii) Client will sign, or has signed, the Paycom Payroll Service Agreement and Paycom will deposit and file Client's Federal, State Withholding and State Disability taxes and tax returns, quarterly and annual, associated with payrolls processed through Paycom. Paycom will file Client's annual forms W-2/W-3.
  - (iv) Client will be responsible for all fees and charges assessed by Paycom.
  - (v) Client will submit all necessary payroll and time and attendance data within the Paycom software.
  - (vi) Client will be responsible for maintaining employee information, not related to payroll processing, within the Paycom software.
- f. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports and CBEDS.
  - (i) Client is responsible for taking daily attendance records compliant with the California Education Code. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.
- g. Grant and Funding Requirements. Client covenants to use its best efforts to comply with all material grant and funding requirements, including record keeping, reporting, management and financial controls and policies and procedures.

- h. Chartering Authority Requirements. Client covenants to make good faith efforts to comply with all material requirements, including policies and procedures, of the Chartering Authority to the extent applicable to the Client.
- i. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: Human Resources, Payroll Administration, Internal Financial Controls, Accounts Payable and other disbursements and, if applicable, competitive bid procedures for vendors.
- j. Insurance. Client will obtain and maintain customary and reasonable general liability coverage for its facilities and operations. ExED shall be entitled to request evidence of such coverage.
- k. Notice and Information. Client covenants that it will provide ExED with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client's books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by any governmental authority other than Client, to the extent permitted by law. Client will provide ExED promptly with copies of every report, including any schedules or exhibits, provided to any governmental agency.
- l. Designation of ExED. Client hereby designates employees and subconsultants of ExED whose duties require access to Confidential Information, including personnel and student information, as having a legitimate educational interest under FERPA.
- m. Protection of Proprietary Property of ExED. Client shall maintain the confidentiality of all Proprietary Property of ExED and shall not divulge such information to any third parties both during the term of this Agreement and after its termination except (i) as may be necessary for the discharge of its obligations under this Agreement, and (ii) as required by law. Client shall take reasonable precautions against disclosure of any Proprietary Property of ExED to any unauthorized person by any of its officers, directors, employees or agents. Client shall not directly or indirectly, without the express prior written permission of ExED, use the Proprietary Property of ExED for any purpose except to the limited extent necessary for the conduct of its operations in accordance with this Agreement. Upon termination of this Agreement for any reason, Client shall cease all use of Proprietary Property of ExED and shall return to ExED all manifestations and copies thereof in Client's possession or control.

- n. Integrity and Financial Responsibility. Client will act with integrity and alert the management of ExED to any fraudulent activity which is reasonably related to the Services as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that ExED's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets and maintaining a positive variance to budget throughout the year to the extent feasible.

6. **REPRESENTATIONS AND WARRANTIES OF CLIENT**

- a. Organization of Client. Client is a California nonprofit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and eligible for determination as a tax-exempt organization which has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as they are now being conducted.
- b. Corporate Power and Authorization. Client has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by Client have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by Client and constitutes the valid and legally binding obligation of Client enforceable in accordance with its terms and conditions. Client need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency in order to consummate the transactions contemplated by this Agreement.
- c. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which Client is subject or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which Client is a party or by which it is bound or to which any of its assets is subject.

7. **REPRESENTATIONS AND WARRANTIES OF ExED**

- a. Corporate Power and Authorization. ExED has full corporate power and authority to execute and deliver this Agreement and to perform its

obligations hereunder. The execution, delivery and performance of this Agreement by ExED have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by ExED and constitutes the valid and legally binding obligation of ExED enforceable in accordance with its terms and conditions. ExED need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency in order to consummate the transactions contemplated by this Agreement.

- b. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which ExED is subject or any provision of its Articles of Incorporation or Bylaws or (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which ExED is a party or by which it is bound or to which any of its assets is subject.
- c. Insurance and Bonding. ExED will obtain and maintain customary and reasonable comprehensive general liability insurance and errors and omissions insurance appropriate to its business under this Agreement and its school-site employees will be covered under ExED's Crime coverage for employee dishonesty.
- d. No Duty to Monitor Compliance with Obligations. In the course of its work, and consistent with Client's obligations hereunder, ExED may become aware of instances of non-compliance by Client with its own policies, procedures or other obligations described in Section 5 of this Agreement. ExED may bring such failures to the attention of the point of contact or chief executive officer or the presiding officer of the governing body of the Client, but shall have no obligation to do so, unless the failure directly and materially affects ExED's ability to carry out its obligations under this Agreement or is the basis for termination of the Agreement for cause.
- e. Confidentiality. ExED shall keep all Confidential Information made available to it under this Agreement confidential to the extent required by law; provided that nothing herein shall be construed as restricting ExED in performing the Services, which require routine disclosure of such information to auditors, regulatory agencies, insurance carriers, and providers, and the Client. With the Client's consent, ExED will provide

financial references upon request by certification organizations, financial institutions, and potential grantors. Confidential Information shall be handled by ExED, its employees and consultants, in accordance with the following “Standard Conditions”:

- (i) ExED shall not use the Confidential Information disclosed by the Client pursuant to this Agreement for any purpose other than carrying out its obligations under this Agreement. ExED shall maintain reasonable security measures to safeguard the Confidential Information.
- (ii) ExED shall not disclose information from the Confidential Information to any third party except as authorized by Client.
- (iii) ExED shall destroy the Confidential Information in its possession when no longer needed to carry out the purposes of this Agreement. To the extent such Confidential Information resides only on equipment or in files owned or controlled by ExED, upon termination of this Agreement, ExED shall provide copies to Client at Client’s expense. ExED shall require its employees and subconsultants to agree to comply with these Standard Conditions for the handling of Confidential Information.

f. Limited Services Warranty. ExED represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

- (i) Disclaimer of all Other Warranties.

THERE ARE NO WARRANTIES THAT EXTEND BEYOND THE FACE HEREOF. ExED DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

- (ii) Limited Remedy. Client’s exclusive remedy for defective Services – upon ExED’s confirmation of the defect after receiving notice of a claimed defect from Client – is re-performance of the Services by ExED at ExED’s expense.

- (iii) Limitation of Liability. EVEN IF ExED CANNOT OR DOES NOT RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, ExED'S ENTIRE LIABILITY SHALL IN NO EVENT EXCEED \$60,000. ExED HAS NO LIABILITY FOR GENERAL, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES ARISING FROM A DEFECT IN ANY SERVICES.
- (iv) Allocation of Risk. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any defective Services between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of the risk.

- g. Warranty Exclusion ExED MAKES NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, REGARDING THIRD PARTY SOFTWARE OR HARDWARE. ExED DOES NOT HAVE RESPONSIBILITY FOR CLIENT DATA.
- h. Limited Liability. EXCEPT FOR FAILURE TO COMPLY WITH THE PROPRIETARY RIGHTS PROVISIONS CONTAINED IN THIS AGREEMENT:

IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OR INJURIES TO EARNINGS, PROFITS OR GOODWILL, OR FOR ANY INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY PERSON OR ENTITY WHETHER ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE.

## 8. INDEMNITIES.

Client and ExED indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage,



including reasonable attorneys' fees, attributable to their actions and omissions under this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

9. **TERM AND TERMINATION EXPIRATION.**

This Agreement shall continue in full force and effect from July 1, 2017, until June 30, 2018.

- a. Termination for Uncured Breach. If either party to this Agreement materially defaults in the performance of any of the terms of this Agreement, the non-defaulting party may terminate this Agreement by providing written notice of termination to the defaulting party of the nature of the default or material breach of this Agreement and the termination shall be effective thirty days from receipt of notice unless the defaulting party cures such default within said thirty-day period.
- b. Insolvency. In the event that Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, ExED may terminate this Agreement upon written notice to Client.
- c. Other Rights. The rights of the parties to terminate this Agreement are not exclusive of any other rights and remedies available at law or in equity, and such rights are cumulative. The exercise of any right or remedy under this section 9 does not preclude the exercise of any other right or remedy.
- d. Termination for convenience. Either party may terminate this Agreement upon 30 days written notice to the other party, without cause. During the notice period, the parties shall cooperate to wind up and complete the pending work for the current month.
- e. Immediate termination for cause. ExED may immediately terminate this Agreement in the event it determines that it cannot provide the Services in a professional manner, due to the actions or inaction of the Client with respect to financial controls and management; in such event, ExED will cooperate with Client to transition its duties to Client personnel or another vendor.

10. **DISPUTE RESOLUTION.**

Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance

with the terms of this Section 10.

- a. Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – ExED and Client will submit the Dispute to non-binding mediation in Los Angeles. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below. Except as otherwise provided herein, arbitration shall be governed by the provisions of the California Code of Civil Procedure, commencing with Section 1280.
- b. Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator’s decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.
- c. Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution (“ADR”) firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. ExED and Client will each bear its own attorneys’ fees associated with the mediation and, if necessary, the arbitration. ExED and Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide. ExED and Client shall divide the amounts charged by the ADR firm equally.
- d. Equitable Relief and Indemnification. Each of the parties acknowledges and agrees that due to the unique nature of the Confidential Information and the Proprietary Information of ExED there can be no adequate remedy of law for any breach of its obligations to maintain the confidentiality and security of such information, and that any breach may allow the breaching party or third parties to unfairly compete with the non-breaching party resulting in irreparable harm to the non-breaching party that cannot be adequately compensated for through damages. Therefore, notwithstanding the foregoing provisions of this Section 10, upon any such breach or any threat thereof, the non-breaching party

may, at its option, seek temporary, preliminary, and permanent injunctive relief and to be indemnified by the breaching party from any loss or harm, including without limitation, actual attorney fees, in connection with any breach or enforcement of the breaching party's obligations to keep the non-breaching party's information confidential and secure, or the unauthorized use or release of any such proprietary or confidential information. Each party will notify the other party in writing immediately upon the occurrence of any unauthorized release or other breach of which it is aware. The obligations of the parties under this paragraph shall survive the expiration or termination for any reason of this Agreement.

- e. Limitation on Actions. Any Dispute either party may have against the other with respect to this Agreement must be brought within two years after the cause of action arises. This Section 10 shall survive the expiration or termination for any reason of this Agreement.

## 11. **GENERAL.**

- a. Entire Agreement. This Agreement sets forth the entire agreement between the parties hereto, fully supersedes any and all prior agreements or understandings pertaining to the subject matter hereof and no change in, modification of or addition, amendment or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by each and all of the parties hereto subsequent to the execution of this Agreement.
- b. Waiver in Writing. During the term of this Agreement, neither party shall be deemed to have waived any right, power or privilege under this Agreement or any provision thereof unless such waiver shall have been duly executed in writing and acknowledged by the party to be charged with such waiver.
- c. No Implied Waiver. The failure of any party to act or exercise its rights hereunder upon the breach of any of the terms or conditions hereof shall not be construed as a waiver of such breach, nor shall it prevent such party from hereafter enforcing strict compliance with any and all of the terms and conditions herein set forth.
- d. Communications. Any notice or other communication required by, or permitted to be made by or given to, either party pursuant to this Agreement shall be sent to such party by registered, certified or express mail, postage prepaid or prepaid courier service, addressed to such party at its address set forth below, or to such other addresses as such party

shall designate by written notice given to the other party, and shall be deemed to have been made, given or provided on the date of receipt.

Client: 9400 Remick Ave  
Pacoima, CA 91331  
E-mail: [ykingberg@ypics.org](mailto:ykingberg@ypics.org)

ExED: 11858 La Grange Avenue 2<sup>nd</sup> Floor  
Los Angeles, CA 90025  
E-mail: [tanderson@exed.net](mailto:tanderson@exed.net)

- e. Applicable Law. This Agreement shall be construed, and the legal relations between the parties hereto shall be determined, in accordance with the laws of the State of California, provided, however, that any provision of this Agreement which may be prohibited by or otherwise held invalid under such laws shall be ineffective only to the extent of such prohibition or invalidity and shall not invalidate or otherwise render ineffective any or all of the remaining provisions of this Agreement.
- f. Assignment; Successors. This Agreement is personal, being entered into in reliance upon and in consideration of the skill, qualifications and representations of, and trust and confidence reposed in, ExED and its employees and its selected subconsultants. Accordingly, neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.
- g. Force Majeure. Neither party shall be liable for any delay or failure in its performance of any of the acts required by this Agreement when such delay or failure arises from circumstances beyond the control and without the fault or negligence of such party. Such causes may include, without limitation, acts of God, acts of public enemies, acts of civil or military authority, labor disputes, material or component shortages, embargoes, rationing, quarantines, blockades, sabotage, utility or communication failures or delays, earthquakes, fire, flood, epidemics, riots or strikes. The time for performance of any act delayed by any such event may be postponed for a period equal to the period of such delay.
- h. Publicity. Client agrees to act as a reference for ExED with respect to the Services upon ExED's reasonable request. ExED may issue press releases or identify Client in marketing materials provided that all

references to Client are fair, accurate and not misleading. ExED will notify Client prior to such use.

- i. Headings. The headings of the several articles and sections are inserted for convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of this Agreement.

IN WITNESS WHEREOF, the parties hereto execute this Agreement in counterparts as of the Effective Date through duly authorized representatives.

**CLIENT:**

By: \_\_\_\_\_ Dated: \_\_\_\_\_,

Name: Yvette King-Berg

Title: Executive Director

**ExED:**

By: \_\_\_\_\_ Dated: \_\_\_\_\_,

Name: Tait G. Anderson

Title: Executive Vice President

## **SCHEDULE A:**

### **SUMMARY OF BASIC SERVICES TO BE PERFORMED BY EXED**

#### **1) Budgeting and Forecasting**

##### A) Budget Development

- 1) Work with Client administrators to develop annual budget for subsequent fiscal year beginning in March of each year for approval by Client's governing board no later than June 30<sup>th</sup>. The budget will be aligned with State Standardized Account Code structure per mandate. The budget will be for the overall organization and will include an annual budget, monthly cash flow for five years, and multi-year projections for the next five years.

##### B) Final Operating Budget

- 1) Upon the approval of the State Budget, ExED will work with Client administrators to perform any needed revisions to the Budget to reflect legislation adopted. Revisions will be kept to a minimum and forwarded to Client's governing body for approval.

##### C) Additional Budget Versions

- 1) As requested by the Client for its charter petition renewal with authorizer, ExED will prepare the budget to be submitted with the petition.
- 2) As needed for other purposes including State Budget uncertainty, facility projects, new charter school petitions, and loan applications, ExED will prepare alternate budget scenarios for the Client. Extensive budget models may require an additional fee.

##### D) Cash Flow Forecast

- 1) ExED will prepare a cash flow forecast monthly throughout the year as part of the monthly financial report presented to the Client.

##### E) Budget & Deferral Monitoring

- 1) ExED will closely monitor changes to the State Budget revenues and deferral schedule as they change during budget season and throughout the year. ExED will analyze these changes and the impact on charter school finance.

#### **2) Financial Management and Reporting**

##### A) Standard Financial Reports

- 1) Prepare and email and/or make electronically available Standard Financial Reports, or subset of Standard Financial Reports approved by Client Administrator, to Client Administrator monthly by the 10<sup>th</sup> of the month following month end reconciliation. For example, financial reports for September will be available by November 10<sup>th</sup>.
- 2) Standard Financial Reports include:

- (a) Financial Dashboard (excluded from July Financial Package)
  - (b) Monthly Forecast (excluded from July Financial Package)
  - (c) Financial Analysis (excluded from July Financial Package)
  - (d) Income Statement
  - (e) Balance Sheet
  - (f) Statement of Cash Flows
  - (g) Check Register
  - (h) General Ledger
- B) Financial Dashboard
- 1) Prepare a dashboard which displays key indicators of financial health – income statement summary with variances and forecast, cash flow charts with actuals and forecast for the year, ADA chart with actuals and forecast, and balance sheet summary.
- C) Monthly Forecasting
- 1) ExED will analyze cash flow on a monthly basis and project out timing of revenue and expenses for the rest of the year. This tool will enable stakeholders to make timely decisions of expense reductions that may need to be made or additional revenue that could be spent. This tool ensures that the Executive Director or Principal can understand at any point in the year, what the end of the year is expected to look like financially.
- D) Financial Analysis
- 1) ExED will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow. As it relates to Standard Financial Reports, any unusual items and/or unfavorable trends identified by ExED will be reported to the Client at that time.
- E) Client & Board Meetings
- 1) At a minimum once every quarter, ExED shall prepare and review Client’s financials with Client Administrator.
  - 2) Prepare and present Client’s financial health to the governing body as appropriate, but no less than once every quarter, and including special Board meetings.
  - 3) Prepare and present Client’s financial reports to Finance Committees as appropriate.
  - 4) Present annual audit to Audit Committee as appropriate.
- F) Charter School Authorizer Financial Reporting
- 1) Complete and submit all financial reporting required to charter school authorizer including First Interim, Second Interim, Unaudited Actuals, and Preliminary Budget as required by any mandated due dates.
- G) Facility Financing Reporting
- 1) As appropriate, ExED will prepare necessary facility financing reports and attend facility financing meetings. Extensive facility financing reports may require an additional fee.



### 3) Accounting and Bookkeeping Services

- A) General Ledger Maintenance
  - 1) Establish and maintain Client's general ledger per the State Standardized Account Code Structure. ExED will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance.
- B) Bookkeeping
  - 1) Record all transactions into accounting system with appropriate coding to enable the required reporting.
- C) Balance Sheet Reconciliation
  - 1) Perform monthly reconciliation of all bank statements. Quarterly perform reconciliation of remaining balance sheet accounts: Prepaid/Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and any Other Asset or Liability Item. Perform monthly depreciation and valuation analysis and update asset values for items such as property, equipment, and furniture.
- D) Accounts Payable
  - 1) Process vendor invoices for payments, including: verify approval of payment, determine cash flow availability, verify non-duplication of payment, log appropriate accounting entries, produce check payments, and verify check security. ExED will process vendor invoices approved for payment on a schedule to be determined in consultation with the Client. At a minimum, ExED will process vendor invoices once per week. Any discrepancies will be reported to the Client within three business days of ExED becoming aware of the discrepancy.
    - (a) Rush Checks: The Client will be allowed one rush check a month. After that, the Client will be charged a fee of twenty dollars (\$20.00) per rushed check that is the fault of the Client (e.g., invoices held up at the Client site). The Client will also be charged the cost of delivery, if applicable.
  - 2) Complete 1099s for independent contractors.
- E) Accounts Receivable
  - 1) Monitor receipt of revenue to ensure the Client receives all entitlements. Perform collection activities to receive past due funding from government agencies, not including initiation of legal proceedings.
- F) Audit Preparation
  - 1) Collect all information required by auditors (e.g., loan documentation, grant award letters, building leases, copier leases, attendance, National School Lunch Program, public grant documentation, school board minutes, internal control questionnaires, etc.).
  - 2) Prepare required schedules (e.g., accrual worksheet, fixed asset ledger, balance sheet account detail, etc.).
  - 3) Serve as the point of contact for all communication with the auditors

regarding financial data maintained by ExED.

- 4) Prepare and collect required information for auditor to complete the 990 tax return.
  - 5) Work and meet with Client's Audit Committee as needed.
- G) Training
- 1) Train Client personnel on accounting and internal control procedures.

#### **4) Cash Management**

- A) Cash Position Reports
- 1) Prepare and distribute weekly cash position report to the Client. The cash position report summarizes current book balance and details checks cut by ExED in last week, outstanding checks that have not cleared the bank, upcoming items such as payroll, and any unpaid bills.
  - 2) As needed, cash position report will include a detailed forecast for the next 30-60 days for cash flow analysis.
- B) Loans & Lines of Credit
- 1) Analyze future cash flow needs that may require loan or line of credit.
  - 2) Prepare applications for new and/or renewal of loans or lines of credit.
  - 3) Present loans or lines of credit to board and obtain board resolutions as needed.
- C) State Revenue Deferral Exemption Applications
- 1) Analyze future cash flow and determine whether the Client needs to apply for exemption from upcoming deferrals when available. Prepare and complete applications for deferral exemptions.
- D) Manage timing of invoice payment.
- E) Plan and manage payment of outstanding debt.

#### **5) Payroll Processing and Retirement Reporting**

- A) Payroll Processing
- 1) Maintain employee information related to payroll processing within the Paycom software based on information Client has submitted to ExED.
  - 2) Notify Client if Client does not have sufficient funds to cover its payroll amounts, taxes, processing charges and fees in Client's designated Demand Deposit Account, on or before 1:30 p.m., Central Time, based on one of the following schedules: Three (3) banking days prior to each check date, unless the check date is on a Saturday, Sunday, or bank holiday, in which case four (4) banking days prior to check date.
  - 3) Maintain within Paycom software non-tax payment information, such as voluntary deductions and garnishments, which accurately reflect the data the Client has submitted to ExED.
  - 4) Assist Client in instructing the Bank holding the Client's Demand Deposit Account to honor the charges as initiated from time to time by Paycom.

- 5) Regular Payroll Schedules: ExED will provide the Client a payroll schedule for the calendar year which includes accrual period and deadlines for ExED to receive from the Client the following information: new hire documentation, personnel change forms and payroll time data for each respective pay period. The Client is responsible to submit all information by the deadlines established per Client's payroll schedule.
- 6) Supplemental Payroll Schedules: For all supplemental payroll schedules requested by the Client, ExED will charge Client at the following rates (note: Client may incur charges from Paycom in addition to ExED charges outlined below):
  - (a) Late Submission/Unexpected Payroll Schedules: The Client will be charged a fee of twenty dollars (\$20.00) per check. Such supplemental checks include, but are not limited to:
    - (i) Late Submission of Payroll Data: If the Client submits late payroll information and specifically requests checks be processed as a supplemental run;
    - (ii) Supplemental Checks Regarding Terminating Employees:
      - (i) Involuntary Termination by the Client: California law generally requires an employee who is being terminated to receive a check upon exit from the Client. If the Client anticipates an employee termination, the Client is expected to communicate with ExED's payroll department as soon as it becomes aware of the termination and work together to get the check to the Client as expeditiously as possible.
      - (ii) Voluntary Termination by Employee: California law generally requires an employee to be paid within 72 hours of terminating. The Client is expected to provide payroll information to ExED's payroll department immediately upon notification of a terminating employee.
    - (iii) Supplemental Checks Regarding Employees Going on Family/Maternity Leave or Family Medical Leave: The Client is expected to communicate with ExED's payroll department as soon as it becomes aware that an employee is going on family/maternity leave or leave that falls under the Family and Medical Leave Act.
  - (b) Scheduled Bonus/Stipend Supplemental Runs: When a bonus/stipend payroll is agreed upon in advance and ExED is given sufficient lead time to prepare, the Client will not be charged. If the Client requires a quick turnaround (less than 72 hours), ExED will charge the Client twenty dollars (\$20.00) per check.
  - (c) Unscheduled/Emergency Supplemental Runs: When a special check is requested without advance notice and preparation time, the Client will be charged twenty dollars (\$20.00) per check.
- 7) File and deposit Client's State Unemployment taxes and quarterly returns associated with payrolls processed through Paycom.

- 8) If Client is closed for school break and cannot receive payroll package, Client can approve payroll package to be mailed to ExED. ExED will deliver the payroll package to Client at the next scheduled school meeting. At Client's direction and Client's expense, ExED can mail out each individual employee's paystub.
- B) Retirement Reporting
- 1) STRS/PERS - ExED will timely submit monthly the required information to the local county office of education or the designated 3<sup>rd</sup> party administrator. The retirement division at the county office of education will then forward the information to CalSTRS/CalPERS. ExED will coordinate remittance of STRS/PERS contributions with the county office of education accounting department via check, ACH or debit from Client's apportionment account.
  - 2) 403B – ExED will process appropriate deductions for employees upon receipt of appropriate paperwork from the Client. ExED will submit payment to the applicable retirement company based on Client payroll schedule.
- C) Personnel
- 1) Assist Client in developing sound procedures for management of employee records.
  - 2) Assist Client in completing unemployment insurance claims and workers' compensation audits.
  - 3) If applicable, process and report on summer savings.

## 6) Compliance and Data Management Services

- A) Attendance Reporting
- 1) Prepare PENSEC 20-Day, P-1, P-2, and Annual attendance reports from Client-provided records, and submit to the chartering agency as required.
  - 2) Prepare and submit monthly statistical and classification attendance reports, if required by chartering agency.
  - 3) Attendance Reporting Revisions: All attendance reporting revisions identified by ExED and/or the Client will be charged at the following rates:
    - (i) The Client will be charged a fee of one-hundred dollars (\$100.00) if any of the period reports (i.e., P-1, P-2, or Annual) need to be revised. Such revisions include, but are not limited to: The Client submits attendance documentation that indicates changes made to a prior month(s) or specifically requests that prior month(s) be amended as a result of errors located in the source documentation and/or Student Information System maintained by the Client.
- B) Categorical Funding Applications
- 1) Prepare funding applications for funding sources identified in Client's Budget. This includes the following (if applicable): Consolidated

Application, Title III consortia, the Annual Funding Survey, the PENSEC Report for new/expanding schools, SB 740 Facility Grant Program, and the Facilities Incentive Grant, if the Client is eligible and requests that ExED complete the application.

- 2) Assist with budget/financial sections of Public Charter Schools Grant Program (PCSGP) and other grant applications, if applicable.
  - 3) In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes ExED to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
  - 4) While ExED may suggest funding sources and opportunities, Client shall be responsible for identifying those it wishes to pursue.
- C) Compliance and Fiscal Reporting
- 1) Prepare preliminary Budget report and submit to chartering agency in required format.
  - 2) Twice a year, prepare Interim Financial Reports and submit to chartering agency in required format.
  - 3) Annually, prepare the Unaudited Actuals Report and submit to the chartering agency in required format.
  - 4) Provide Local Control Funding Formula (LCFF) funding numbers (LCFF Base Revenue, LCFF Supplemental and Concentration, and Minimum Proportionality Percentage) required for Local Control and Accountability Plan (LCAP). Assist with budget estimates related to the actions and services included in LCAP.
  - 5) Prepare and disseminate fiscal reports to lenders and creditors as appropriate.
  - 6) Prepare and submit federal reporting as appropriate.
  - 7) Prepare and submit Title I, II, III and V reporting as appropriate.
  - 8) Prepare Semiannual Certifications and/or Personnel Activity Reports to account for salaries paid for with federal funds.
  - 9) If appropriate, complete After School Educational & Safety program reporting.
  - 10) Prepare per pupil expenditure section of the School Accountability Report Card (SARC).
  - 11) Prepare school expenditure section of the Civil Rights Data Collection.
- D) Nutrition Claims Reporting
- 1) Prepare monthly claim information for National School Lunch Program, as appropriate, and transfer information into Child Nutrition Information and Payment System (CNIPS). Client reviews and submits monthly claim information in CNIPS.
  - 2) Prepare and submit year-end Cost and Revenue reporting.
  - 3) Provide assistance in preparing for financial components of the School Nutrition Program administrative review.

## 7) Meetings and Trainings

- A) Office Manager Meetings & Document Delivery
  - 1) ExED will coordinate with the Client to arrange for how inter-office communication will be delivered to ExED.
- B) Annual ExED Business of Charter Schools Meeting
  - 1) ExED provides an annual meeting to provide an update of State Budget and share best practices for school operations related to internal controls, compliance (e.g., attendance and nutrition reporting), payroll, and other procedures and policies to prepare the Client for the upcoming school year.
- C) Office Manager and other Staff Trainings
  - 1) ExED provides initial and ongoing training as needed to the Office Manager and other Client staff regarding proper internal controls, ExED and Client procedures and policies, and systems or software ExED may employ to serve the Client.
- D) Finance Committee Guidance
  - 1) ExED provides guidance to Client's governing body and Committee members on best practices to monitor financial reports.
- E) Community Meetings
  - 1) ExED attends meetings with teachers and/or parents of the Client community as appropriate regarding the budget and related financial issues.
- F) Principal/Executive Director Meeting
  - 1) ExED's Team Leader meets regularly with Client's Principal and/or Executive Director to discuss the latest forecast and financial report and any other outstanding issues or concerns. Provides coaching on best practices to monitor Client's finances.
- G) Charter Authorizer Meetings
  - 1) ExED prepares required materials for and attends authorizer fiscal visits.
  - 2) ExED attends charter renewal meetings and hearings as needed. Any air-travel or overnight lodging expenses for ExED staff associated with these meetings will be the responsibility of the Client. Any ExED travel will be pre-approved by the Client.
- H) WASC Review
  - 1) Prepare fiscal materials for and attend WASC review meetings as needed.
- I) Other Meetings
  - 1) As needed ExED meets with landlords, banks, brokers, vendors, etc. to assist the Client.
  - 2) As needed, ExED meets with county office of education regarding retirement reporting.

## 8) Other Support Systems, Tools, and Services

- A) myExED Portal
  - 1) Provide secure access to myExED Portal (myexed.org) for relevant Client staff to access ExED applications and exchange necessary information.
  - 2) From within the myExED Portal, ExED will provide select Client staff access to various applications, including but not limited to the following:
    - (a) ExED Marketplace (powered by SpendBridge)
    - (b) ExED FileShare (powered by Box)
    - (c) ExED Financials (powered by QlikView)
- B) Compliance Calendar and Newsletter
  - 1) Distribute a monthly newsletter (ExED Monthly) which summarizes important information regarding compliance related deadlines and news.
- C) Facility Financing
  - 1) If appropriate, assist the Client in securing facility financing.
- D) Policies and Internal Controls
  - 1) Provide suggested policies and procedures for proper internal controls.
  - 2) Provide sample 990 policies including conflict of interest.
- E) Vendor Support
  - 1) Provide charter school industry vendor list.
  - 2) Provide annual insurance renewal support.
- F) Other Audits/Reporting
  - 1) Prepare for other audits as appropriate including Workers Compensation, Special Education, After School Education & Safety, Federal Single audit, Office of Inspector General, IRS, etc.
  - 2) As appropriate, file property tax exemptions and provide sales and use tax reporting.

## 9) Infrastructure Set-Up (if applicable)

- A) County Office of Education Set-up
  - 1) Complete Charter School Application and collect all required documentation to submit to local county office of education. This includes collecting documentation for charter and employer tax status, drafting fiscal resolutions of Client's governing body, and completing authorization forms.
  - 2) Work with county office of education to set up the charter school as a pass through district and establish funding stream from District and the State.
- B) Revenue Enhancement Services
  - 1) Assist in preparing Child Nutrition Application. Client is responsible for submitting.
  - 2) Prepare the Charter School Funding Survey and submit it by the required deadline.
- C) Human Resources
  - 1) Apply for state employer identification numbers through the Employment

Development Department.

D) Accounting System

- 1) Set up Chart of Accounts in line with State Accounting Code Structure.
- 2) Set up Internal Control Procedures and Fiscal Policies.

E) Technical Assistance

- 1) Provide advice and recommendations on issues that may impact the fiscal soundness of the school, such as growth, matriculation, etc.
- 2) Provide support for strategic planning issues.
- 1)



# Coversheet

## 2017 - 2018 ExED CALPADS Contract

**Section:** IV. CONSENT AGENDA ITEMS  
**Item:** D. 2017 - 2018 ExED CALPADS Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY17-18 EXED CALPADS Contract YPICS.pdf



## Schedule B:

### ADDITIONAL SERVICES SCOPE OF WORK TO BE PERFORMED BY EXED

This Schedule (the “Schedule”) is entered into as of the 30th day of June 2017 (the “Effective Date”). The Schedule outlines the additional services ExED will provide YPI Charter Schools, Inc (“Client”) as part of the Management and Accounting Services Agreement (the “Agreement”) that ExED and Client entered into on the 30th day of June 2017. The services identified in this Schedule include CALPADS Data Management and Data Reporting Support Services.

#### 1. DEFINITIONS

- a. “CALPADS” means the California Longitudinal Pupil Achievement Data System. CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.
- b. “CBEDS” means California Basic Educational Data System.
- c. All other defined terms used in this Schedule shall have the definitions stated in the Agreement.

#### 2. CALPADS DATA MANAGEMENT AND DATA REPORTING SERVICES

- a. ORIENTATION. Provide orientation to CALPADS Support Services.
  - (i) Discuss CALPADS reporting requirements related to school funding.
  - (ii) Review goals for ExED and Client.
  - (iii) Review responsibilities of ExED and Client.
  - (iv) Client Responsibility
    - (1) Provide ExED with appropriate access to its SIS application.
    - (2) Provide ExED with access to LEA Admin CALPADS account information. LEA Admin account is the master account and allows for the creation of users and resetting of passwords. Provide ExED with a second CALPADS account at the LEA level. An LEA level (or District level) account provides for the daily tasks and management of Client data.
    - (3) Provide ExED with Designated Point Person to facilitate requests for records verification in order to troubleshoot and clear errors in CALPADS data.

- (4) Client staff will not directly change CALPADS data without first communicating to and coordinating with ExED.
- b. TRAINING. ExED will train Client-identified staff responsible for SIS, CALPADS, and data management in the following areas:
- (i) Review data elements specific to CALPADS including Students, Staff, Course creation, and Attendance.
  - (ii) Facilitate troubleshooting in SIS on issues specific to CALPADS.
  - (iii) Provide support via email, phone, remote assistance, and in-person visits on issues specific to CALPADS.
    - (1) Phone support will be available during normal business hours.
    - (2) Email requests can be directed to ExED at [compliance@exed.net](mailto:compliance@exed.net).
- c. DATA INTEGRITY. Assess and support data integrity for CALPADS-related data elements. ExED will:
- (i) Evaluate current processes to collect, enter and maintain required data elements and offer guidelines for collecting and populating data to meet requirements.
  - (ii) Create and/or locate Statewide Student Identifiers (“SSIDs”) for new students enrolling at Client. ExED will complete this process as part of monthly attendance reporting.
  - (iii) Identify and communicate to Client any conflicting, missing and/or required data so as to comply with the CALPADS certification process. ExED will provide timelines, guidance, and instructions to Client to address missing and/or required data.
  - (iv) ExED recognizes that data integrity originates from various media. See the Enhanced Support Services for additional evaluative and planning services of school data collection processes.
  - (v) Support End of Year / Beginning of Year Rollover
    - (1) Assist in managing the rollover process in SIS for 2017-2018.
    - (2) Set up new academic terms in SIS and instruct Client on calendar set up or facilitate communication with SIS vendor for troubleshooting
  - (vi) Client responsibility.
    - (1) **Client is responsible for the integrity of their data.**
    - (2) Provide an overview to ExED of Client’s data management structure and current processes for the collection, validation, and reporting of data.

- (3) Provide time for the appropriate staff to meet to review processes with ExED.
- (4) For all students who enroll and exit Client, Client is responsible to ensure enrollment is entered in the SIS in the correct grade-level within the first attendance reporting cycle of student's enrollment.
- (5) Client is responsible to notify ExED if enrolled students have a mid-year grade-level change once enrolled.
- (6) Client is responsible to notify District of Residence of exited student pursuant to Ed Code §47605(d)(3).
- (7) Client is responsible for completing any missing data and/or required data and entering the relevant data into Client's SIS or data entry templates for set up of Client's SIS system.
- (8) Client is responsible for follow-up with any data discrepancies and notifying ExED once resolved.
- (9) Client will provide ExED 2017-2018 academic year dates.
- (10) Client will provide ExED next year school and next year grade information for returning students, including any retained students as required in their SIS.
- (11) Client will identify and transfer out non-returning students.

d. DATA VALIDATION & CERTIFICATION. ExED will:

- (i) Validate and extract data from SIS and upload, review, and certify data in CALPADS as required, including:
  - (1) Prepare and certify Fall 1 data.
  - (2) Prepare and certify Fall 2 data.
  - (3) Prepare and certify End of Year 1 data (as applicable)
  - (4) Prepare and certify End of Year 2 data.
  - (5) Prepare and certify End of Year 3 data.
  - (6) Provide comprehensive analysis and review of CALPADS data entered into Client SIS.
  - (7) Secure Client sign-off and approval of CALPADS data prior to submitting for final certification.
  - (8) Manage CALPADS anomalies, including Multiple Identifiers (MID), Exit Reason Discrepancy (ERD), and Concurrent Enrollments (CCE), within the threshold given by CALPADS for successful certification.
  - (9) Provide error-free Certification Reports and summarize key data certified in CALPADS.

- (10) If Client requests CALPADS amendment window is utilized, ExED has the right to charge an additional fee. ExED will notify Client of the additional fees prior to beginning work.
    - (ii) **Data accuracy remains the responsibility of Client and is acknowledged upon signature of summary data provided by ExED.**
  - e. COMMUNICATION. Measure and report progress. ExED will:
    - (i) Summarize key data certified in CALPADS to Client’s leaders via Capstone meetings, as agreed upon
    - (ii) Navigate complex CALPADS demands and stay up to date on frequently changing requirements.
  - f. ADDITIONAL REPORTING SUPPORT. ExED will:
    - (i) Provide support and guidance on reporting California Basic Educational Data System (“CBEDS”) data out of SIS.
      - (1) Troubleshoot any issues with CBEDS extracts/data.
      - (2) Identify any discrepancies and anomalies with the CBEDS data in SIS.
      - (3) Provide comprehensive analysis and review of CBEDS data entered into Client SIS.
      - (4) Secure Client sign-off and approval of CBEDS data prior to final submission.
    - (ii) Client Responsibility.
      - (1) Client will provide CBEDS-ORA login information to ExED as requested and within the timeframe established in the request.
- 3. **OPTIONAL ENHANCED SUPPORT SERVICES:**
  - a. See section “Optional Enhanced Support Services” at the end of Schedule for a description of additional services that are available to Client.
  - b. ExED will provide a summary of services to be provided and Client will agree to proposed services and hourly rate prior to ExED performing any of the Enhanced Support Services.
- 4. **PAYMENT AND TERMS**
  - a. Fees and Charges.

- (i) CALPADS Data Management and Data Reporting Support Services
  - (1) Rate. Client will pay ExED a flat fee of \$24,480 for the 2017-18 school year for the CALPADS Data Management and Data Reporting Support Services and reimburse ExED for its actual, reasonable out-of-pocket expenses incurred in providing the services. These out-of-pocket expenses will not exceed \$100 per month without written authorization from Client.
  - (2) Invoicing. ExED will invoice Client \$2,040.00 monthly from July 1st, 2017, through June 30, 2018, as well as for out-of-pocket expenses incurred not to exceed \$100 per month without written authorization from Client. ExED will automatically prepare a check on a monthly basis for ExED payment for execution by the person authorized by Client to execute such checks.
- (ii) Optional Enhanced Support Services
  - (1) Rate. Client will pay ExED \$115.00 per hour for the Enhanced Support Services it requests and approves and will reimburse ExED for its actual, reasonable out-of-pocket expenses incurred in providing the services. The time ExED staff spends driving to/from Client to perform the Enhanced Support Services will be included in ExED's hourly fees.
  - (2) Invoicing. ExED will invoice Client monthly for the Enhanced Support services provided and out-of-pocket expenses incurred. ExED will automatically prepare a check on a monthly basis for ExED payment for execution by the person authorized by Client to execute such checks.

5. **CONFIDENTIALITY**

- a. ExED will directly access Client's SIS system and will extract data required for CALPADS reporting. Such information shall be considered Confidential Information to the extent it contains any personally-identifiable information under FERPA.
- b. ExED will directly access student information using SIS as licensed to Client, and provide user technical support as well as develop reports, as reasonably requested by Client. Such information shall be considered Confidential Information to the extent it contains any personally-identifiable information under FERPA.
- c. ExED will directly access information regarding eligibility for student participation in free and reduced price meals programs. Such information shall be considered Confidential Information to the extent it contains any personally-identifiable information under FERPA.
- d. ExED will utilize software systems such as Citrix ShareFile and/or Box to share confidential student and staff information via a secured system rather than via individual emails.

## 6. **THE CLIENT'S OBLIGATIONS.**

- a. **Authorized Personnel.** The governing body of Client may identify to ExED, in writing, the Client Administrator and other staff member(s) authorized to work with ExED with respect to: CALPADS, SIS, and data management services. In the absence of such designated persons, ExED shall be authorized to communicate with the chief executive officer and the presiding officer of the governing body of Client.
- b. **Principal Contact.** The governing body of Client may also identify, in writing to ExED, its key or principal contact, if other than the authorized Client Administrator, who is authorized to receive and disclose Confidential Information and approve CALPADS submissions; as well as an alternate contact in the event Client Administrator cannot or should not serve as Client's contact due to conflict or suspected misconduct. In the absence of such designated persons, the chief executive officer and the presiding officer of the governing body of Client shall have such authority.
- c. **Access to State Systems.** Client is responsible for maintaining master accounts with associated usernames and passwords for accessing the CALPADS state system, the CBEDS online reporting system, and any 3rd party assessment systems (e.g. CAASPP/TOMS).
- d. **SIS Records.** Client will maintain all data records in SIS. Client is responsible for maintaining the accuracy of Client's data records, correcting data errors, and entering new or corrected data. Client is solely responsible to ensure the accuracy of the data it provides to ExED or that is maintained in Client's SIS database. ExED has no responsibility to independently confirm the accuracy of the data it receives from Client or that is maintained in Client's SIS database. ExED will advise Client of the data to be corrected so as to comply with the CALPADS certification process and may provide data entry templates, but Client is responsible for correcting the errors or completing the missing data.
- e. **Coordination and Cooperation.** Client, the Client Administrator, authorized staff members and the principal contact will work closely and cooperatively with ExED to facilitate the effective performance and delivery of the Additional Services identified in this Schedule. Client will comply with and respond promptly to all reasonable requests of ExED to correct data errors and for information and documents from Client.

**If Client does not meet timelines that ExED has established for making data corrections required for CALPADS certification, ExED will not be responsible if Client is unable to certify or if Client certifies with inaccurate data.**

- f. **Client Policies and Procedures.** Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures for a charter school applicable to data management, including, but not limited to: attendance, eligibility for student participation in free and reduced price meals programs, and special education.

- g. Integrity. Client will act with integrity and alert the management of ExED to any fraudulent activity which is reasonably related to the Additional Services identified in this Schedule as soon as Client becomes aware, to the extent permitted by law. Client acknowledges that ExED's ability to provide these Additional Services is premised upon Client acting in a prudent manner.

7. **OTHER PROVISIONS**

- a. Other than the services outlined above in the section "Optional Enhanced Support Services" ExED is not responsible for any other activities, unless mutually agreed to in writing.
- b. All other terms, conditions, obligations, rights and provisions of the Agreement, including but not limited to limitation of liability and dispute resolution provisions, shall apply to all Additional Services identified in this Schedule.

8. **TERM AND TERMINATION EXPIRATION.**

This Schedule to provide Additional Services shall continue in full force and effect from July 1, 2017, until June 30, 2018.

Termination for convenience. Either party may terminate this Schedule upon 30 days written notice to the other party, without cause. During the notice period, the parties shall cooperate to wind up and complete the pending work for the current month.

- a. Immediate termination for cause. ExED may immediately terminate the services outlined in this Schedule in the event it determines that it cannot provide the Services in a professional manner due to the actions or inaction of Client with respect to data management; in such event, ExED will cooperate with Client to transition its duties to Client personnel or another vendor.

IN WITNESS WHEREOF, the parties hereto execute this Schedule in counterparts as of the Effective Date through duly authorized representatives.

**CLIENT:**

By: \_\_\_\_\_ Dated: \_\_\_\_\_,

Name: Yvette King-Berg

Title: Executive Director



**ExED:**

By: \_\_\_\_\_

Dated: \_\_\_\_\_,

Name: Tait G. Anderson

Title: Executive Vice President

**OPTIONAL ENHANCED SUPPORT SERVICES:**

Activity	ExED Responsibilities	Client Responsibilities
Understanding Your SIS	<ul style="list-style-type: none"> <li>• Provide additional training on the data fields and table structure in Client’s SIS</li> <li>• Define the key relationships between the data tables and the way the data is structured in the interface</li> </ul>	
Configuring Access and Security Setup in Your SIS	<ul style="list-style-type: none"> <li>• Facilitate with Client’s SIS vendor setting up the initial security configuration and training staff how to maintain system security going forward</li> <li>• Review with Client processes for ensuring personal privacy of information stored in Client’s SIS</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback on desired security setup by user group</li> <li>• Ensure staff roles and responsibilities are clearly delineated</li> </ul>
Scheduling	<ul style="list-style-type: none"> <li>• Assist with scheduling on an as needed basis</li> <li>• Evaluate the scheduling set up configuration for Client prior to the beginning of the year and provide recommendations on the overall scheduling approach</li> <li>• Help troubleshoot schedules and provide ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>• Inform ExED of any scheduling criteria that is relevant to the scheduling process and inform ExED of any process changes</li> </ul>
Generating Reports for Stakeholders	<ul style="list-style-type: none"> <li>• Teach appropriate Client staff how to view, extract, and modify student and school data</li> <li>• Show appropriate Client staff how to develop reports customized to Client’s needs</li> <li>• Train appropriate Client staff how to use special search functions and commands to effectively query Client’s SIS</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback on the types of data that needs to be commonly extracted</li> <li>• Provide feedback on the types of reports various stakeholders need</li> </ul>
Custom Screen and Custom Field Assistance	<ul style="list-style-type: none"> <li>• Perform needs assessment and review of how custom screens</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback on pain points with SIS</li> </ul>

Activity	ExED Responsibilities	Client Responsibilities
(as applicable to SIS)	<p>and/or fields are currently being used by Client</p> <ul style="list-style-type: none"> <li>• Provide recommendations on consolidating and restructuring how data elements are being collected by Client</li> <li>• Liaise with vendor as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback on current processes as they relate to the custom screens</li> <li>• Inform ExED of any new functionality or data requirements that need to be incorporated into the existing custom screens</li> </ul>
Setup and Support for Progress Reports and Report Cards	<ul style="list-style-type: none"> <li>• Provide basic maintenance and support for existing progress reports and report cards (Note: Any requests to create new progress reports/report cards will require a separate summary of work to be completed to define the scope of services to be provided).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ExED with an overview of Client’s grading practices and grading frequency</li> <li>• Liaise with teaching staff as necessary</li> </ul>
Local Data Requests	<ul style="list-style-type: none"> <li>• Review requirements of data request.</li> <li>• Identify ways to meet requirements and align with existing data management efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Merge data from other sources or systems, if necessary, with data extracted by ExED.</li> </ul>

# Coversheet

## Option 3 Websites Depot Contract

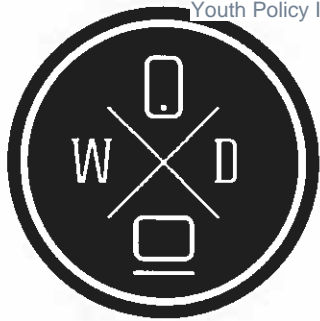
**Section:** IV. CONSENT AGENDA ITEMS  
**Item:** E. Option 3 Websites Depot Contract  
**Purpose:** Vote  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** COP - Websites Depot Proposal.pdf

### BACKGROUND:

A one-year master services agreement with ExEd, Inc., was approved by the Board of Directors on June 30, 2016. We have come to the end of the one-year contract and would like to renew for a consecutive one (1) year terms. This contract of \$215,685.00 reflects a 5% increase, 3% COLA and 2% enrollment, over the last contract rate.

### RECOMMENDATION:

It is recommended that the Board of Directors approve the extension of the master services agreement with ExED, Inc.



# WEBSITES DEPOT

SEO, MARKETING, WEB DESIGN & DEVELOPMENT

**Websites Depot Inc.**

4343 W. Sunset Blvd., 2nd Floor #201  
Los Angeles, CA 90029  
Tel.: 323-912-1105, Cell: 818-235-9440  
Fax: 818-804-3394, sales: 323-912-1125  
Email: [contact@websitesdepot.com](mailto:contact@websitesdepot.com)  
[www.websitesdepot.com](http://www.websitesdepot.com)

**Client: YPI Charter Schools**

Yesenia Zubia  
10660 White Oak  
Granada Hills, CA. 91344  
email: [dixon.deutsch@lausd.net](mailto:dixon.deutsch@lausd.net)  
url: [Charteroperatedprograms.com](http://Charteroperatedprograms.com)  
Tel.: (213) 241-5432

## Proposal / Agreement - Custom CMS Web Design

url: [Charteroperatedprograms.com](http://Charteroperatedprograms.com)

Date: 6/9/2017

*frained  
6/23/17 (93)*

### 1 Project description

- Custom CMS web design - (with a modern and professional look)
- One custom mock-up design concept and one revision.
- Logo to be provided by client. Logo creation is available for an additional fee
- 2 sets of site revisions until your final liking of the website, each revision set must be signed off by client
- Slideshow on the home page with custom designed graphics by us
- SEO Plugin or/and extension to be integrated with the website
- Responsive Design for mobile devices
- SEO Meta tags, xml site map creation, and submission to major search engines
- Job page creation
- Creation of backend Membership area
- Website Maintenance 5 hours per month for 24 months

### 2 Extras (included in the total price)

- Website Maintenance 5 hours per month for 24 months (\$8,000)
- 5 years of 3 Domian addresses (\$225)
- 5 Years of Hosting and SSL Certificate (\$500)
- 2 Additional sets of revisions (\$1,400)
- Upcoming Events Add-on (\$800)
- 30 pages of content creation (\$600)
- 30 Photos (\$60)
- 60 days warranty on all website functionality
- 30 days warranty on upgrades, plugins and security
- 3 consultations, one per each milestone (design concepts, revisions, final revision)



# WEBSITES DEPOT

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## SEO, MARKETING, WEB DESIGN & DEVELOPMENT

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### 3 Estimated Cost

**\$19,085**

Deposit 60% (payable prior to starting project)

**\$11,451**

Final payment after 1st revision, right before launch

**\$7,634**

If client is not delivering or responding with revisions or items from the check list, final payment will be required after 10 business days of inactivity from the due date of the project. Project will continue, but payment will be required prior to completion.

### 5 Estimated time of completion

After all of the items from the checklist are received by us

**6-8 Weeks**

1st-2nd Week: Mock-up and revisions

3rd-5th Week: Development of website

6th-8th Week: Website Revisions and final changes prior to launch

**Signing or making an initial payment, acknowledges an agreement to the terms specified under the attached document titled "Terms, Conditions, and Policies"**

**Websites Depot Inc.**

By Danny Star, CEO

**Ypi Charter Schools**

By ~~Yesenia Zubia~~

### **Websites Depot Inc. - Digital Agency**

4343 W. Sunset blvd., 2nd floor #201, Los Angeles, CA 90029

Tel.: 323-912-1105, Cell: 818-235-9440, Fax: 818-804-3394, Sales: 323-912-1125

email: [contact@websitesdepot.com](mailto:contact@websitesdepot.com)

[www.websitesdepot.com](http://www.websitesdepot.com)



# WEBSITES DEPOT

---

## SEO, MARKETING, WEB DESIGN & DEVELOPMENT

---

### Terms, Conditions, and Policies

#### PROJECT TIMELINE POLICY:

Due to the unique nature of each of our clients and their needs, we do not guarantee any exact deadline for completion of any clients' project. It's possible a project could take longer due to delays in feedback, complicated requests, receipt of required items, and so on. We will always aim to please and meet any desired deadlines. Communication is key in this process and we will always be happy to provide an ETA for completion or next steps.

#### TELECONFERENCES / MEETINGS / EMAIL COMMUNICATION

Your websites Depot Inc account executive is always available to meet with you in order to facilitate a smooth development process. However, for a timely delivery of your project, communication should be limited to no more than 25% of the total hours allocated in this agreement. Any communication that is more than 25% of the time allocated is considered excessive. Excessive communication, particularly via email, can lead to miscommunications and delays. In this instance, Websites Depot will notify the client in an attempt to remedy the situation, and reserves the right to bill at an hourly rate of \$65 for communication that exceeds the 25% allocation. We recommend that our clients let us guide the way and communicate with them direct via phone or in person at each milestone to avoid any confusion or miscommunication.

#### SOURCE FILES:

Websites Depot Inc is happy to release all source files upon request to a client upon 100% completion of their project and 100% payment.

#### REFUNDS / CREDIT CARD CHARGEBACKS:

Websites Depot, Inc. does not offer cash refunds for any work done unless client has reasonable cause and the refund is authorized by the CEO of Websites Depot, Inc. Typically any refunds offered will be in the form of an account credit toward any other service provided by Websites Depot, Inc. Credit card chargebacks from any client whom Websites Depot, Inc. doesn't feel has reasonable and just cause will be pursued and may be reversed. Websites Depot, Inc may also pursue any unreasonable chargebacks in court despite how the credit card company concludes the chargeback claim.

#### CONSEQUENTIAL DAMAGE:

Client will not hold Websites Depot, Inc. responsible or liable for any consequential damages such as loss of profits, punitive damages or any other damages claimed. Any damages pursued will be limited to only any funds paid successfully to Websites Depot, Inc.

#### CONTRACT CHANGES:

This contract is binding. Any additional work not specified in this contract will require an additional fee.



# WEBSITES DEPOT

SEO, MARKETING, WEB DESIGN & DEVELOPMENT

**REVISION SETS:**

This is an overall set of changes that a client gives Websites Depot Inc. at a set milestone in the project. Websites Depot Inc will notify the client when to give any website an official review and provide a revision set. We welcome phone conferences or meetings to review revisions sets.

**MAX CAP OF HOURS POLICY:**

Every flat rate project is subject to a maximum amount of allocated hours for labor that is specified on the original estimate. Due to the custom nature of our projects and clients, no website project is identical in the amount of hours involved. This also ensures that our clients always receive prompt responsive customer support throughout their project. All hourly work exceeding the maximum cap of hours allocated for a project will be billed at a reduced hourly rate of \$65/hr and is due upon receipt.

**NON-SOLICITATION OF Websites Depot EMPLOYEES & INDEPENDENT CONTRACTORS:**

Any attempt on the part of the client to induce any employee or independent contractor to leave any Websites Depot, Inc. (Herein referred to as "Websites Depot), or any effort by the client to interfere with Websites Depot's relationship with its employees or independent contractors would be harmful and damaging to Websites Depot. The client agrees that, during the term of this Agreement, and for a period of two (2) years after the termination of the Agreement, the client will not in any way directly or indirectly:

- 1) Induce or attempt to induce any employee or independent contractor of Websites Depot to quit employment or any other type of professional relationship they have with Websites Depot and/or to otherwise interfere with or disrupt the Websites Depot's relationship with its employees and/or independent contractors.
- 2) Client may not discuss employment opportunities or provide information about competitive employment to any of Websites Depot's employees or independent contractor or solicit, entice, or hire away any employee or independent contractor of the Websites Depot.

**ATTORNEY FEES:**

In any legal action between the parties concerning this Agreement, the prevailing party shall be entitled to recover reasonable attorneys fees and costs.

**GOVERNING LAW FOR THIS AGREEMENT:**

This agreement will be governed by the current laws of the state of California and any disputes must be resolved at the court located in Los Angeles, California

**Websites Depot Inc.**

By Danny Star, CEO

**Ypi Charter Schools**

By Yesenia Zubia

**Websites Depot Inc. - Digital Agency**

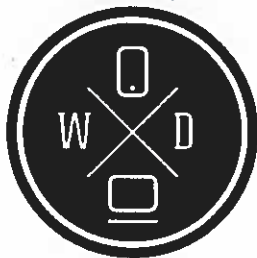
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# WEBSITES DEPOT

SEO, MARKETING, WEB DESIGN & DEVELOPMENT

**Websites Depot Inc.**

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 Los Angeles, CA 90029  
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[www.websitesdepot.com](http://www.websitesdepot.com)

**Client: YPI Charter Schools**

Yesenia Zubia  
 10660 White Oak  
 Granada Hills, CA. 91344  
 email: [dixon.deutsch@lausd.net](mailto:dixon.deutsch@lausd.net)  
 url: [Charteroperatedprograms.com](http://Charteroperatedprograms.com)  
 Tel.: (213) 241-5432

Invoice # 2017-06-09-5

Payment

Date: 6/9/2017

terms:

Due upon receipt

#	Item name	Date	Q	Unit price	Amount
	Deposit CMS Web Design				
1	Website Design	6/9/17			\$19,085.00
<b>TOTAL</b>					<b>\$19,085.00</b>

**Websites Depot Inc. - Professional Online Marketing & Web Development Agency**

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**Thank you for Your business. Please refer a friend and get two (2) hours of free web maintenance!**

# Coversheet

## Quantum Learning Gear Up Contract

**Section:** IV. CONSENT AGENDA ITEMS  
**Item:** F. Quantum Learning Gear Up Contract  
**Purpose:** Vote  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** SuperCamp Contract San Marcos 12 students July 6-July 15, 2017.pdf

### BACKGROUND:

This contract with Quantum Learning will allow 12 rising 9th grade students from the schools participating, which includes MORCS and BCCS, in the GEAR UP Program to attend SuperCamp at Cal State San Marcus for 10 days. Students will be provided with a myriad of leadership skills in addition to learning study and test prep (SAT/ACT) skills. The goal of the program is build a college ready mindset from the moment students begin 9th grade. Students who participated in the program last summer, outperformed their peers in ELA and Math. Additionally, students who attended the program were more likely to engage positively in classroom discussions and seek out assistance when needing support with classroom assignments. Funds from the GEAR UP program will cover this cost.

### RECOMMENDATION:

Recommend that the board approve this motion.



**Program Schedule Agreement #YPIC0516**

By and Between  
 Quantum Learning Education and  
 Youth Policy Institute Charter Schools  
 May 12, 2017

This Program Schedule Agreement #YPIC0516 (hereinafter referred to as the “PSA”) and attached Program Exhibits (the “Exhibits”) collectively specify the scope, responsibilities, deliverables, costs and other descriptive information for the delivery of Quantum Learning Education (“SuperCamp”) programs, services and products (the “Programs”) specified herein to CLIENT (“Client”, “you” or “your”) (individually a “Party”; collectively the “Parties”). This PSA is subject to the Terms and Conditions Agreement # 1214 between the Parties dated May 12, 2016 and the terms and responsibilities in the referenced Exhibits.

1.0 Program Summary

Program Type	Program Description	Program Duration	Program Date(s)	Program Cost
SuperCamp	San Marcos (12 Students) Senior Forum	10 Days	SuperCamp July 6-July 15, 2017	40,740 (Tuition fee for 12 students 3,395 per student ) (Match = 4,740) + 16,000 (credit) *Amount due below.

2.0 Client Contact

Client Contacts	Name/Title	Address	Email/Phone
Program	Ms. Yvette King-Berg Executive Director	9400 Remick Avenue Pacoima, CA 91331	ykingberg@ypics.org 818.305.2791

3.0 Quantum Learning Contacts

In the event that you need to contact QLE with questions regarding this Program please feel free to contact Jessica Galarza at 800.527.5321, ext. 110 or [jmitchell@QLN.com](mailto:jmitchell@QLN.com).

For specific questions regarding the program, logistics or billing you may contact the following:

Contacts	Name/Title	Email	Phone
Program/Logistical/ Accounting Questions	Jessica Galarza Client Relations Liaison	<a href="mailto:jmitchell@QLN.com">jmitchell@QLN.com</a>	800.527.5321, ext. 110

4.0 Fees/terms – The SuperCamp Program fee for the services, workshops and other activities (including travel expenses) specified in Section 1.0 is 20,000.00 to be invoiced on the schedule below (Net 30 terms). A late commitment fee of \$300 will be assessed if this PSA is accepted by you within 14 days of the first Program. The client must notify QLN of a cancellation in writing or via email from the Authorized Signer at least 30 days prior to the Program date specified in the accepted PSA. Any cancellation by you that cannot be rescheduled to mutual satisfaction within 30 days will be subject to a minimum cancellation fee of 25% of the invoice amount.

Invoice #	Payment Due Date	Amount	Description
1	30 days after received invoice	20,000.00 *Please see program cost box above for details	Program SuperCamp (12 students)



Program Schedule Agreement #YPIC0516

By and Between  
Quantum Learning Education and  
Youth Policy Institute Charter Schools  
May 12, 2017

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5.0 PSA Execution – Per the Terms and Conditions Agreement #1214 by and between the Parties dated May 12, 2016 this PSA can be duly executed either by signature below OR issuance of a purchase order, requisition or other valid purchasing document referencing BOTH this PSA and the Terms & Condition Agreement # 1214 dated May 12, 2016 and endorsed by you and QLE.

Youth Policy Institute Charter Schools

Quantum Learning Education

By: \_\_\_\_\_  
Yvette King-Berg , Executive Director

By: \_\_\_\_\_  
Authorized Signatory

Date: \_\_\_\_\_

Date: \_\_\_\_\_

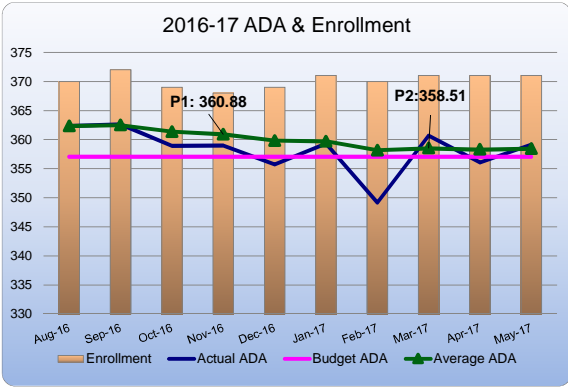
# Coversheet

## May 2017 YPICS Financials

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** A. May 2017 YPICS Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2017-05 YPICS BOARD PACKET 17.05.pdf  
SCHOOL CLIMATE ACTUAL 100116 to 062617.pdf  
2017-05 YPICS FINANCIALS.xlsm  
GEAR UP Actual as of 062617.pdf

**Key Performance Indicators**

- ADA vs. Budget ● Cash on Hand ●
- Net Income / (Loss) ● Year End Cash ●



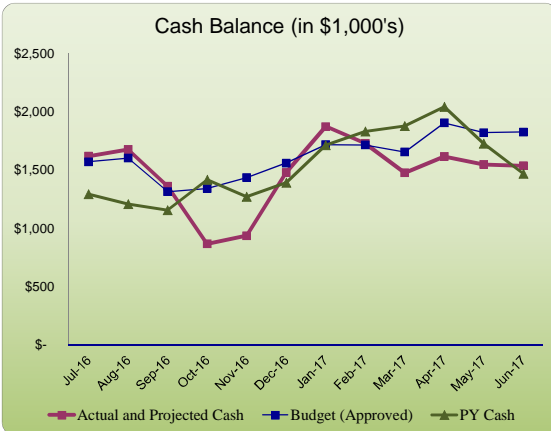
**KEY POINTS**

- P1 ADA: 359.80
- P2 ADA: 358.51
- Annual ADA: 358.41
- Revenue is above budget by \$1.1M mainly due to higher than budgeted GEAR UP and School Climate funding and receipt of Prop 39 - Clean Energy funding.
- Expenses are higher than budget by \$1.14M. GEAR UP and School Climate grant expenses are projected to be at least \$872K more than budgeted by June 30th.
- Overall, net income is \$120K which is \$41K lower than budget.
- Cash on hand at June 30th is forecasted to be \$1,534K which represents 19% of total expense.

ADA Analysis					
Category	Actual through Month 10	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	371	371	370	1	370
ADA %	97.0%	97.1%	96.5%	0.6%	96.0%
Average ADA	358.41	358.51	357.05	1.46	362.54

Revenue & Expenses per ADA		
Category	Budget	Forecast
Revenue	13,013	13,596
Revenue w/o Fundraising	12,985	13,517
Expense	12,560	13,261

INCOME STATEMENT	FY 16-17 YTD			FY 16-17 Forecast				FY 16-17 Forecast without Federal grants					
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)
LCFF	2,751,930	2,715,793	36,137	3,260,881	38%	3,265,727	44%	(4,846)	3,260,881	67%	3,265,727	70%	(4,846)
Federal Revenue	3,597,979	2,841,642	756,336	4,093,358	48%	3,247,995	44%	845,364	484,286	10%	511,374	11%	(27,088)
State Revenue	724,821	654,009	70,812	956,652	11%	789,936	11%	166,716	956,652	20%	789,936	17%	166,716
Other Local Revenue	111,595	68,168	43,427	144,032	2%	69,324	1%	74,708	144,032	3%	69,324	1%	74,708
Grants/Fundraising	28,348	9,167	19,181	28,348	0%	10,000	0%	18,348	28,348	1%	10,000	0%	18,348
<b>TOTAL REVENUE</b>	<b>7,214,672</b>	<b>6,288,780</b>	<b>925,893</b>	<b>8,483,271</b>		<b>7,382,981</b>		<b>1,100,290</b>	<b>4,874,199</b>		<b>4,646,360</b>		<b>227,839</b>
Certificated Salaries	1,017,333	1,067,830	50,497	1,110,865	13%	1,172,968	16%	62,103	1,080,678	23%	1,146,946	26%	66,268
Classified Salaries	578,870	608,436	29,566	634,397	8%	668,264	9%	33,867	601,097	13%	634,964	14%	33,867
Benefits	539,351	542,797	3,446	559,665	7%	591,850	8%	32,185	552,850	12%	585,622	13%	32,771
Student Supplies	847,900	785,882	(62,018)	1,056,028	13%	827,357	11%	(228,671)	553,028	12%	527,357	12%	(25,671)
Operating Expenses	3,833,052	2,988,476	(844,576)	4,271,231	51%	3,257,408	45%	(1,013,823)	1,235,460	26%	886,337	20%	(349,123)
Other	659,249	642,244	(17,005)	730,930	9%	703,497	10%	(27,434)	730,930	15%	703,497	16%	(27,434)
<b>TOTAL EXPENSES</b>	<b>7,475,756</b>	<b>6,635,666</b>	<b>(840,090)</b>	<b>8,363,116</b>		<b>7,221,343</b>		<b>(1,141,773)</b>	<b>4,754,044</b>		<b>4,484,722</b>		<b>(269,322)</b>
<b>INCOME / (LOSS)</b>	<b>(261,083)</b>	<b>(346,886)</b>	<b>85,802</b>	<b>120,155</b>		<b>161,638</b>		<b>(41,483)</b>	<b>120,155</b>		<b>161,638</b>		<b>(41,483)</b>



Balance Sheet	6/30/2016	4/30/2017	5/31/2017	6/30/2017 Forecast	Notes
<b>Assets</b>					
Cash	1,466,956	1,613,600	1,545,618	1,534,114	
Accounts Receivable	816,916	0	0	605,637	
Due From Others	2,773	222,871	220,871	220,871	
Other Assets	42,469	49,988	52,726	52,726	
Net Fixed Assets	734,336	719,751	706,657	692,703	
<b>Total Assets</b>	<b>3,063,449</b>	<b>2,606,209</b>	<b>2,525,873</b>	<b>3,106,051</b>	
<b>Liabilities</b>					
A/P & Payroll	290,876	14,941	15,769	199,612	
Due to Others	39,159	33,139	39,616	54,713	
Deferred Revenue	0	0	0	0	
Total Debt	1,844	(0)	(0)	(0)	
<b>Total Liabilities</b>	<b>331,879</b>	<b>48,081</b>	<b>55,386</b>	<b>254,325</b>	
<b>Equity</b>					
Beginning Fund Bal.	2,148,374	2,731,571	2,731,571	2,731,571	
Net Income/(Loss)	583,196	(173,442)	(261,083)	120,155	
<b>Total Equity</b>	<b>2,731,571</b>	<b>2,558,128</b>	<b>2,470,487</b>	<b>2,851,726</b>	
<b>Total Liabilities &amp; Equity</b>	<b>3,063,449</b>	<b>2,606,209</b>	<b>2,525,873</b>	<b>3,106,051</b>	

Y/E Cash Balance		
Projected	Budget	Variance
1,534,114	1,823,719	(289,604)

Available Line of Credit					
Days Cash on Hand	76	74	69	68	> 45 days is good
Cash Reserve %	0.207322544	20%	19%	19%	





## BERT CORONA CHARTER SCHOOL

### Financial Analysis

### May 2017

#### Net Income

BERT CORONA CHARTER SCHOOL is projected to achieve a net income of \$120K in FY16-17 compared to \$162K in the board approved budget. Reasons for this negative \$41K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of May 31, 2017, the school's cash balance was \$1,546K. By June 30, 2017, the school's cash balance is projected to be \$1,534K, which represents a 18.7% reserve.

As of May 31, 2017, the Accounts Receivable balance was zero. All FY15-16 Revenue has been received.

As of May 31, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$16K, compared to \$15K in the prior month.

As of May 31, 2017, had zero debt balance.

#### Income Statement

##### *Revenue*

Total revenue for FY16-17 is projected to be \$8,483K, which is \$1,100K or 15% over budgeted revenue of \$7,383K.

Other Federal Revenue - GEAR UP and School Climate Revenue is projected to be higher by \$872K.

Child Nutrition (Federal) – projected to be lower than budget by \$26K based on the actual CNIPS reports through March.

Other State Revenue projected to be higher than budget by \$163K due to a receipt of Prop 39 Clean Energy funds.

##### *Expenses*

Total expenses for FY16-17 are projected to be \$8,363K, which is \$1,142K or 16% over budgeted expenditures of \$7,221K.

GEAR UP and School Climate Expenses are projected to be higher by \$872K.

Vendor repairs projected to be higher than budget by \$193K due to repairs needed for the modular buildings and Prop 39 lighting retrofit project.

Instructional Consultants costs are projected to be higher than budget by \$183K mainly to higher Substitute Costs (\$95K) and higher SPED costs (\$40K).

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*



## ADA

Budgeted average ADA for FY16-17 is 357.05 based on an enrollment of 370 and a 96.5% attendance rate.

The forecast assumes an ADA of 358.50 based on an enrollment of 371 and a 97.1% attendance rate.

In Month 10, ADA was 359.17 with 371 students enrolled at the end of the month and a 97% ADA rate.

Average ADA for the year (through Month 10) is 358.41 (a 97.0% ADA rate for the year to date).

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

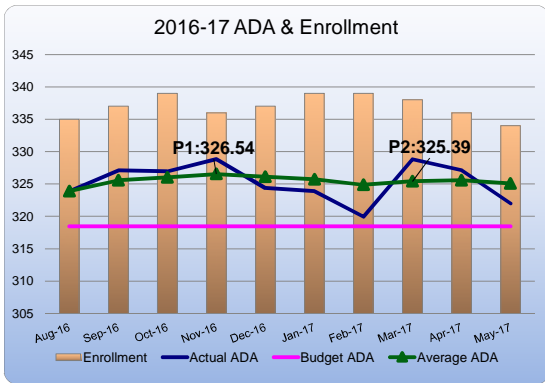


**Key Performance Indicators**

- ADA vs. Budget ● Cash on Hand ●
- Net Income / (Loss) ● Year End Cash ●

**KEY POINTS**

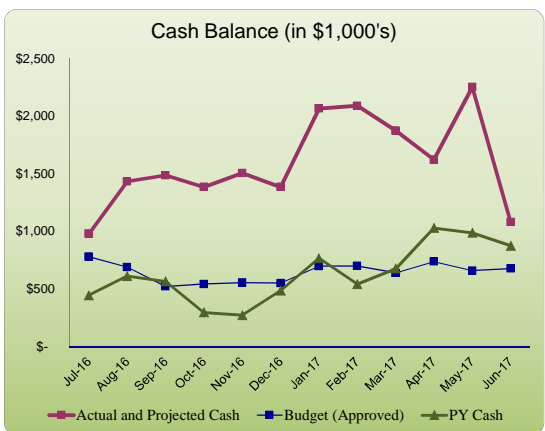
- P1 ADA: 326.09
- P2 ADA: 325.39
- Annual ADA: 325.07
- Revenue is above budget by \$57K mainly due to higher than budgeted enrollment
- Expenses are lower than budget by \$61K.
- Overall, net income is \$156K which is \$118K higher than budget.
- Operating Cash on hand at June 30th is forecasted to be \$1,078K which represents 28% of total expense.



ADA Analysis					
Category	Actual through Month 10	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	334	338	330	8	330
ADA %	96.6%	96.6%	96.5%	0.1%	96.0%
Average ADA	325.07	325.39	318.45	6.94	327.18

Revenue & Expenses per ADA		
Category	Budget	Forecast
Revenue	12,577	12,484
Revenue w/o Fundraising	12,546	12,447
Expense	12,456	12,004

INCOME STATEMENT	FY 16-17 YTD			FY 16-17 Forecast				FY 15-16 Actual		FY 14-15 Actual		
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	15-16	% of Total	14-15	% of Total
LCFF	2,534,440	2,473,681	60,758	3,004,418	74%	2,971,219	74%	33,199	2,853,836	71%	2,273,172	66%
Federal Revenue	379,593	332,994	46,599	516,137	13%	517,253	13%	(1,116)	519,686	13%	482,999	14%
State Revenue	400,475	395,209	5,266	464,536	11%	456,638	11%	7,898	587,041	15%	592,525	17%
Other Local Revenue	35,705	49,228	(13,523)	65,138	2%	50,062	1%	15,075	53,991	1%	90,409	3%
Grants/Fundraising	12,000	9,167	2,833	12,000	0%	10,000	0%	2,000	9,585	0%	14,500	0%
<b>TOTAL REVENUE</b>	<b>3,362,212</b>	<b>3,260,279</b>	<b>101,933</b>	<b>4,062,229</b>		<b>4,005,172</b>		<b>57,057</b>	<b>4,024,140</b>		<b>3,453,605</b>	
Certificated Salaries	932,652	1,018,928	86,276	1,023,707	26%	1,119,314	28%	95,607	956,919	27%	942,337	29%
Classified Salaries	459,148	483,950	24,802	496,168	13%	524,564	13%	28,396	527,426	15%	404,835	13%
Benefits	496,514	465,992	(30,522)	518,116	13%	507,295	13%	(10,821)	440,695	12%	374,857	12%
Student Supplies	350,418	474,570	124,152	492,050	13%	490,689	12%	(1,361)	462,042	13%	423,163	13%
Operating Expenses	699,513	740,152	40,638	832,060	21%	804,484	20%	(27,576)	733,504	21%	697,806	22%
Other	489,213	474,561	(14,652)	543,717	14%	520,381	13%	(23,336)	451,400	13%	367,960	11%
<b>TOTAL EXPENSES</b>	<b>3,427,458</b>	<b>3,658,153</b>	<b>230,695</b>	<b>3,905,818</b>		<b>3,966,727</b>		<b>60,909</b>	<b>3,571,986</b>		<b>3,210,957</b>	
<b>INCOME / (LOSS)</b>	<b>(65,246)</b>	<b>(397,874)</b>	<b>332,628</b>	<b>156,411</b>		<b>38,445</b>		<b>117,966</b>	<b>452,153</b>		<b>242,648</b>	



Y/E Cash Balance		
Projected	Budget	Variance
1,078,432	676,040	402,392

Balance Sheet	6/30/2016	4/30/2017	5/31/2017	6/30/2017 Forecast	Notes
<b>Assets</b>					
Cash	873,809	1,621,518	2,250,714	1,078,432	
Cash - Prop 1D			11,715,900	11,715,900	
Accounts Receivable	432,308	0	0	417,145	
Due From Others	16,422	86	86	86	
Other Assets	28,610	5,659	2,556	2,556	
Net Fixed Assets	1,489,468	3,210,215	3,968,049	3,966,045	
<b>Total Assets</b>	<b>2,840,617</b>	<b>4,837,479</b>	<b>17,937,305</b>	<b>17,180,163</b>	
<b>Liabilities</b>					
A/P & Payroll	143,949	15,754	16,051	87,923	
Due to Others	25,571	46,169	41,619	52,630	
Deferred Revenue	60,327	15,334,113	15,334,113	14,272,430	
Total Debt	712,996	712,996	712,996	712,996	
<b>Total Liabilities</b>	<b>942,844</b>	<b>16,109,031</b>	<b>16,104,778</b>	<b>15,125,979</b>	
<b>Equity</b>					
Beginning Fund Bal.	1,445,620	1,897,773	1,897,773	1,897,773	
Net Income/(Loss)	452,153	140,488	(65,246)	156,411	
Total Equity	1,897,773	2,038,261	1,832,527	2,054,184	
<b>Total Liabilities &amp; Equity</b>	<b>2,840,617</b>	<b>18,147,293</b>	<b>17,937,305</b>	<b>17,180,163</b>	
Available Line of Credit					
Days Cash on Hand	90	153	212	101	> 45 days is good
Cash Reserve %	0.245997279	42%	58%	28%	





## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### May 2017

#### Net Income

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL is projected to achieve a net income of \$156K in FY16-17 compared to \$38K in the board approved budget. Reasons for this positive \$118K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of May 31, 2017, the school's cash balance was \$2,251K. By June 30, 2017, the school's cash balance is projected to be \$1,078K, which represents a 27.8% reserve.

As of May 31, 2017, the Accounts Receivable balance was zero. All FY15-16 Revenue has been received.

As of May 31, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$16K, compared to \$16K in the prior month.

As of May 31, 2017, had a debt balance of \$713K compared to \$713K in the prior month.

#### Income Statement

##### *Revenue*

Total revenue for FY16-17 is projected to be \$4,062K, which is \$57K or 1% over budgeted revenue of \$4,005K.

Local Control Funding Formula, is projected to be over budget by \$15K due to higher projected ADA.

##### *Expenses*

Total expenses for FY16-17 are projected to be \$3,906K, which is \$61K or 2% under budgeted expenditures of \$3,967K.

#### ADA

Budgeted average ADA for FY16-17 is 318.45 based on an enrollment of 330 and a 96.5% attendance rate.

The forecast assumes an ADA of 325.38 based on an enrollment of 338 and a 96.6% attendance rate.

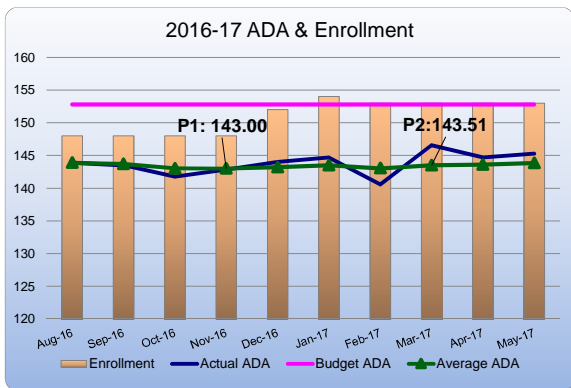
In Month 10, ADA was 322.00 with 334 students enrolled at the end of the month and a 96% ADA rate.

Average ADA for the year (through Month 10) is 325.07 (a 96.6% ADA rate for the year to date).

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

Key Performance Indicators

- ADA vs. Budget ● Cash on Hand ●
- Net Income / (Loss) ● Year End Cash ●



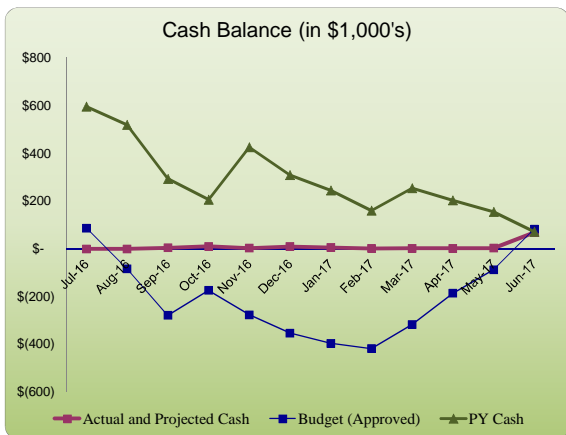
KEY POINTS

- P1 ADA: 143.22
- P2 ADA: 143.51
- Annual ADA: 143.83
- Revenue is below budget by \$200K mainly due to lower than budgeted enrollment and lower PCSGP revenue for FY16-17
- Expenses are lower than budget by \$136K due to lower PCSGP expenses
- Overall, net income is \$24K which is \$63K lower than budget.
- Cash on hand at June 30th is forecasted to be \$66K which represents 3% of total expense. Forecast assumes that FY15-16 PCSGP Revenue of \$195K as well as FY16-17 PCSGP Revenue of \$30K will not be received prior to June 30th and BCHS will have an outstanding debt to BCCS in the amount of \$223K by June 30th.

ADA Analysis					
Category	Actual through Month 10	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	153	153	160	(7)	63
ADA %	95.4%	95.5%	95.5%	0.0%	96.0%
Average ADA	143.83	143.51	152.80	(9.29)	64.14

Revenue & Expenses per ADA		
Category	Budget	Forecast
Revenue	14,595	14,149
Revenue w/o Fundraising	14,595	14,044
Expense	14,025	13,982

INCOME STATEMENT	FY 16-17 YTD			FY 16-17 Forecast				FY 15-16 Actual		FY 14-15 Actual		
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	15-16	% of Total	14-15	% of Total
LCFF	1,155,700	1,246,682	(90,982)	1,592,020	78%	1,702,607	76%	(110,587)	676,748	43%	0	0%
Federal Revenue	115,709	293,597	(177,888)	189,128	9%	361,369	16%	(172,241)	572,345	37%	51,622	100%
State Revenue	126,025	112,971	13,054	204,769	10%	141,275	6%	63,495	52,387	3%	0	0%
Other Local Revenue	24,605	24,491	114	29,537	1%	24,906	1%	4,630	7,061	0%	0	0%
Grants/Fundraising	15,119	0	15,119	15,119	1%	0	0%	15,119	253,098	16%	0	0%
<b>TOTAL REVENUE</b>	<b>1,437,159</b>	<b>1,677,742</b>	<b>(240,583)</b>	<b>2,030,573</b>		<b>2,230,157</b>		<b>(199,584)</b>	<b>1,561,639</b>		<b>51,622</b>	
Certificated Salaries	522,294	670,360	148,066	582,899	29%	735,633	34%	152,734	357,546	26%	31,453	49%
Classified Salaries	248,371	160,053	(88,318)	267,143	13%	174,449	8%	(92,694)	176,570	13%	14,383	22%
Benefits	298,962	232,828	(66,134)	311,304	16%	254,005	12%	(57,299)	141,881	10%	5,784	9%
Student Supplies	142,278	414,066	271,789	248,653	12%	425,934	20%	177,282	423,457	30%	4,784	7%
Operating Expenses	261,088	273,290	12,201	343,122	17%	296,436	14%	(46,686)	200,968	14%	8,357	13%
Other	226,233	231,981	5,748	253,485	13%	256,497	12%	3,012	96,050	7%	22	0%
<b>TOTAL EXPENSES</b>	<b>1,699,225</b>	<b>1,982,578</b>	<b>283,353</b>	<b>2,006,606</b>		<b>2,142,954</b>		<b>136,347</b>	<b>1,396,471</b>		<b>64,783</b>	
<b>INCOME / (LOSS)</b>	<b>(262,067)</b>	<b>(304,837)</b>	<b>42,770</b>	<b>23,967</b>		<b>87,204</b>		<b>(63,237)</b>	<b>165,168</b>		<b>(13,162)</b>	



Balance Sheet	6/30/2016	4/30/2017	5/31/2017	6/30/2017 Forecast	Notes
<b>Assets</b>					
Cash	70,646	642	1,675	66,266	
Accounts Receivable	317,267	195,212	195,212	482,738	
Due From Others	(0)	(0)	(0)	(0)	05/31: PCSGP (\$195K)
Other Assets	19,000	484	1,734	1,734	
Net Fixed Assets	67,904	79,780	79,269	77,406	
<b>Total Assets</b>	<b>474,816</b>	<b>276,118</b>	<b>277,890</b>	<b>628,144</b>	
<b>Liabilities</b>					
A/P & Payroll	109,152	(3,257)	(2,845)	55,617	
Due to Others	13,656	222,665	240,791	246,551	
Deferred Revenue	0	0	0	0	
<b>Total Debt</b>	<b>200,002</b>	<b>150,004</b>	<b>150,004</b>	<b>150,004</b>	
<b>Total Liabilities</b>	<b>322,810</b>	<b>369,413</b>	<b>387,951</b>	<b>452,171</b>	
<b>Equity</b>					
Beginning Fund Bal.	(13,162)	152,006	152,006	152,006	
Net Income/(Loss)	165,168	(245,301)	(262,067)	23,967	
<b>Total Equity</b>	<b>152,006</b>	<b>(93,295)</b>	<b>(110,061)</b>	<b>175,973</b>	
<b>Total Liabilities &amp; Equity</b>	<b>474,816</b>	<b>276,118</b>	<b>277,890</b>	<b>628,144</b>	

Y/E Cash Balance		
Projected	Budget	Variance
66,266	81,088	(14,822)

Available Line of Credit				
Days Cash on Hand	19	0	0	12 > 45 days is good
Cash Reserve %	5%	0%	0%	3%





## Bert Corona Charter High School Financial Analysis May 2017

### Net Income

Bert Corona Charter High School is projected to achieve a net income of \$24K in FY16-17 compared to \$87K in the board approved budget. Reasons for this negative \$63K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of May 31, 2017, the school's cash balance was \$2K. By June 30, 2017, the school's cash balance is projected to be \$66K, which represents a 3.3% reserve.

As of May 31, 2017, the Accounts Receivable balance was \$195K, with no changes from last month. PCSGP funds from FY15-16 have not been received yet.

As of May 31, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$-3K, compared to \$-3K in the prior month. This is due to an eRate credit on the Time Warner Account.

As of May 31, 2017, had a debt balance of \$150K compared to \$150K in the prior month.

As of May 31, 2017, Due to Bert Corona balance is \$241K.

### Income Statement

#### Revenue

Total revenue for FY16-17 is projected to be \$2,031K, which is \$200K or 9% under budgeted revenue of \$2,230K.

Local Control Funding Formula - State Aid, is projected to be under budget by \$110K due to lower projected ADA.

Object 8291 – Child Nutrition Programs – Federal is projected to be lower than budget by \$46K based on the CNIPS reports through March. Lower revenue is offset by lower costs for Food and Food Supplies (Object 4700) by \$24K.

Object 8291 – Title I revenue is projected to be higher than budget by \$14K based on the latest Entitlement schedule released by CDE.

Object 8296, Title V (Public Charter School Grant Program), is projected to be under budget by \$137K. Title V revenue, which helps cover start up costs for new charter schools, is tied to eligible expenses anticipated in the forecast.

Object 8599, Other State Revenue, is projected to be over budget by \$75K due to receipt of College Readiness grant. These funds will be used to pay for College counselor for Bert Corona High School

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.*



### *Expenses*

Total expenses for FY16-17 are projected to be \$2,007K, which is \$136K or 6% under budgeted expenditures of \$2,143K.

Certificated Salaries, are projected to be under budget by \$153K.

Classified Salaries, are projected to be over budget by \$93K, due to reclassification of non-certificated teachers' salaries.

H&W Expenses is projected to be above budget by \$71K.

Many supply expenditures are projected to be under budget due to lower projected enrollment and PCSGP expenditures occurring in FY15-16. Most significantly:

Object 4110, Textbooks, is projected to be under budget by \$87K

Object 4400, Non Capitalized Equipment, is projected to be under budget by \$39K

Object 4390, Other Supplies, is projected to be under budget by \$23K

Object 5851 – Non-Instructional Consultants expense is projected to be over budget by \$36K due to higher substitute costs, higher SPED costs and addition of YPI Afterschool program.

### **ADA**

Budgeted average ADA for FY16-17 is 152.80 based on an enrollment of 160 and a 95.5% attendance rate.

The forecast assumes an ADA of 143.51 based on an enrollment of 153 and a 95.5% attendance rate.

In Month 10, ADA was 145.25 with 153 students enrolled at the end of the month and a 95% ADA rate.

Average ADA for the year (through Month 10) is 143.83 (a 95.4% ADA rate for the year to date).

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.*

**YPI Charter Schools  
Check Register  
From 05/1/2017 to 05/31/17**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
WELLS FARGO	05/01/17 - ED	5/1/2017	Y. KING-BERG AUTOMATIC PAYMENT	1,358.68
WELLS FARGO	05/01/17 - ED1	5/1/2017	R. DUENAS AUTOMATIC PAYMENT	3,260.04
WELLS FARGO	05/23/17 - ED	5/23/2017	R. DUENAS AUTOMATIC PAYMENT	2,203.43
WELLS FARGO	05/23/17 - ED1	5/23/2017	Y. KING-BERG AUTOMATIC PAYMENT	2,087.39
7 LAYER IT SOLUTIONS, INC.	304326	5/26/2017	06/17- MANAGEMENT SERVICE GOLD PACKAGE	1,120.01
ADELANTE EDUCATIONAL SERVICES, INC	304272	5/8/2017	04/03 - 05/05/17 - SUBSTITUTE SERVICES - IRIS HILL	3,150.00
AMERICAN TRANSPORTATION SYSTEMS	304314	5/19/2017	BUS TO SANTA BARBARA ZOO	2,720.00
AMERICANA CHARTER SERVICES	304274	5/15/2017	FIELD TRIP TO UC IRVINE	950.00
ANDRES GUTIERREZ	304287	5/15/2017	03/12 - 04/5/17 - GARDEN SERVICES	528.00
ANTHONY N. PHAN	303203	5/1/2017	CLIMATE TRAINING STIPEND	(735.00)
ANTHONY N. PHAN	304258	5/4/2017	CLIMATE TRAINING STIPEND	735.00
APPLE INC.	304275	5/15/2017	APPLECARE PROTECTION PLAN FOR MACBOOK	159.21
APPLE INC.	304275	5/15/2017	MACBOOK PRO LAPTOP	1,375.94
AT&T	304276	5/15/2017	03/22 - 04/21/17- FAX 213 427-2590 067 9	171.57
AUTRY MUSEUM OF THE AMERICAN WEST	304262	5/5/2017	VENUE FEE	1,550.00
AUTRY MUSEUM OF THE AMERICAN WEST	304277	5/15/2017	VENUE FEE	1,550.00
BARD COLLEGE	304315	5/19/2017	07/09 - 07/14/17 -WORKSHOP	2,700.00
BENJAMIN BANNEKER SP.ED. CTR	304357	5/30/2017	CATERING SERVICES - COP EXECUTIVE COUNSEL MEETI	600.00
BEST FRIENDS ANIMAL SOCIETY	304327	5/26/2017	HIGH SCHOOL LEADERSHIP DONATION	1,661.66
BETTER 4 YOU MEALS, INC.	304278	5/15/2017	04/17- STUDENTS BREAKFAST, LUNCH AND SNACKS	58,398.66
BETTER 4 YOU MEALS, INC.	304316	5/19/2017	CONTINENTAL BREAKFAST	821.25
BROOKS TRANSPORTATION INC	304280	5/15/2017	BUS FOR EXL SPRING BREAK PROGRAM FIELD TRIP	450.00
BROOKS TRANSPORTATION INC	304328	5/26/2017	SFIAM TO SUN VALLEY HIGH SCHOOL	350.00
BUR-CAL TERMITE & PEST CONTROL INC.	304281	5/15/2017	03/18/17 - PEST CONTROL	450.00
CALIFORNIA LANGUAGE TEACHERS' ASSOCIATIO	304329	5/26/2017	SUMMER SEMINAR FOR LANGUAGE TEACHERS (C.SORIA	1,250.00
CHARLES HARVEY	303578	5/1/2017	DELTA- CHECKED BAG FEE	(84.00)
CHARLES HARVEY	304257	5/4/2017	DELTA- CHECKED BAG FEE	84.00
CHARLES HARVEY	304337	5/26/2017	REFUND 403B CONTRIBUTION OVERAGE	250.00
CHARTER LIFE	304331	5/26/2017	06/17- HEALTH PREMIUM	83,045.02
CLAUDIA LANDAVERDE	304313	5/16/2017	05/09 - 05/24/17 - PAYROLL	561.01
COBRO CONSULTING	304282	5/15/2017	SURVEY DATA PROCESSING, FORMATTING AND ANALYS	10,100.00
COLLEGE ENTRANCE EXAMINATION BOARD	304263	5/5/2017	500 STANDARDIZED TESTS (8TH GRADE)	4,730.00
COLLEGE ENTRANCE EXAMINATION BOARD	304283	5/15/2017	PSAT 10 TEST GRADE 10	825.00
COLLEGE ENTRANCE EXAMINATION BOARD	304283	5/15/2017	PSAT 8/9 TEST FEES SPRING 2017	730.00
COMPREHENSIVE THERAPY ASSOCIATES, INC.	303410	5/1/2017	08/11/16 - COUNSELOR CONSULTATION	(155.55)
COMPREHENSIVE THERAPY ASSOCIATES, INC.	304254	5/4/2017	08/11/16 - COUNSELOR CONSULTATION	155.55
COMPREHENSIVE THERAPY ASSOCIATES, INC.	304317	5/19/2017	03/17- COUNSELING	1,062.50
COMPREHENSIVE THERAPY ASSOCIATES, INC.	304332	5/26/2017	04/17- COUNSELING	1,360.00
CROWN TROPHY VALENCIA	304333	5/26/2017	CUSTOM MEDALS: SILVER BLUE AND YELLOW RIBBON	3,576.35
DIRECTED	304264	5/5/2017	04/18 - 04/21/17 - SUBSTITUTE SERVICES	2,006.00
DIRECTED	304264	5/5/2017	04/18 -04/21/17 - SPECIAL ED SERVICES	816.00
DIRECTED	304264	5/5/2017	04/19/17- SUBSTITUTE SERVICES	147.00
DIRECTED	304284	5/15/2017	04/23 - 04/28/17- SPECIAL ED SERVICES	1,312.50
DIRECTED	304284	5/15/2017	04/24/17- SUBSTITUTE SERVICES	215.00
DIRECTED	304284	5/15/2017	04/28/17- SUBSTITUTE SERVICES	215.00
DIRECTED	304318	5/19/2017	05/01 - 05/5/17- SUBSTITUTE SERVICES	2,062.00
DIRECTED	304318	5/19/2017	05/05/17- SUBSTITUTE SERVICE	215.00
DIRECTED	304334	5/26/2017	05/01 - 05/04/17- SUBSTITUTE SERVICES	362.00
DIRECTED	304334	5/26/2017	05/02 - 05/03/17- SPECIAL ED SERVICE	746.75
DIRECTED	304334	5/26/2017	05/03 - 05/05/17 - SPECIAL ED SERVICE	1,033.00
DIRECTED	304334	5/26/2017	05/08 - 05/12/17- SPECIAL ED SERVICES	2,002.16
DIRECTED	304334	5/26/2017	05/10 - 05/11/17- SUBSTITUTE SERVICES	645.00
DIRECTED	304334	5/26/2017	05/18 - 05/12/17- SUBSTITUTE SERVICES	3,137.00
DOWNTOWN MINI WAREHOUSE, LLP	304319	5/19/2017	06/17- STORAGE RENT	350.00
EXED	304255	5/4/2017	04/17 - MANAGEMENT CONTRACT FEE	19,141.67
EXED	304320	5/19/2017	05/17 - MANAGEMENT CONTRACT FEE	19,179.23
FRANCISCO TOPETE	304323	5/19/2017	04/16 - 04/30/17- MAINTENANCE SERVICE	1,162.00
FRANCISCO TOPETE	304323	5/19/2017	LINEN FOR CENTRAL OPEN HOUSE	78.00
FRESH START MEALS, INC.	304285	5/15/2017	04/17- JANITORIAL SERVICE	2,850.00
FRONTIER	304335	5/26/2017	05/13 - 06/12/17- FAX # 818-834 8075-070105-5	211.53
GREEN WORKS DEVELOPMENT	304286	5/15/2017	INSTALLATION OF FIELD FENCE	1,350.00
GREEN WORKS DEVELOPMENT	304286	5/15/2017	REPAIR DAMAGED AND CORRODED SIDING BUILDING 5	5,921.00
GREEN WORKS DEVELOPMENT	304286	5/15/2017	REPLACE (3) ENTRY DOOR HANDLES	444.69
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304288	5/15/2017	EXPO DRY-ERASE FINE-POINT MARKERS	6.46
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304288	5/15/2017	POST-IT	28.92
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304338	5/26/2017	CRAYOLA COLOR PENCILS	150.22
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304338	5/26/2017	TOILET PAPER	161.06
HESS AND ASSOCIATES, INC.	304289	5/15/2017	Q3 -FY16/17- RETIREMENT REPORT	122.50

**YPI Charter Schools  
Check Register  
From 05/1/2017 to 05/31/17**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
HESS AND ASSOCIATES, INC.	304289	5/15/2017	Q3- FY16/17- RETIREMENT REPORT	92.50
HOME DEPOT CREDIT SERVICES	304339	5/26/2017	OUTLET POWER STRIP	1,099.35
IMPACT CANINE SOLUTIONS	304290	5/15/2017	01/17/17-CANINE SERVICE	180.00
IMPACT CANINE SOLUTIONS	304290	5/15/2017	02/09/17- CANINE SERVICE	180.00
IMPACT CANINE SOLUTIONS	304290	5/15/2017	03/01 & 03/28/17- CANINE SERVICES	360.00
IMPACT CANINE SOLUTIONS	304290	5/15/2017	04/21/17- CANINE SERVICE	180.00
J.A.C.C	304340	5/26/2017	06/17 - RENT	9,000.00
JAMES MONROE HIGH SCHOOL	304266	5/5/2017	EL SATURDAY SCHOOL PROGRAM	1,924.36
JOSE CASTILLO	304330	5/26/2017	REFUND REIMB. OVERPAYMENT TO SCHOOL	75.99
KAREN DOYLE'S ART	304321	5/19/2017	LEADERSHIP DANCE - CARICATURE ARTIST SERVICE	175.00
KARINA GAMEZ	304265	5/5/2017	PARKING- MONSEOR COMMEMORATION AT CITY HALL	8.00
KARINA GAMEZ	304265	5/5/2017	REIMBURSEMENT - CASH ADVANCE	62.76
KELLY PAPER	304291	5/15/2017	COLOR COPY PAPER	459.83
KELLY PAPER	304291	5/15/2017	COLORED COPY PAPER	52.33
KELLY PAPER	304341	5/26/2017	COPY PAPER	370.57
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	304268	5/5/2017	03/17 - LEGAL SERVICES	1,780.50
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	304342	5/26/2017	04/17- LEGAL SERVICES	1,007.00
LIZABET GONZALEZ	303542	5/1/2017	T-SHIRTS	(100.00)
LIZABET GONZALEZ	304256	5/4/2017	T-SHIRTS	100.00
LOS ANGELES COUNTY OFFICE OF EDUCATION	05/31/17 - STRS	5/31/2017	05/17- FY16/17 - STRS PAYMENT	64,533.16
LOS ANGELES COUNTY OFFICE OF EDUCATION	304267	5/5/2017	SPECIAL EDUCATION CLEAR PROGRAM (LACOE)	3,000.00
LOS ANGELES COUNTY OFFICE OF EDUCATION	304292	5/15/2017	SPECIAL EDUCATION CLEAR PROGRAM (LACOE)	3,000.00
LOS ANGELES UNIFIED SCHOOL DISTRICT	304269	5/5/2017	FY16/17 - PRO RATA SHARE - CO-LOCATION - HS	85,501.94
LOS ANGELES UNIFIED SCHOOL DISTRICT	304269	5/5/2017	FY16/17 - PRO RATA SHARE - CO-LOCATION -OR	134,266.45
MAJOR METROPOLITAN SECURITY	304343	5/26/2017	06/17- MONITORING	260.00
MARIA MARTINEZ	304293	5/15/2017	STAPLES- LABEL TAPE, FILE FOLDER	44.58
MASERGY CLOUD COMMUNICATIONS, INC	304279	5/15/2017	04/17- COMMUNICATIONS SERVICE	261.60
MASERGY CLOUD COMMUNICATIONS, INC	304279	5/15/2017	04/17- COMMUNICATIONS SERVICE NON E-RATE	203.61
MASERGY CLOUD COMMUNICATIONS, INC	304279	5/15/2017	04/17- COMMUNICATIONS SERVICES	412.69
MASERGY CLOUD COMMUNICATIONS, INC	304279	5/15/2017	04/17- E-RATE DISCOUNT (\$32.70)	32.70
MCCALLA COMPANY	304294	5/15/2017	LEMON NEUTRAL	43.75
MCCALLA COMPANY	304294	5/15/2017	PLATINUM TISSUE PAPER	47.83
MCCALLA COMPANY	304344	5/26/2017	MOTOR DRIVE PULLEY	69.55
MONICA GARCIA	304336	5/26/2017	REFUND 403B CONTRIBUTION OVERAGE	237.50
NEOFUNDS BY NEOPOST	304295	5/15/2017	POSTAGE ACC# 8323	200.00
OFFICE 360	304296	5/15/2017	250 INDIVIDUALLY BOXED NAPKINS	95.00
OFFICE 360	304296	5/15/2017	COPY PAPER	690.46
OFFICE 360	304296	5/15/2017	CROWD MANAGEMENT WRISTBAND	237.23
OFFICE 360	304296	5/15/2017	ECONOMY FULL-STRIP STAPLER	335.55
OFFICE 360	304322	5/19/2017	AWARD CERTIFICATES	865.79
OFFICE 360	304322	5/19/2017	CONVEX SECURITY MIRROR	470.79
OFFICE 360	304322	5/19/2017	GRANOLA BARS	25.02
OFFICE 360	304322	5/19/2017	LIQUID PEN STYLE HIGHLIGHTER	115.30
OFFICE 360	304322	5/19/2017	MAGENTA ORIGINAL INK CARTRIDGE	1,063.69
OFFICE 360	304322	5/19/2017	NATURAL SPRING WATER	24.98
OFFICE 360	304322	5/19/2017	ROUND STIC BALLPOINT PEN	3.89
OFFICE 360	304322	5/19/2017	SLIDER BAGS	11.98
OFFICE 360	304322	5/19/2017	SUPER PERMANENT MARKERS	819.03
OFFICE 360	304322	5/19/2017	THE BODY BOOK	19.61
OFFICE 360	304322	5/19/2017	TRU-RAY CONSTRUCTION PAPER	33.88
OFFICE 360	304322	5/19/2017	WEEKLY/MONTHLY APPOINTMENT BOOK/PLANNE	705.79
OFFICE 360	304345	5/26/2017	ATLANTIS MECHANICAL PENCIL	628.66
OFFICE 360	304345	5/26/2017	LANDSCAPE KLIP & FILE	15.57
OFFICE 360	304345	5/26/2017	RICE KRISPIES TREATS	288.42
OFFICE 360	304345	5/26/2017	SHAPED ERASER	72.25
OFFICE 360	304345	5/26/2017	VANITY FAIR EVERYDAY DINNER NAPKINS	9.08
ORIT YEFET	304261	5/4/2017	05/01 - 05/15/17 - PAYROLL	2,028.53
PAYCOM PAYROLL, LLC	303221	5/19/2017	50 BARCODED BADGE	(280.50)
PETER HUANG AND LORETTA HUANG	304297	5/15/2017	04/10 - 05/09/17- ELECTRICITY	453.73
PETER HUANG AND LORETTA HUANG	304346	5/26/2017	06/17 - RENT	4,708.00
PRN NURSING CONSULTANTS	304298	5/15/2017	03/28/17- NURSING CONSULTANT	2,968.00
PRN NURSING CONSULTANTS	304298	5/15/2017	03/30/17- NURSING CONSULTANT	2,810.00
PRN NURSING CONSULTANTS	304298	5/15/2017	03/31/17 - NURSING CONSULTANT	520.00
PRN NURSING CONSULTANTS	304347	5/26/2017	03/27/17- NURSING CONSULTANTS	233.75
PRN NURSING CONSULTANTS	304347	5/26/2017	04/10/17- NURSING CONSULTANTS	233.75
PUC NATIONAL	304270	5/5/2017	01/17 - 06/17 - COUNSELING SERVICE	4,000.00
PUC NATIONAL	304270	5/5/2017	08/16 - 06/17 - CLINICAL COUNSELING	14,500.00
PURE WATER OF LA	304299	5/15/2017	05/17- WATER COOLER SERVICES	76.13
REPUBLIC SERVICES #902	304273	5/15/2017	05/17- WASTE DISPOSAL SERVICES	1,149.21

**YPI Charter Schools  
Check Register  
From 05/1/2017 to 05/31/17**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
RIDERS EXPRESS T&C	304300	5/15/2017	04/05/17 - FIELD TRIP - KNOTTS BERRY FARM	1,177.00
RIDERS EXPRESS T&C	304301	5/15/2017	04/07/17 TRANSPORT TO USC	497.25
RIDERS EXPRESS T&C	304348	5/26/2017	05/02/17 - TRANSPORT SOCCER TEAM TO RIBET ACADE	3,718.00
SAN FERNANDO VALLEY JAPANESE AMERICAN CC	304302	5/15/2017	06/01/17 - 8TH GRADE AWARDS NIGHT	400.00
SAN FERNANDO VALLEY JAPANESE AMERICAN CC	304302	5/15/2017	06/09/17- 5TH GRADE CULMINATION	275.00
SCHOOL OUTFITTERS	304303	5/15/2017	3068AV SWITCHABLE STEREO/MONO HEADPHONES	1,171.13
SCIENTIA GROUP LLC	304304	5/15/2017	DEAD GIRLS DONT LIE	307.76
SCIENTIA GROUP LLC	304304	5/15/2017	STRATEGIES FOR IMPROVING WRITING ACROSS THE CI	170.87
SOCAL OFFICE TECHNOLOGIES, INC	304305	5/15/2017	02/07 - 5/6/17- OVERAGE #CN645801	1,471.92
SOCAL OFFICE TECHNOLOGIES, INC	304349	5/26/2017	02/12 - 05/11/17- OVERAGE # CN6461-01	4,909.99
SOCAL OFFICE TECHNOLOGIES, INC	304349	5/26/2017	04/13 - 05/12/17- OVERAGE # CN7384-01	400.36
SOCAL OFFICE TECHNOLOGIES, INC	304349	5/26/2017	05/16 - 06/15/17- BASE RATE #CN1945-02	622.08
SOCAL OFFICE TECHNOLOGIES, INC	304349	5/26/2017	05/28 - 6/27/17- BASE RATE #CN6494-01	106.31
SUCCESS FOR ALL FOUNDATION, INC.	304350	5/26/2017	04/19/17 - ONSITE TRAINING CONTRACT#102264	2,500.00
SYNCB/AMAZON	304351	5/26/2017	COMPUTER DATA TRANSFER SERVICES	908.45
T-MOBILE	304308	5/15/2017	03/28 - 04/27/17- COMMUNICATIONS # 954283095	137.59
TEACHERS ON RESERVE	304352	5/26/2017	05/05/17- SUBSTITUTE SERVICES	523.94
TEACHERS ON RESERVE	304352	5/26/2017	05/12/17- SUBSTITUTE SERVICES	174.08
THE UNUSUAL SUSPECTS THEATRE COMPANY	304353	5/26/2017	VAUGHN MIDDLE SCHOOL SPRING 2017 PERFORMANCE	5,000.00
TIME WARNER CABLE	303754	5/1/2017	12/14/16 - 01/13/17 - INTERNET SERVICES #0984	(233.35)
TIME WARNER CABLE	303754	5/1/2017	12/16 - 01/15/17 - INTERNET SERVICES # 9720	(1,130.34)
TIME WARNER CABLE	304259	5/4/2017	12/14/16 - 01/13/17 - INTERNET SERVICES #0984	233.35
TIME WARNER CABLE	304260	5/4/2017	12/16 - 01/15/17 - INTERNET SERVICES # 9720	1,130.34
TIME WARNER CABLE	304306	5/15/2017	05/01 - 05/31/17- INTERNET ACC#0338	3,646.46
TIME WARNER CABLE	304307	5/15/2017	05/14 - 06/13/17- INTERNET ACC#8448300742750984	2,901.24
TIME WARNER CABLE	304354	5/26/2017	05/16 - 06/15/17- INTERNET SERVICE ACC#9720	1,136.12
TOTAL EDUCATION SOLUTIONS	304271	5/5/2017	03/17- SPECIAL ED SERVICES	1,217.50
TOTAL EDUCATION SOLUTIONS	304309	5/15/2017	03/17 SPECIAL ED SERVICE	1,730.00
TOTAL EDUCATION SOLUTIONS	304324	5/19/2017	02/17- SPECIAL ED SERVICE	1,593.75
TOTAL EDUCATION SOLUTIONS	304324	5/19/2017	03/17- SPECIAL ED SERVICES	3,391.25
TRANSIT SYSTEMS UNLIMITED, INC	304325	5/19/2017	TRANSPORTATION TO GRIFFITH OBSERVATORY	2,445.00
UNUM	304355	5/26/2017	06/17- PREMIUM ACC# 0631100-0197	64.40
UNUM	304355	5/26/2017	06/17- PREMIUM ACC#0631100-020 3	659.10
VICENTI LLOYD STUTZMAN LLP	304356	5/26/2017	FY 16/17 - INTERIM AUDIT SERVICES	4,000.00
VICENTI LLOYD STUTZMAN LLP	304356	5/26/2017	FY 16/17 - AUDIT SERVICES - FINAL PAYMENT	1,300.00
WAXIE SANITARY SUPPLY	304310	5/15/2017	BLACK LINER	228.91
WAXIE SANITARY SUPPLY	304310	5/15/2017	CORELESS ROLL LINER	100.69
WAXIE SANITARY SUPPLY	304310	5/15/2017	ROLL TOWEL	614.62
XEROX FINANCIAL SERVICES	304311	5/15/2017	04/12/17 TO 05/11/17- COPIER LEASE #010-0042733-01	1,636.42
XEROX FINANCIAL SERVICES	304311	5/15/2017	04/13 - 05/12/17- COPIER LEASE #010-0058450-003	332.90
XEROX FINANCIAL SERVICES	304311	5/15/2017	04/21/17 - 05/20/17 COPIER LEASE#010-0042733-002	335.15
XEROX FINANCIAL SERVICES	304311	5/15/2017	04/29 - 05/28/17- COPIER LEASE # 010-0058450-002	352.30
XEROX FINANCIAL SERVICES	304311	5/15/2017	04/29 - 05/28/17- COPIER LEASE#010-0058450-001	944.23
YPI	304312	5/15/2017	03/17- SCHOOL CLIMATE SERVICE	46,910.27
YPI	304312	5/15/2017	05/17 - GEAR UP CONTRACT SERVICE ADVANCE	100,000.00
YVETTE KING-BERG	303001	5/1/2017	07/17 - 07/20/16 - GEAR UP CONFERENCE - PER DIEMS	(175.50)
ARC DOCUMENT SOLUTIONS, LLC	1007	5/19/2017	04/17 - MONTHLY USER FEES FOR BID DOCUMENTS	40.00
ATKINSON, ANDELSON, LOYA, RUUD & ROMO	1008	5/19/2017	03/17 - LEGAL SERVICES	200.81
GKKWORKS	1009	5/19/2017	03/17 - ARCHITECTURAL ENGINEERING	15,691.73
KEMP BROS CONSTRUCTION, INC.	1006	5/15/2017	CONSTRUCTION SERVICES - APP#03	692,943.35
STV CONTRUSTION INC.	1010	5/19/2017	03/17 - CONSTRUCTION MGMT SERVICES	30,950.00
TWINING CONSULTING	1011	5/19/2017	01/17 - TESTING & INSPECTION SERVICES	752.50
TWINING CONSULTING	1011	5/19/2017	02/17 - TESTING & INSPECTION SERVICES	1,955.00
TWINING CONSULTING	1011	5/19/2017	03/17 - TESTING & INSPECTION SERVICES	17,304.80
<b>Total</b>				<b>1,569,908.26</b>



**YPI Charter Schools  
Credit Card Register  
From 05/1/2017 to 05/31/17**

ObjectCoc	Object	Management	Date	Doc #	Vendor	Description	Actual Amount	ID
4390	Other Supplies	BCCS	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	WINGSTOP - SCTG TRAINING DAY 4 SUPPLIES	4.56	SCHCLMT
4390	Other Supplies	BCCS	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	WINGSTOP - SCTG TRAINING DAY 4 SUPPLIES	228.17	SCHCLMT
4390	Other Supplies	BCCS	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	SAFEWAY LA - SCTG TRAINING DAY 4 SUPPLIES	31.74	SCHCLMT
4390	Other Supplies	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	SMART & FINAL - BEVERAGE, NAPKING, FORKS	120.82	000
4390	Other Supplies	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	SAFEWAY - DRINKING WATER / OPEN HOUSE	11.93	000
4390	Other Supplies	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	WALMART.COM - STUDENT SNACKS	232.53	STU LEA
5200	Travel and Conferences	BCCS	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	SOUTHWEST - FLIGHT TO SACRAMENTO CCSA CONFERENCE	2,843.28	000
5200	Travel and Conferences	BCCS	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	ENTERPRISE - SPED PARENTS TRANSPORTATION TO SUMMIT	226.49	SPED
5200	Travel and Conferences	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	AVIS RENT A CAR - CAR RENTAL CCSA CONF.	590.28	000
5200	Travel and Conferences	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	MARRIOTT - ROOM CHARGE CCSA CONFERENCE SACRAMENTO	765.44	000
5200	Travel and Conferences	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	MARRIOTT - ROOM CHARGE CCSA CONFERENCE SACRAMENTO	765.44	000
5200	Travel and Conferences	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	MARRIOTT - ROOM CHARGE CCSA CONFERENCE SACRAMENTO	765.44	000
5200	Travel and Conferences	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	MARRIOTT - ROOM CHARGE CCSA CONFERENCE SACRAMENTO	781.46	000
5200	Travel and Conferences	MORCS	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	ENTERPRISE - SPED PARENTS TRANSPORTATION TO SUMMIT	226.49	SPED
5300	Dues and Memberships	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	GOOGLE SVCSAPPS - YPICS DOMAIN	50.00	000
5610	Building Rent	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	PUBLIC STORAGE - STORAGE SPACE	419.00	000
5610	Building Rent	CA	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	PUBLIC STORAGE - STORAGE SPACE	419.00	000
5812	Pupil Transportation / Fie	BCCS	5/23/2017	STD04/05/17WFB9913	WELLS FARGO	LEGOLAND - FIELD TRIP - 5TH GRADE PHYSICS & ROBOTICS DAY	389.00	000
<b>Total</b>							<b>8,871.07</b>	

**YPICS Financial Summary  
School Climate (YEAR 3)  
as of 062617**

	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
<b>Personnel</b>	36,394	31,356	5,037
<b>Fringe Benefits</b>	10,918	7,885	3,033
<b>Travel</b>	53,483	29,903	23,580
<b>Equipment</b>	-	-	-
<b>Supplies</b>	14,000	34,119	(20,119)
<b>Consultants</b>	744,443	528,533	215,909
<b>Other Cost</b>	137,387	18,324	119,063
<b>Indirect Cost</b>	-	-	-
<b>Total</b>	996,624	650,120	346,504

**Rollover to Yr 4                    346,503.94**

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2017-05 YPICS FINANCIALS.xlsm

**YPICS Financial Summary**  
**Gear Up (Year 3)**  
**As of June 26, 2017**

	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
<b>Personnel</b>	54,474	36,677	17,797
<b>Fringe Benefits</b>	14,470	9,692	4,778
<b>Travel</b>	14,542	3,427	11,116
<b>Equipment</b>	-	-	-
<b>Supplies</b>	75,035	143,433	(68,398)
<b>Consultants</b>	2,650,374	1,333,262	1,317,112
<b>Other Cost</b>	234,442	35,510	198,932
<b>Indirect Cost</b>	-	-	-
<b>Total</b>	3,043,337	1,562,001	1,481,336

# Coversheet

## 2017 - 2018 YPICS Budget

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** B. 2017 - 2018 YPICS Budget  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY17-18 Budget YPICS.pptx  
17-18 Budget BCCS.pdf  
17-18 Budget MORCS.pdf  
17-18 Budget HS.pdf

# FY17-18 BUDGET

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YPI Charter Schools, Inc

# Revenue Assumptions

- One time funding of \$145 per ADA
- Gap Closure based on SCC rates

<b>LCFF DARTBOARD FACTORS</b>					
<b>Factor</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
LCFF Planning Factors	SSC Simulator	SSC Simulator	SSC Simulator <sup>2</sup>	SSC Simulator <sup>2</sup>	SSC Simulator <sup>2</sup>
SSC Gap Funding Percentage	55.03%	43.97%	39.03%	41.51%	44.07%
Department of Finance Gap Funding Percentage	55.03%	43.97%	71.53%	73.51%	100.00%
Gap Funding Percentage <sup>1</sup> (May Revise)	54.84%	43.97%	–	–	–

# Revenue Assumptions

- Enrollment / ADA
  - BCCS – 373 / 359.95 or 96.5%
  - MORCS – 356 / 343.54 or 96.5%
  - High School – 235 / 223.25 or 95%
- Unduplicated Count
  - BCCS – 85.96%
  - MORCS – 95.34%
  - High School – 85.46%
  - LAUSD – 83.97% ( based on FY16-17 LCFF Snapshot)



# Expense Assumptions

- Salaries
  - No increase to the teacher salary table
  - BCCS
    - 65% of Ruben's salary to be allocated to BCCS
  - MORCS
    - 100% of Kevin Myers' salary to be allocated MORCS
    - Additional SSC Office Assistant
  - Central Admin
    - 35% of Ruben's salary to be allocated to CA
  - High School
    - 5 new teachers FY17-18, 3 new teachers FY17-18
    - Director of Operations
- STRS increase from 12.58% to 14.43%

# Expense Assumptions

- Rent
  - BCCS no rent change
  - Prop 39 for MORCS (\$176K)
  - Prop 39 for High School (\$178K)
  - \$61K rent for Central Admin
- Capital Expense
  - BCCS
    - Upgrade Video Surveillance equipment - \$50K
    - Install Basketball Court - \$40K
- Continuing using 2 buses to bring students to MORCS
- Indirect Cost – allocated based on the number of students.

# Expense Assumptions

- ExED contracts:
  - Management and Accounting Services :
    - \$209,685 - 5% increase (3% COLA and 2% enrollment increase)
  - Grant Support
    - \$6,000 for supporting GEAR UP and School Climate
  - CALPADS:
    - \$8,160 per school

# Central Admin – Summary Budget

## YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN

### Five Year Budget Summary

Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	2016-17	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
<b>INCOME</b>						
8011-8096 · Local Control Funding Formula Revenue	-	-	-	-	-	-
8100-8299 · Other Federal Income	-	-	-	-	-	-
8300-8599 · Other State Income	-	-	-	-	-	-
8600-8799 · Other Income-Local Grants/Fundraising	-	-	-	-	-	-
8999 · Other Prior Year Adjustments	-	-	-	-	-	-
<b>TOTAL INCOME</b>	-	-	-	-	-	-
<b>EXPENSE</b>						
1000 · Certificated Salaries	282,500	195,620	203,445	211,583	220,046	228,848
2000 · Classified Salaries	305,646	297,695	309,602	321,987	334,866	348,261
3000 · Employee Benefits	177,086	159,582	173,711	188,874	203,208	216,352
4000 · Supplies	43,620	12,312	12,681	13,062	13,454	13,857
5000 · Operating Services	419,674	445,730	463,051	481,096	499,898	519,490
6000 · Capital Outlay	5,928	6,251	6,251	6,251	3,393	333
7000 · Other Outgo	(1,234,454)	(1,117,190)	(1,168,742)	(1,222,852)	(1,274,864)	(1,327,141)
<b>TOTAL EXPENSE</b>	-	-	-	-	-	-
<b>NET INCOME</b>	-	-	-	-	-	-

# BCCS – Summary Budget

## Five Year Budget Summary

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	2016-17	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Total Enrollment	370	373	373	373	373	373
ADA	358.09	359.95	359.95	359.95	359.95	359.95
% Free and Reduced	84%	84%	84%	84%	84%	84%
% English Language Learners	27%	27%	27%	27%	27%	27%
% Unduplicated Low Income, EL, Foster Youth	86%	84%	84%	84%	84%	84%
<b>INCOME</b>						
8011-8096 · Local Control Funding Formula Revenue	3,292,036	3,398,105	3,471,005	3,551,135	3,642,377	3,726,537
8100-8299 · Other Federal Income	3,849,876	3,405,107	3,405,106	3,405,106	3,405,106	3,405,106
8300-8599 · Other State Income	956,599	808,984	729,388	731,761	734,205	736,723
8600-8799 · Other Income-Local	78,637	35,326	35,924	36,539	31,774	32,427
Grants/Fundraising	28,348	30,000	30,000	30,000	30,000	30,000
8999 · Other Prior Year Adjustments	41,459	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>8,246,955</b>	<b>7,677,521</b>	<b>7,671,422</b>	<b>7,754,540</b>	<b>7,843,461</b>	<b>7,930,792</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,118,745	1,239,236	1,288,806	1,340,358	1,393,972	1,449,731
2000 · Classified Salaries	633,366	668,089	666,808	693,480	721,219	750,068
3000 · Employee Benefits	560,743	646,361	708,902	778,969	841,917	895,326
4000 · Supplies	1,058,543	927,473	933,116	938,883	944,777	950,803
5000 · Operating Services	3,923,336	3,412,034	3,427,294	3,437,156	3,440,931	3,457,425
6000 · Capital Outlay	160,011	164,687	162,459	152,397	128,098	24,152
7000 · Other Outgo	624,920	514,548	473,518	475,001	492,292	509,595
<b>TOTAL EXPENSE</b>	<b>8,079,663</b>	<b>7,572,428</b>	<b>7,660,903</b>	<b>7,816,244</b>	<b>7,963,207</b>	<b>8,037,100</b>
<b>NET INCOME</b>	<b>167,292</b>	<b>105,093</b>	<b>10,519</b>	<b>(61,704)</b>	<b>(119,745)</b>	<b>(106,308)</b>
Ending Cash Balance						
	Powered by BoardOnTrack	1,906,099	1,989,057	1,997,298	1,898,384	

# MORCS– Summary Budget

## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Five Year Budget Summary

Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	2016-17	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Total Enrollment	330	356	405	405	405	405
ADA	324.89	343.54	390.83	390.83	390.83	390.83
% Free and Reduced	93%	93%	93%	93%	93%	93%
% English Language Learners	34%	34%	34%	34%	34%	34%
% Unduplicated Low Income, EL, Foster Youth	95%	94%	94%	94%	94%	94%
<b>INCOME</b>						
8011-8096 · Local Control Funding Formula Revenue	3,028,017	3,289,863	3,823,175	3,912,775	4,147,316	4,317,659
8100-8299 · Other Federal Income	514,671	539,047	600,718	623,116	623,116	623,116
8300-8599 · Other State Income	464,070	456,544	448,892	449,564	449,564	453,185
8600-8799 · Other Income-Local	34,590	10,000	-	-	-	-
Grants/Fundraising	12,000	20,000	20,000	20,000	20,000	20,000
8999 · Other Prior Year Adjustments	33,526	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>4,086,874</b>	<b>4,315,454</b>	<b>4,892,786</b>	<b>5,005,455</b>	<b>5,239,996</b>	<b>5,413,960</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,035,896	1,108,680	1,153,027	1,199,148	1,247,114	1,296,998
2000 · Classified Salaries	506,978	570,235	593,045	616,767	641,437	667,095
3000 · Employee Benefits	522,584	553,191	610,420	671,865	726,446	771,899
4000 · Supplies	491,031	512,007	603,721	606,046	608,389	610,751
5000 · Operating Services	823,432	895,096	1,071,219	1,095,183	1,079,842	1,105,266
6000 · Capital Outlay	24,124	28,377	21,657	14,928	11,725	6,460
7000 · Other Outgo	513,177	505,226	518,069	669,355	716,056	731,851
<b>TOTAL EXPENSE</b>	<b>3,917,221</b>	<b>4,172,811</b>	<b>4,571,158</b>	<b>4,873,290</b>	<b>5,031,010</b>	<b>5,190,319</b>
<b>NET INCOME</b>	<b>169,653</b>	<b>142,642</b>	<b>321,627</b>	<b>132,165</b>	<b>208,986</b>	<b>223,641</b>
Ending Cash Balance			1,124,743	1,180,767	1,260,828	1,333,309

# HS– Summary Budget

## Bert Corona Charter High School

### Five Year Budget Summary

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	2016-17	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Total Enrollment	148	235	350	400	400	400
ADA	143.08	223.25	332.50	380.00	380.00	380.00
% Free and Reduced	84%	84%	84%	84%	84%	84%
% English Language Learners	14%	14%	14%	14%	14%	14%
% Unduplicated Low Income, EL, Foster Youth	85%	84%	85%	85%	85%	85%
<b>INCOME</b>						
8011-8096 · Local Control Funding Formula Revenue	1,597,063	2,547,037	3,869,946	4,523,722	4,639,364	4,746,228
8100-8299 · Other Federal Income	189,130	249,718	371,920	474,976	506,618	506,618
8300-8599 · Other State Income	204,728	202,869	271,672	313,732	315,727	315,727
8600-8799 · Other Income-Local	22,885	22,280	5,000	5,000	5,000	5,000
Grants/Fundraising	10,072	10,000	14,894	17,021	17,021	17,021
8999 · Other Prior Year Adjustments	6,001	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>2,029,879</b>	<b>3,031,903</b>	<b>4,533,432</b>	<b>5,334,451</b>	<b>5,483,730</b>	<b>5,590,594</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	583,394	986,084	1,197,127	1,245,013	1,364,813	1,419,406
2000 · Classified Salaries	264,548	338,679	352,226	366,315	380,967	396,206
3000 · Employee Benefits	306,955	532,188	669,035	737,389	833,338	886,893
4000 · Supplies	247,676	343,905	513,762	588,372	589,592	590,819
5000 · Operating Services	321,211	431,383	636,543	742,520	764,067	786,260
6000 · Capital Outlay	21,936	22,365	22,365	22,365	8,869	931
7000 · Other Outgo	253,057	329,884	452,580	518,981	537,844	556,709
<b>TOTAL EXPENSE</b>	<b>1,998,778</b>	<b>2,984,488</b>	<b>3,843,639</b>	<b>4,220,955</b>	<b>4,479,491</b>	<b>4,637,223</b>
<b>NET INCOME</b>	<b>31,101</b>	<b>47,415</b>	<b>689,793</b>	<b>1,113,496</b>	<b>1,004,239</b>	<b>953,371</b>
Ending Cash Balance	59,189	274,342	781,612	1,880,666	2,918,872	3,862,298

Month with Lowest Ending Cash Balance

Aug: (\$ 2,062) Dec: (\$ 337,022) Dec: (\$ 217,767) Sep: \$707,923 Sep: \$1,857,558 Sep: \$2,836,347

**BERT CORONA CHARTER SCHOOL**  
*Five Year Budget Detail*  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
Enrollment	370	373	373	373	373	373		
ADA	358.09	359.95	359.95	359.95	359.95	359.95		
<b>Income</b>								
<b>8011-8096 · Local Control Funding Formula Revenue</b>								
8011 Local Control Funding Formula	2,069,802	2,170,926	2,243,844	2,323,974	2,415,216	2,499,376	28%	5%
8012 Education Protection Account	482,301	484,252	484,245	484,245	484,245	484,245	6%	0%
8096 In Lieu of Property Taxes	739,933	742,926	742,916	742,916	742,916	742,916	10%	0%
<b>Total 8011-8096 · Local Control Funding Formula Revenue</b>	<b>3,292,036</b>	<b>3,398,105</b>	<b>3,471,005</b>	<b>3,551,135</b>	<b>3,642,377</b>	<b>3,726,537</b>	<b>44%</b>	<b>3%</b>
<b>8100-8299 · Other Federal Income</b>							0%	
8181 Federal Special Education (IDEA)	68,965	69,416	69,415	69,415	69,415	69,415	1%	1%
8220 Child Nutrition Programs - Federal	270,428	265,567	265,567	265,567	265,567	265,567	3%	-2%
8291 Title I, A Basic Grants Low-Income	136,600	132,265	132,265	132,265	132,265	132,265	2%	-3%
8292 Title II, A Teacher Quality	1,656	1,603	1,603	1,603	1,603	1,603	0%	-3%
8294 Title III, Limited English Proficiency	6,638	9,143	9,143	9,143	9,143	9,143	0%	38%
8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	0%	
8297 All Other Federal Revenue	3,365,590	2,927,112	2,927,112	2,927,112	2,927,112	2,927,112	38%	-13%
<b>Total 8100-8299 · Other Federal Income</b>	<b>3,849,876</b>	<b>3,405,107</b>	<b>3,405,106</b>	<b>3,405,106</b>	<b>3,405,106</b>	<b>3,405,106</b>	<b>44%</b>	<b>-12%</b>
<b>8300-8599 · Other State Income</b>							0%	
8311 Special Ed - AB602	203,183	202,695	202,692	202,692	202,692	202,692	3%	0%
8520 Child Nutrition - State	21,131	20,447	20,447	20,447	20,447	20,447	0%	-3%
8550 Mandate Block Grant	82,659	57,012	5,115	5,115	5,115	5,115	1%	-31%
8560 State Lottery Revenue	67,687	68,031	68,030	68,030	68,030	68,030	1%	1%
8591 SB740	268,875	310,800	283,104	285,477	287,921	290,439	4%	16%
8599 All Other State Revenues	313,064	150,000	150,000	150,000	150,000	150,000	2%	-52%
<b>Total 8300-8599 · Other State Income</b>	<b>956,599</b>	<b>808,984</b>	<b>729,388</b>	<b>731,761</b>	<b>734,205</b>	<b>736,723</b>	<b>11%</b>	<b>-15%</b>
<b>8600-8799 · Other Income-Local</b>							0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8660 Interest / Dividend Income	586	-	-	-	-	-	0%	-100%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8670 In Kind Donation	-	-	-	-	-	-	0%	
8690 All Other Local Revenue	78,051	35,326	35,924	36,539	31,774	32,427	0%	-55%
8698 Grants	12,000	10,000	10,000	10,000	10,000	10,000	0%	-17%
8699 Fundraising	16,348	20,000	20,000	20,000	20,000	20,000	0%	22%
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	0%	
<b>Total 8600-8799 · Other Income-Local</b>	<b>106,985</b>	<b>65,326</b>	<b>65,924</b>	<b>66,539</b>	<b>61,774</b>	<b>62,427</b>	<b>1%</b>	<b>-39%</b>
<b>Prior Year Adjustments</b>								



**BERT CORONA CHARTER SCHOOL**  
*Five Year Budget Detail*  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
8019 Local Control Funding Formula - Prior Year	(31,155)	-	-	-	-	-	0%	-100%
8999 Other Prior Year Adjustments	41,459	-	-	-	-	-	0%	-100%
<b>Total Prior Year Adjustments</b>	<b>10,304</b>	-	-	-	-	-	0%	-100%
<b>TOTAL INCOME</b>	<b>8,215,800</b>	<b>7,677,521</b>	<b>7,671,422</b>	<b>7,754,540</b>	<b>7,843,461</b>	<b>7,930,792</b>	<b>100%</b>	<b>-7%</b>
<b>Expense</b>								
<b>1000 - Certificated Salaries</b>								
1110 Teachers' Salaries	967,077	1,093,473	1,137,212	1,182,701	1,230,009	1,279,209	14%	13%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teacher Salaries - Substitute	36,095	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	36,494	32,850	34,164	35,531	36,952	38,430	0%	-10%
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	0%	
1300 Certificated Supervisor and Administrator Salaries	79,079	112,913	117,429	122,126	127,012	132,092	1%	43%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 - Certificated Salaries</b>	<b>1,118,745</b>	<b>1,239,236</b>	<b>1,288,806</b>	<b>1,340,358</b>	<b>1,393,972</b>	<b>1,449,731</b>	<b>16%</b>	<b>11%</b>
<b>2000 - Classified Salaries</b>							0%	
2100 Instructional Aide Salaries	247,684	254,540	236,716	246,185	256,033	266,274	3%	3%
2200 Classified Support Salaries (Maintenance, Food)	33,763	30,653	31,879	33,154	34,480	35,859	0%	-9%
2300 Classified Supervisor and Administrator Salaries	98,871	103,312	107,445	111,742	116,212	120,861	1%	4%
2400 Clerical/Technical/Office Staff Salaries	205,429	237,586	247,089	256,973	267,252	277,942	3%	16%
2900 Other Classified Salaries (Supervision, After School)	47,619	41,998	43,678	45,425	47,242	49,132	1%	-12%
<b>Total 2000 - Classified Salaries</b>	<b>633,366</b>	<b>668,089</b>	<b>666,808</b>	<b>693,480</b>	<b>721,219</b>	<b>750,068</b>	<b>9%</b>	<b>5%</b>
<b>3000 - Employee Benefits</b>							0%	
3111 STRS - State Teachers Retirement System	149,786	178,822	209,818	243,007	266,249	276,899	2%	19%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	34,743	41,422	41,342	42,996	44,716	46,504	1%	19%
3331 MED - Medicare	25,645	27,656	28,356	29,491	30,670	31,897	0%	8%
3401 H&W - Health & Welfare	323,863	365,000	394,200	425,736	459,795	496,578	5%	13%
3501 SUI - State Unemployment Insurance	889	954	978	1,017	1,058	1,100	0%	7%
3601 Workers' Compensation	22,813	25,827	27,540	29,788	32,218	34,847	0%	13%
3901 403B	3,860	6,681	6,668	6,935	7,212	7,501	0%	73%
3902 Other Benefits	(857)	-	-	-	-	-	0%	-100%
<b>Total 3000 - Employee Benefits</b>	<b>560,743</b>	<b>646,361</b>	<b>708,902</b>	<b>778,969</b>	<b>841,917</b>	<b>895,326</b>	<b>9%</b>	<b>15%</b>
<b>4000 - Supplies</b>							0%	
4110 Approved Textbooks and Core Curriculum Materials	18,847	4,000	4,000	4,000	4,000	4,000	0%	-79%
4210 Books and Other Reference Materials	28,000	8,000	8,150	8,305	8,464	8,628	0%	-71%

**BERT CORONA CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
4310 Student Materials	149,453	148,492	149,947	151,445	152,989	154,578	2%	-1%
4350 Office Supplies	70,642	32,000	32,360	32,731	33,113	33,506	0%	-55%
4370 Custodial Supplies	21,704	17,000	17,000	17,000	17,000	17,000	0%	-22%
4390 Other Supplies	234,000	212,140	214,004	215,924	217,902	219,939	3%	-9%
4400 Non Capitalized Equipment	183,000	143,000	143,000	143,000	143,000	143,000	2%	-22%
4700 Food and Food Supplies	352,897	362,841	364,655	366,478	368,310	370,152	5%	3%
<b>Total 4000 · Supplies</b>	<b>1,058,543</b>	<b>927,473</b>	<b>933,116</b>	<b>938,883</b>	<b>944,777</b>	<b>950,803</b>	<b>12%</b>	<b>-12%</b>
<b>5000 · Operating Services</b>							0%	
5200 Travel and Conferences	126,690	108,710	108,710	108,710	108,710	108,710	1%	-14%
5300 Dues and Memberships	24,524	2,650	2,718	2,787	2,859	2,932	0%	-89%
5450 General Insurance	29,069	30,184	31,089	32,022	32,982	33,972	0%	4%
5500 Operation and Housekeeping Services	129,837	135,154	139,209	143,385	147,686	152,117	2%	4%
5610 Rent - Facilities / Buildings / Space	108,200	114,000	114,000	114,000	114,000	114,000	2%	5%
5620 Equipment Lease	31,613	40,057	41,259	42,496	43,771	45,085	1%	27%
5630 Vendor Repairs	279,200	180,560	180,870	175,332	163,245	163,402	2%	-35%
5812 Field Trips/Pupil Transportation	138,600	130,100	131,003	131,933	132,891	133,878	2%	-6%
5820 Legal / Audit Fees	1,521	-	-	-	-	-	0%	-100%
5830 Advertisement / Recruitment	1,000	3,000	3,090	3,183	3,278	3,377	0%	200%
5850 Non Instructional Consultants	2,615,471	2,307,220	2,310,437	2,313,750	2,317,162	2,320,677	30%	-12%
5851 Instructional Consultants	350,000	275,960	278,239	280,586	283,004	285,494	4%	-21%
5853 ExED	6,000	6,000	6,000	6,000	6,000	6,000	0%	0%
5860 Non Instructional Software and Subscriptions		25,949	26,667	27,407	28,170	28,955	0%	
5890 Other Fees / Bank Charges /Credit Card Fees	5,257	5,054	5,206	5,362	5,523	5,689	0%	-4%
5891 Factoring Fees	-	-	-	-	-	-	0%	
5897 Fundraising Cost	-	-	-	-	-	-	0%	
5900 Communications	76,355	47,436	48,799	50,203	51,649	53,139	1%	-38%
<b>Total 5000 · Operating Services</b>	<b>3,923,336</b>	<b>3,412,034</b>	<b>3,427,294</b>	<b>3,437,156</b>	<b>3,440,931</b>	<b>3,457,425</b>	<b>45%</b>	<b>-13%</b>
<b>6000 · Capital Outlay</b>							0%	
6900 Depreciation Expense	160,011	164,687	162,459	152,397	128,098	24,152	2%	3%
<b>Total 6000 · Capital Outlay</b>	<b>160,011</b>	<b>164,687</b>	<b>162,459</b>	<b>152,397</b>	<b>128,098</b>	<b>24,152</b>	<b>2%</b>	<b>3%</b>
<b>7000 · Other Outgo</b>							0%	
7221 Transfers to District	54,430	54,422	54,422	54,422	54,422	54,422	1%	0%
7299 District Oversight Fee	35,591	33,981	34,710	35,511	36,424	37,265	0%	-5%
7310 Indirect Costs	534,879	426,145	384,386	385,068	401,447	417,908	6%	-20%
7438 Debt Service - Interest	21	-	-	-	-	-	0%	-100%
<b>Total 7000 · Other Outgo</b>	<b>624,920</b>	<b>514,548</b>	<b>473,518</b>	<b>475,001</b>	<b>492,292</b>	<b>509,595</b>	<b>7%</b>	<b>-18%</b>

**BERT CORONA CHARTER SCHOOL**  
*Five Year Budget Detail*  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
<b>TOTAL EXPENSE</b>	8,079,663	7,572,428	7,660,903	7,816,244	7,963,207	8,037,100	100%	-6%
<b>NET INCOME</b>	136,137	105,093	10,519	(61,704)	(119,745)	(106,308)		
<b>Beginning Cash Balance</b>	1,466,956	1,564,676	1,748,945	1,906,099	1,989,057	1,997,298		
<b>Cash Flow from Operating Activities</b>								
Net Income	136,137	105,093	10,519	(61,704)	(119,745)	(106,308)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	816,915	605,551	584,227	600,104	607,913	608,019		
Current Year Accounts Receivable	(605,551)	(584,227)	(600,104)	(607,913)	(608,019)	(624,940)		
Change in Due from	(230,097)	-	-	-	-	-		
Change in Accounts Payable	(59,221)	(11,223)	-	-	-	-		
Change in Due to	9,277	(5,611)	53	72	(5)	163		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(2,871)	-	-	-	-	-		
Change in Prepaid Expenditures	(7,519)	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Depreciation Expense	160,011	164,687	162,459	152,397	128,098	24,152		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(117,518)	(90,000)	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(1,844)	-	-	-	-	-		
<b>Ending Cash Balance</b>	1,564,676	1,748,945	1,906,099	1,989,057	1,997,298	1,898,384		
Month with Lowest Ending Cash Balance	Oct: \$865,880	Sep: \$1,049,313	Sep: \$1,375,453	Sep: \$1,527,596	Sep: \$1,587,999	Sep: \$1,564,133		
5% Reserve Goal	403,983	378,621	383,045	390,812	398,160	401,855		
Net Income as a Percent of Expenses	1.7%	1.4%	0.1%	-0.8%	-1.5%	-1.3%		
Ending Cash as a Percent of Expenses	19.4%	23.1%	24.9%	25.4%	25.1%	23.6%		

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
*Five Year Budget Detail*  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
Enrollment	330	356	405	405	405	405		
ADA	324.89	343.54	390.83	390.83	390.83	390.83		
<b>Income</b>								
<b>8011-8096 · Local Control Funding Formula Revenue</b>								
8011 Local Control Funding Formula	1,919,850	2,118,083	2,490,111	2,579,710	2,814,252	2,984,595	49%	10%
8012 Education Protection Account	437,603	462,724	526,413	526,413	526,413	526,413	11%	6%
8096 In Lieu of Property Taxes	670,563	709,056	806,651	806,651	806,651	806,651	16%	6%
<b>Total 8011-8096 · Local Control Funding Formula Revenue</b>	<b>3,028,017</b>	<b>3,289,863</b>	<b>3,823,175</b>	<b>3,912,775</b>	<b>4,147,316</b>	<b>4,317,659</b>	<b>76%</b>	<b>9%</b>
<b>8100-8299 · Other Federal Income</b>							0%	
8181 Federal Special Education (IDEA)	62,499	66,252	75,371	75,371	75,371	75,371	2%	6%
8220 Child Nutrition Programs - Federal	289,721	318,754	362,622	362,622	362,622	362,622	7%	10%
8291 Title I, A Basic Grants Low-Income	147,459	142,048	150,056	170,710	170,710	170,710	3%	-4%
8292 Title II, A Teacher Quality	1,644	1,584	1,673	1,903	1,903	1,903	0%	-4%
8294 Title III, Limited English Proficiency	9,257	10,410	10,997	12,510	12,510	12,510	0%	12%
8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	0%	
8297 All Other Federal Revenue	4,091	-	-	-	-	-	0%	-100%
<b>Total 8100-8299 · Other Federal Income</b>	<b>514,671</b>	<b>539,047</b>	<b>600,718</b>	<b>623,116</b>	<b>623,116</b>	<b>623,116</b>	<b>12%</b>	<b>5%</b>
<b>8300-8599 · Other State Income</b>							0%	
8311 Special Ed - AB602	184,135	193,454	220,081	220,081	220,081	220,081	4%	5%
8520 Child Nutrition - State	23,850	26,364	29,993	29,993	29,993	29,993	1%	11%
8550 Mandate Block Grant	74,597	51,726	4,882	5,554	5,554	9,174	1%	-31%
8560 State Lottery Revenue	61,417	64,929	73,866	73,866	73,866	73,866	2%	6%
8591 SB740	-	-	-	-	-	-	0%	
8599 All Other State Revenues	120,071	120,071	120,071	120,071	120,071	120,071	3%	0%
<b>Total 8300-8599 · Other State Income</b>	<b>464,070</b>	<b>456,544</b>	<b>448,892</b>	<b>449,564</b>	<b>449,564</b>	<b>453,185</b>	<b>11%</b>	<b>-2%</b>
<b>8600-8799 · Other Income-Local</b>							0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8660 Interest / Dividend Income	-	-	-	-	-	-	0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8670 In Kind Donation	-	-	-	-	-	-	0%	
8690 All Other Local Revenue	34,590	10,000	-	-	-	-	0%	-71%
8698 Grants	11,500	10,000	10,000	10,000	10,000	10,000	0%	-13%
8699 Fundraising	500	10,000	10,000	10,000	10,000	10,000	0%	1900%
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	0%	
<b>Total 8600-8799 · Other Income-Local</b>	<b>46,590</b>	<b>30,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>1%</b>	<b>-36%</b>
<b>Prior Year Adjustments</b>								

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
*Five Year Budget Detail*  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
8019 Local Control Funding Formula - Prior Year	(28,159)	-					0%	-100%
8999 Other Prior Year Adjustments	33,526	-					0%	-100%
<b>Total Prior Year Adjustments</b>	<b>5,367</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>4,058,715</b>	<b>4,315,454</b>	<b>4,892,786</b>	<b>5,005,455</b>	<b>5,239,996</b>	<b>5,413,960</b>	<b>100%</b>	<b>6%</b>
<b>Expense</b>								
<b>1000 - Certificated Salaries</b>								
1110 Teachers' Salaries	933,852	976,400	1,015,456	1,056,074	1,098,317	1,142,249	23%	5%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teacher Salaries - Substitute	10,500	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	41,795	28,800	29,952	31,150	32,396	33,692	1%	-31%
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	0%	
1300 Certificated Supervisor and Administrator Salaries	49,750	103,480	107,619	111,924	116,401	121,057	2%	108%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 - Certificated Salaries</b>	<b>1,035,896</b>	<b>1,108,680</b>	<b>1,153,027</b>	<b>1,199,148</b>	<b>1,247,114</b>	<b>1,296,998</b>	<b>27%</b>	<b>7%</b>
<b>2000 - Classified Salaries</b>							0%	
2100 Instructional Aide Salaries	129,932	164,885	171,480	178,339	185,473	192,892	4%	27%
2200 Classified Support Salaries (Maintenance, Food)	8,104	8,899	9,255	9,625	10,010	10,411	0%	10%
2300 Classified Supervisor and Administrator Salaries	124,202	136,450	141,908	147,585	153,488	159,628	3%	10%
2400 Clerical/Technical/Office Staff Salaries	189,946	227,640	236,745	246,215	256,064	266,306	5%	20%
2900 Other Classified Salaries (Supervision, After School)	54,793	32,362	33,656	35,002	36,402	37,858	1%	-41%
<b>Total 2000 - Classified Salaries</b>	<b>506,978</b>	<b>570,235</b>	<b>593,045</b>	<b>616,767</b>	<b>641,437</b>	<b>667,095</b>	<b>14%</b>	<b>12%</b>
<b>3000 - Employee Benefits</b>							0%	
3111 STRS - State Teachers Retirement System	137,176	165,685	194,404	225,155	246,690	256,557	4%	21%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	27,555	32,904	34,221	35,589	37,013	38,493	1%	19%
3331 MED - Medicare	22,396	24,344	25,318	26,331	27,384	28,479	1%	9%
3401 H&W - Health & Welfare	307,374	300,000	324,000	349,920	377,914	408,147	7%	-2%
3501 SUI - State Unemployment Insurance	775	839	873	908	944	982	0%	8%
3601 Workers' Compensation	21,459	24,285	26,267	28,410	30,729	33,236	1%	13%
3901 403B	5,848	5,132	5,337	5,551	5,773	6,004	0%	-12%
3902 Other Benefits	-	-	-	-	-	-	0%	
<b>Total 3000 - Employee Benefits</b>	<b>522,584</b>	<b>553,191</b>	<b>610,420</b>	<b>671,865</b>	<b>726,446</b>	<b>771,899</b>	<b>13%</b>	<b>6%</b>
<b>4000 - Supplies</b>							0%	
4110 Approved Textbooks and Core Curriculum Materials	19,070	13,000	14,789	14,789	14,789	14,789	0%	-32%
4210 Books and Other Reference Materials	8,000	7,500	8,532	8,532	8,532	8,532	0%	-6%

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
*Five Year Budget Detail*  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
4310 Student Materials	81,128	50,187	74,682	74,682	74,682	74,682	1%	-38%
4350 Office Supplies	8,352	8,040	9,421	9,704	9,995	10,295	0%	-4%
4370 Custodial Supplies	2,000	2,158	2,455	2,455	2,455	2,455	0%	8%
4390 Other Supplies	55,212	61,950	70,477	70,477	70,477	70,477	1%	12%
4400 Non Capitalized Equipment	15,000	12,000	15,000	15,000	15,000	15,000	0%	-20%
4700 Food and Food Supplies	302,270	357,172	408,365	410,407	412,459	414,522	9%	18%
<b>Total 4000 · Supplies</b>	<b>491,031</b>	<b>512,007</b>	<b>603,721</b>	<b>606,046</b>	<b>608,389</b>	<b>610,751</b>	<b>12%</b>	<b>4%</b>
<b>5000 · Operating Services</b>							0%	
5200 Travel and Conferences	28,040	26,200	32,750	32,750	32,750	32,750	1%	-7%
5300 Dues and Memberships	29,916	5,750	6,738	6,940	7,148	7,362	0%	-81%
5450 General Insurance	27,342	30,381	35,600	36,668	37,768	38,901	1%	11%
5500 Operation and Housekeeping Services	32,800	46,470	299,107	302,541	306,077	309,720	1%	42%
5610 Rent - Facilities / Buildings / Space	138,566	176,516	-	-	-	-	4%	27%
5620 Equipment Lease	20,760	66,600	71,165	72,099	33,039	34,030	2%	221%
5630 Vendor Repairs	9,907	10,400	12,186	12,552	12,929	13,316	0%	5%
5812 Field Trips/Pupil Transportation	175,400	184,200	215,840	222,315	228,985	235,854	4%	5%
5820 Legal / Audit Fees	-	15,000	15,000	15,000	15,000	15,000	0%	
5830 Advertisement / Recruitment	3,686	5,000	5,150	5,305	5,464	5,628	0%	36%
5850 Non Instructional Consultants	79,233	78,833	92,375	95,146	98,000	100,940	2%	-1%
5851 Instructional Consultants	176,587	176,031	206,267	212,455	218,829	225,394	4%	0%
5853 ExED	-	-	-	-	-	-	0%	
5860 Non Instructional Software and Subscriptions		19,223	22,525	23,201	23,897	24,614	0%	
5890 Other Fees / Bank Charges /Credit Card Fees	1,468	1,512	1,946	2,005	2,065	2,127	0%	3%
5891 Factoring Fees	-	-	-	-	-	-	0%	
5897 Fundraising Cost	-	-	-	-	-	-	0%	
5900 Communications	50,400	52,980	54,569	56,206	57,893	59,629	1%	5%
<b>Total 5000 · Operating Services</b>	<b>823,432</b>	<b>895,096</b>	<b>1,071,219</b>	<b>1,095,183</b>	<b>1,079,842</b>	<b>1,105,266</b>	<b>21%</b>	<b>9%</b>
<b>6000 · Capital Outlay</b>							0%	
6900 Depreciation Expense	24,124	28,377	21,657	14,928	11,725	6,460	1%	18%
<b>Total 6000 · Capital Outlay</b>	<b>24,124</b>	<b>28,377</b>	<b>21,657</b>	<b>14,928</b>	<b>11,725</b>	<b>6,460</b>	<b>1%</b>	<b>18%</b>
<b>7000 · Other Outgo</b>							0%	
7221 Transfers to District		51,941	59,090	59,090	59,090	59,090	1%	
7299 District Oversight Fee	33,679	32,899	38,232	39,128	41,473	43,177	1%	-2%
7310 Indirect Costs	479,498	420,386	420,747	421,494	439,421	457,440	10%	-12%
7438 Debt Service - Interest	-	-	-	149,643	176,072	172,144	0%	
<b>Total 7000 · Other Outgo</b>	<b>513,177</b>	<b>505,226</b>	<b>518,069</b>	<b>669,355</b>	<b>716,056</b>	<b>731,851</b>	<b>12%</b>	<b>-2%</b>

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
*Five Year Budget Detail*  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
<b>TOTAL EXPENSE</b>	3,917,221	4,172,811	4,571,158	4,873,290	5,031,010	5,190,319	100%	7%
<b>NET INCOME</b>	141,494	142,642	321,627	132,165	208,986	223,641		
<b>Beginning Cash Balance</b>	873,809	15,015,500	894,806	1,124,743	1,180,767	1,260,828		
<b>Cash Flow from Operating Activities</b>								
Net Income	141,494	142,642	321,627	132,165	208,986	223,641		
Change in Accounts Receivable								
Prior Year Accounts Receivable	432,306	445,222	522,894	636,941	623,063	634,697		
Current Year Accounts Receivable	(445,222)	(522,894)	(636,941)	(623,063)	(634,697)	(659,503)		
Change in Due from	16,336	-	-	-	-	-		
Change in Accounts Payable	(57,448)	(1,872)	-	-	-	-		
Change in Due to	28,825	(3,684)	699	(251)	116	248		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	1,093	-	-	-	-	-		
Change in Prepaid Expenditures	24,797	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	14,212,103	-	-	-	-	-		
Depreciation Expense	24,124	28,377	21,657	14,928	11,725	6,460		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(236,717)	(14,208,485)	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	-	-	-	(104,694)	(129,133)	(133,061)		
<b>Ending Cash Balance</b>	15,015,500	894,806	1,124,743	1,180,767	1,260,828	1,333,309		
Month with Lowest Ending Cash Balance	Jul: \$978,576	Sep: \$611,138	Dec: \$668,189	Aug: \$1,255,901	Sep: \$1,036,020	Sep: \$1,106,414		
5% Reserve Goal	195,861	208,641	228,558	243,664	251,551	259,516		
Net Income as a Percent of Expenses	3.6%	3.4%	7.0%	2.7%	4.2%	4.3%		
Ending Cash as a Percent of Expenses	383.3%	21.4%	24.6%	24.2%	25.1%	25.7%		

**Bert Corona Charter High School**  
**Five Year Budget Detail**  
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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
Enrollment	148	235	350	400	400	400		
ADA	143.08	223.25	332.50	380.00	380.00	380.00		
<b>Income</b>								
<b>8011-8096 · Local Control Funding Formula Revenue</b>								
8011 Local Control Funding Formula	1,272,138	2,041,605	3,117,176	3,663,414	3,779,055	3,885,919	67%	60%
8012 Education Protection Account	28,704	44,650	66,500	76,000	76,000	76,000	1%	56%
8096 In Lieu of Property Taxes	296,221	460,781	686,270	784,309	784,309	784,309	15%	56%
<b>Total 8011-8096 · Local Control Funding Formula Revenue</b>	<b>1,597,063</b>	<b>2,547,037</b>	<b>3,869,946</b>	<b>4,523,722</b>	<b>4,639,364</b>	<b>4,746,228</b>	<b>84%</b>	<b>59%</b>
<b>8100-8299 · Other Federal Income</b>							0%	
8181 Federal Special Education (IDEA)	27,678	43,054	64,123	73,283	73,283	73,283	1%	56%
8220 Child Nutrition Programs - Federal	68,974	105,865	157,672	180,196	180,196	180,196	3%	53%
8291 Title I, A Basic Grants Low-Income	60,906	96,709	144,034	214,519	245,165	245,165	3%	59%
8292 Title II, A Teacher Quality	765	1,215	1,810	2,696	3,081	3,081	0%	59%
8294 Title III, Limited English Proficiency	635	2,875	4,281	4,281	4,893	4,893	0%	352%
8296 Title V, B Charter Schools Grants	30,171	-	-	-	-	-	0%	-100%
8297 All Other Federal Revenue	-	-	-	-	-	-	0%	
<b>Total 8100-8299 · Other Federal Income</b>	<b>189,130</b>	<b>249,718</b>	<b>371,920</b>	<b>474,976</b>	<b>506,618</b>	<b>506,618</b>	<b>8%</b>	<b>32%</b>
<b>8300-8599 · Other State Income</b>							0%	
8311 Special Ed - AB602	80,819	125,717	187,237	213,986	213,986	213,986	4%	56%
8520 Child Nutrition - State	5,352	8,202	12,216	13,961	13,961	13,961	0%	53%
8550 Mandate Block Grant	16,420	26,756	9,377	13,965	15,960	15,960	1%	63%
8560 State Lottery Revenue	27,137	42,194	62,843	71,820	71,820	71,820	1%	55%
8591 SB740	-	-	-	-	-	-	0%	
8599 All Other State Revenues	75,000	-	-	-	-	-	0%	-100%
<b>Total 8300-8599 · Other State Income</b>	<b>204,728</b>	<b>202,869</b>	<b>271,672</b>	<b>313,732</b>	<b>315,727</b>	<b>315,727</b>	<b>7%</b>	<b>-1%</b>
<b>8600-8799 · Other Income-Local</b>							0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8660 Interest / Dividend Income	-	-	-	-	-	-	0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8670 In Kind Donation	-	-	-	-	-	-	0%	
8690 All Other Local Revenue	22,885	22,280	5,000	5,000	5,000	5,000	1%	-3%
8698 Grants	-	-	-	-	-	-	0%	
8699 Fundraising	10,072	10,000	14,894	17,021	17,021	17,021	0%	-1%
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	0%	
<b>Total 8600-8799 · Other Income-Local</b>	<b>32,957</b>	<b>32,280</b>	<b>19,894</b>	<b>22,021</b>	<b>22,021</b>	<b>22,021</b>	<b>1%</b>	<b>-2%</b>
<b>Prior Year Adjustments</b>								



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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
8019 Local Control Funding Formula - Prior Year	(4,932)	-					0%	-100%
8999 Other Prior Year Adjustments	6,001	-					0%	-100%
<b>Total Prior Year Adjustments</b>	<b>1,069</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>2,024,947</b>	<b>3,031,903</b>	<b>4,533,432</b>	<b>5,334,451</b>	<b>5,483,730</b>	<b>5,590,594</b>	<b>100%</b>	<b>50%</b>
<b>Expense</b>								
<b>1000 - Certificated Salaries</b>								
1110 Teachers' Salaries	395,949	786,583	989,646	1,029,232	1,070,401	1,113,217	26%	99%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teacher Salaries - Substitute	46,671	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	25,801	26,250	27,300	28,392	29,528	30,709	1%	2%
1200 Certificated Pupil Support Salaries	16,924	74,165	77,132	80,217	153,426	159,563	2%	338%
1300 Certificated Supervisor and Administrator Salaries	98,050	99,086	103,049	107,171	111,458	115,917	3%	1%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 - Certificated Salaries</b>	<b>583,394</b>	<b>986,084</b>	<b>1,197,127</b>	<b>1,245,013</b>	<b>1,364,813</b>	<b>1,419,406</b>	<b>33%</b>	<b>69%</b>
<b>2000 - Classified Salaries</b>							0%	
2100 Instructional Aide Salaries	149,336	128,079	133,203	138,531	144,072	149,835	4%	-14%
2200 Classified Support Salaries (Maintenance, Food)	-	-	-	-	-	-	0%	
2300 Classified Supervisor and Administrator Salaries	-	80,000	83,200	86,528	89,989	93,589	3%	
2400 Clerical/Technical/Office Staff Salaries	91,687	102,519	106,620	110,885	115,320	119,933	3%	12%
2900 Other Classified Salaries (Supervision, After School)	23,525	28,080	29,203	30,371	31,586	32,850	1%	19%
<b>Total 2000 - Classified Salaries</b>	<b>264,548</b>	<b>338,679</b>	<b>352,226</b>	<b>366,315</b>	<b>380,967</b>	<b>396,206</b>	<b>11%</b>	<b>28%</b>
<b>3000 - Employee Benefits</b>							0%	
3111 STRS - State Teachers Retirement System	87,618	156,188	211,197	244,604	281,369	292,624	5%	78%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	8,962	15,028	15,629	16,254	16,904	17,580	1%	68%
3331 MED - Medicare	12,318	19,209	22,466	23,364	25,314	26,326	1%	56%
3401 H&W - Health & Welfare	192,681	330,000	406,064	438,549	493,633	533,124	11%	71%
3501 SUI - State Unemployment Insurance	427	662	775	806	873	908	0%	55%
3601 Workers' Compensation	4,748	7,714	9,383	10,149	11,436	12,369	0%	62%
3901 403B	200	3,387	3,522	3,663	3,810	3,962	0%	1593%
3902 Other Benefits	-	-	-	-	-	-	0%	
<b>Total 3000 - Employee Benefits</b>	<b>306,955</b>	<b>532,188</b>	<b>669,035</b>	<b>737,389</b>	<b>833,338</b>	<b>886,893</b>	<b>18%</b>	<b>73%</b>
<b>4000 - Supplies</b>							0%	
4110 Approved Textbooks and Core Curriculum Materials	5,103	46,250	68,883	78,723	78,723	78,723	2%	806%
4210 Books and Other Reference Materials	33,016	4,500	6,702	7,660	7,660	7,660	0%	-86%

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	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
4310 Student Materials	55,187	41,395	76,615	87,560	87,560	87,560	1%	-25%
4350 Office Supplies	13,000	11,000	16,383	18,723	18,723	18,723	0%	-15%
4370 Custodial Supplies	6,500	5,500	8,191	9,362	9,362	9,362	0%	-15%
4390 Other Supplies	15,000	26,500	39,468	45,106	45,106	45,106	1%	77%
4400 Non Capitalized Equipment	18,820	66,731	84,931	97,064	97,064	97,064	2%	255%
4700 Food and Food Supplies	101,049	142,028	212,589	244,174	245,395	246,622	5%	41%
<b>Total 4000 · Supplies</b>	<b>247,676</b>	<b>343,905</b>	<b>513,762</b>	<b>588,372</b>	<b>589,592</b>	<b>590,819</b>	<b>12%</b>	<b>39%</b>
<b>5000 · Operating Services</b>							0%	
5200 Travel and Conferences	20,000	16,700	21,255	24,291	24,291	24,291	1%	-17%
5300 Dues and Memberships	16,550	16,544	25,379	29,875	30,771	31,694	1%	0%
5450 General Insurance	13,054	21,349	32,750	38,552	39,708	40,900	1%	64%
5500 Operation and Housekeeping Services	1,123	1,837	2,818	3,317	3,417	3,519	0%	64%
5610 Rent - Facilities / Buildings / Space	85,510	178,713	274,154	322,718	332,399	342,371	6%	109%
5620 Equipment Lease	13,671	14,217	21,809	25,673	26,443	27,236	0%	4%
5630 Vendor Repairs	1,667	4,400	6,750	7,945	8,184	8,429	0%	164%
5812 Field Trips/Pupil Transportation	6,500	6,500	9,971	11,738	12,090	12,452	0%	0%
5820 Legal / Audit Fees	-	-	-	-	-	-	0%	
5830 Advertisement / Recruitment	12,000	8,000	8,240	8,487	8,742	9,004	0%	-33%
5850 Non Instructional Consultants	53,933	51,986	79,749	93,876	96,692	99,593	2%	-4%
5851 Instructional Consultants	71,000	75,960	116,526	137,168	141,283	145,521	3%	7%
5853 ExED	-	-	-	-	-	-	0%	
5860 Non Instructional Software and Subscriptions	-	-	-	-	-	-	0%	
5890 Other Fees / Bank Charges /Credit Card Fees	2,000	3,237	4,244	4,995	5,145	5,300	0%	62%
5891 Factoring Fees	-	-	-	-	-	-	0%	
5897 Fundraising Cost	-	-	-	-	-	-	0%	
5900 Communications	24,203	31,940	32,898	33,885	34,902	35,949	1%	32%
<b>Total 5000 · Operating Services</b>	<b>321,211</b>	<b>431,383</b>	<b>636,543</b>	<b>742,520</b>	<b>764,067</b>	<b>786,260</b>	<b>14%</b>	<b>34%</b>
<b>6000 · Capital Outlay</b>							0%	
6900 Depreciation Expense	21,936	22,365	22,365	22,365	8,869	931	1%	2%
<b>Total 6000 · Capital Outlay</b>	<b>21,936</b>	<b>22,365</b>	<b>22,365</b>	<b>22,365</b>	<b>8,869</b>	<b>931</b>	<b>1%</b>	<b>2%</b>
<b>7000 · Other Outgo</b>							0%	
7221 Transfers to District	21,699	33,754	50,272	57,454	57,454	57,454	1%	56%
7299 District Oversight Fee	16,878	25,470	38,699	45,237	46,394	47,462	1%	51%
7310 Indirect Costs	213,931	270,660	363,609	416,290	433,996	451,793	9%	27%
7438 Debt Service - Interest	548	-	-	-	-	-	0%	-100%
<b>Total 7000 · Other Outgo</b>	<b>253,057</b>	<b>329,884</b>	<b>452,580</b>	<b>518,981</b>	<b>537,844</b>	<b>556,709</b>	<b>11%</b>	<b>30%</b>

**Bert Corona Charter High School**  
**Five Year Budget Detail**  
 Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	-1	0	1	2	3	4		
	2016-17	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	2017-18 Percent of Budget	Percent Change, 2016-17 to 2017-18
<b>TOTAL EXPENSE</b>	1,998,778	2,984,488	3,843,639	4,220,955	4,479,491	4,637,223	100%	49%
<b>NET INCOME</b>	26,169	47,415	689,793	1,113,496	1,004,239	953,371		
<b>Beginning Cash Balance</b>	70,646	59,189	274,342	781,612	1,880,666	2,918,872		
<b>Cash Flow from Operating Activities</b>								
Net Income	26,169	47,415	689,793	1,113,496	1,004,239	953,371		
Change in Accounts Receivable								
Prior Year Accounts Receivable	122,055	481,016	360,920	567,285	603,985	578,474		
Current Year Accounts Receivable	(285,804)	(360,920)	(567,285)	(603,985)	(578,474)	(589,459)		
Change in Due from	0	-	-	-	-	-		
Change in Accounts Payable	(47,881)	27,325	-	-	-	-		
Change in Due to	214,702	(2,048)	1,477	(108)	(413)	110		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(1,066)	-	-	-	-	-		
Change in Prepaid Expenditures	18,516	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Depreciation Expense	21,936	22,365	22,365	22,365	8,869	931		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(30,085)	-	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(49,998)	-	-	-	-	-		
<b>Ending Cash Balance</b>	59,189	274,342	781,612	1,880,666	2,918,872	3,862,298		
Month with Lowest Ending Cash Balance	Aug: (\$ 2,062)	Dec: (\$ 337,022)	Dec: (\$ 217,767)	Sep: \$707,923	Sep: \$1,857,558	Sep: \$2,836,347		
5% Reserve Goal	99,939	149,224	192,182	211,048	223,975	231,861		
Net Income as a Percent of Expenses	1.3%	1.6%	17.9%	26.4%	22.4%	20.6%		
Ending Cash as a Percent of Expenses	3.0%	9.2%	20.3%	44.6%	65.2%	83.3%		

# Coversheet

## 2017 - 2018 YPICS EPA Expenditures

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** C. 2017 - 2018 YPICS EPA Expenditures  
**Purpose:** Vote  
**Submitted by:** Irina Castillo, EXED SVP Finance  
**Related Material:** FY 17-18 EPA Spending Plan MORCS.pdf  
FY 17-18 EPA Spending Plan BCCS.pdf  
FY 17-18 EPA Spending Plan BCHS.pdf

### BACKGROUND:

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The proposition expires in November 2018. The revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs received EPA payments quarterly beginning with the 2013-2014 Fiscal Year. Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions: • The spending plan must be approved by the governing board during a public meeting. • EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (Refer to the attached list of functions for which EPA funds may be used.) • Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

### RECOMMENDATION:

Recommendation that the Board Approve the attached EPA plans for YPICS.



### **About the Education Protection Account...**

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers<sup>1</sup>, the state established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and **from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.**

### **FY 2017-18 Education Protection Account Spending Plan**

In FY 2017-18, based on the state formula, EPA funds for Monsenor Oscar Romero Charter School are estimated to be \$462,724. The spending plan allocates these funds to support teacher salaries and benefits.

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<sup>1</sup> The .25 sales tax increase expired in 2016; the income tax increase set to expire in 2018, was extended by voters though 2030 via Proposition 55.



### **About the Education Protection Account...**

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers<sup>1</sup>, the state established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

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From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and **from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.**

### **FY 2017-18 Education Protection Account Spending Plan**

In FY 2017-18, based on the state formula, EPA funds for Bert Corona Charter School are estimated to be \$484,252. The spending plan allocates these funds to support teacher salaries and benefits.

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<sup>1</sup> The .25 sales tax increase expired in 2016; the income tax increase set to expire in 2018, was extended by voters though 2030 via Proposition 55.



### **About the Education Protection Account...**

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers<sup>1</sup>, the state established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

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From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and **from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.**

### **FY 2017-18 Education Protection Account Spending Plan**

In FY 2017-18, based on the state formula, EPA funds for Bert Corona Charter High School are estimated to be \$44,650. The spending plan allocates these funds to support teacher salaries and benefits.

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<sup>1</sup> The .25 sales tax increase expired in 2016; the income tax increase set to expire in 2018, was extended by voters though 2030 via Proposition 55.

# Coversheet

## 2017 - 2018 YPICS LCAP

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** D. 2017 - 2018 YPICS LCAP  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Bert Corona MS 6-24 2017 Final.docx  
MORC LCAP 6-24-2017 Final.docx  
Bert Corona HS 6-24-17 Final.docx  
MORC LCAP 6-24-2017 Final.docx  
Bert Corona MS 6-24 2017 Final YKB.docx  
Bert Corona HS 6-24-17 Final.docx



LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

**Bert Corona Charter School**

Contact Name  
and Title

Yvette King-Berg

Email and  
Phone

ykingberg@ypics.org  
**818 834-5805**

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

**Bert Corona Charter School** serves 371 students in the San Fernando Valley area of Los Angeles County. Represented with .8% African American, 45.3% Latino, .3% Asian, 18.9% White, 21.1% English Learners, 15.4% Students with Disabilities, and 86.7% of our students who participate for Free and Reduced Lunch.

### VISION

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

### MISSION

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

## LCAP HIGHLIGHTS

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

### Areas of Demonstrated Strength and/or Progress

- The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members' roster depicting implementation of organizational structure aligned to the charter.
- The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the NCLB grid.
- The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. For example, agenda items from the 4/25/16 Board Meeting included an update from the Director of Academic Achievement referencing student academic achievement and progress.
- Students are adjusting to the format and performance assessment of the CAASPP/Smarter Balanced.
- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.

Working closely with stakeholders throughout the school, the following goals were identified in 2016-2017:

LCAP Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.

State Priority 1: Standards aligned instructional materials

LCAP Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition

State Priority 1: School facilities are maintained in good repair

LCAP Goal 1C: Maintain a clean and safe school facility

State Priority 2: To provide for student academic achievement.

LCAP Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)

State Priority 2: To provide for student academic achievement

LCAP Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS

LCAP Goal 3 A: Maintain parent representation on the Parent Advisory Council (PAC)

LCAP Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC)

LCAP Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

LCAP Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

LCAP Goal 4C: Students are on track to be college and career ready

LCAP Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year,

LCAP Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

LCAP Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.

LCAP Goal 5 B: School will retain and promote 5th through 8th grade students.

LCAP Goal 6A: **Bert Corona Charter School** will maintain a low annual expulsion rate.

LCAP Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter

LCAP Goal 8 A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

LCAP Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard

**The following LCAP Goals have been identified for focus within the next three years to improve outcomes for all students beginning with school year 2017-2018.**

*LCAP Goal 1: Basic Services* will be provided to all students. (Priority 1)

LCAP Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. (Priority 2, 4, 7)

*LCAP Goal 3: Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life. (Priority 1, 3, 5, 6)*

LCAP Goal 4: **Bert Corona Charter School** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measure, English Learner testing. (Priority 2)

LCAP Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;

High school graduation rates-Not Applicable

(Priority 5)

LCAP Goal 6: School Climate applicable to the following:

- A. Pupil suspension rates;
- B. Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 1, 5, 6)

LCAP Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

(Priority 7, 8)

**REVIEW OF PERFORMANCE**

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

**GREATEST PROGRESS**

**BENCHMARK:** Bert Corona MS reclassification rate for 2015-16 was 18.8% as compared to 0% in 2014-2015; however based on CAASP data and aligned to the benchmark, respond to the following:

“YPI Charter Schools follow the same model as LAUSD. In order for a student to be reclassified, they need to score a C or better in their ELA class, a 4 or 5 on their CELDT overall score with no category being lower than a 3, and Nearly Met or better on the school benchmark exam.

During the 14-15 school year, BCCS reclassified 20.63% of EL students. Of the 63 EL students, BCCS reclassified 13. Please find the attached information for each of the 13 students who were reclassified.”

- a) Provide a comprehensive written analysis of the growth of EL proficiency rates in ELA based on reclassification rates

EL reclassification has stayed pretty consistent and above the average for the district. In order for a student to be reclassified, they need to score a C or better in their ELA class, a 4 or 5 on their CELDT overall score with no category being lower than a 3, and Nearly Met or better on the school benchmark exam. During the 14-15 school year, BCCS reclassified 20.63% of EL students. Of the 63 EL students, BCCS reclassified 13. Last year during our CSD visit we discussed that there was a reporting error that caused CALPADS

to show a 0% reclassification rate in 2014-2015.

BCCS credits consistency and above average performance to continued focus on using the Success for All reading program to teach reading and vocabulary strategies. BCCS has continued to place an emphasis on providing our teachers with professional development about best practices for working with EL students. This year the parent committee has also helped build a culture of reading by encouraging parents to sign up for library cards and sharing statistics with parents about the importance of reading.

Results from internal benchmark assessment.

Internal growths on EL students are performing on the NWEA MAP test. Currently we have fifty-three EL students (60%) who have grown at least one RIT point on the ELA MAP test with the average students growing by 9.6 RIT points. This year we have had sixty-eight EL students (76%) who have grown by at least one RIT point on the Math MAP test with the average students growing by 7.96 RIT points.

When analyzed by grade level our EL students are performing above the national expected growth. In ELA our 5th grade EL students are scoring 6.2 points above the national expected growth. Sixth grade EL students are scoring 4.96 points above the national expected growth. Seventh grade EL students are scoring 4.09 points above the national expected growth. Eighth grade EL students are scoring 8.74 points above the national expected growth.

BCCS most recent CELDT test, we did not meet AMAO 1: 55% of students showed adequate progress on the CELDT exam. To address this, we have focused on our implementation of standards-based grading and blended learning. Standards-based grading practices (like pre-testing, use of rubrics, and conferences with students) help teachers to identify individual student needs, and blended learning allows teachers to shrink the classroom so they can meet those identified needs. In addition, use of our adaptive programs like Achieve3000 and ALEKS allow our students to work at an independent pace, meeting their needs from a different approach. BCCS provided more training on the needs of EL students at each level of language development so our teachers can understand and better support specific student needs.

For AMAO 2, BCCS met our goal for students who have been in the country for less than 5 years (46% met) and fell just short for our LTELs (45% met). Continued use of our strategies in standards-based grading and blended learning will significantly improve growth for our LTELs and will help us meet our goals in the next school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

The greatest need as identified by the California Model Five-by-Five Placement Reports & Data as follows: English Language Arts, Mathematics, Students with Disabilities, English Learners.

In SBAC, the first analysis of BCCS' data and school performance in comparison with previous years. In math, we had a 2% decline in overall proficiency and in ELA there was a 7% decline. BCCS faced a rough year as hiring for the school year was a challenging process; with only one returning ELA and one returning math teacher (not including the veteran teacher who missed over half the year for maternity leave) during the 2015-16 school year and substitutes in each core content area, we had a lot of growth that needed to occur in order for our school to be successful.

### Areas of Demonstrated Strength and/or Progress

- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.
- The class of 2016 had a total of 33 EL students who started at the school as 6th graders and remained through 7th grade, bringing the total reclassification numbers to 19/33 with a 57.58% reclassification rate.
- The class of 2015 had a total of 28 EL students who started at the school as 6th graders and remained through 8th grade, bringing the total reclassification numbers to 19/28 with a 67.86% reclassification rate.

BCCS self-reports that the school had a reclassification rate of 23.53% for 6th grade, 17.65% for 7th grade and 16.67% for 8th grade. Additionally, BCCS does an annual comparison of reclassification data for students who have remained at BCCS for their entire middle school career. This allows the school to determine the rate of reclassification rate for students who entered the school as 6th graders and remained with us through the end of their 8th grade year.

- The class of 2017 data of 23.53% is identical to that of the annual data as these students have only been at BCCS for one year.

BCCS has used CALPADS for reporting student reclassification data; however, there appears to be an anomaly in this year's report. YPICS program manager is currently working with the state and our reporting unit to determine why we received a 0.0% reclassification rate when we should have had a reclassification rate of 20.63%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

The collective data provided by CDE indicates that overall gains need to take place. Specifically declines in Mathematics for Students with Disabilities.

Using NWEA, and other indicators students are provided immediate feedback and intervention using the RTI model.

### Areas of Demonstrated Strength and/or Progress

- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.

Based on the NWEA MAPs APIs Benchmark scores have yielded the following results in reading:

- 5<sup>th</sup> grade: 136 point growth (648 to 784)
- 6<sup>th</sup> grade: 109 point growth (616 to 725)
- 7<sup>th</sup> grade: 32 point growth (686 to 718)
- 8<sup>th</sup> grade: 60 point growth (681 to 741)

In Mathematics the NWEA MAPs APIs Benchmark scores yielded the following:

- 5<sup>th</sup> grade: 73 point growth (686 to 759)
- 6<sup>th</sup> grade: 65 point growth (601 to 666)
- 7<sup>th</sup> grade: 83 point growth (645 to 700)
- 8<sup>th</sup> grade: 60 point growth (670 to 730)

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

English Learners are provided transition assistance through the direct instruction provided by all staff, teachers and administrators.

86.7% of our populations are low-income students.

.1% of Foster youth are provided services and support through

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 7,572,428

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$834,827

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This budget includes LCAP projection:

All of the actions and services as specified above provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement.

\$ 3,398,105

Total Projected LCFF Revenues for LCAP Year



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1A</b>	<b>State Priority 1: Teacher Assignment</b>	
	<b>Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.</b>	
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

<b>Verification of credential through the CA Commission on Teacher Credentialing</b>	100% of teachers will hold ESSA required authorizations
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## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action</b>	<b>1A</b>	
Actions/Services	<b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).	<b>ACTUAL:</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).
Expenditures	<b>BUDGETED</b> \$84K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)	<b>ESTIMATED ACTUAL</b> \$75K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 1:** Basic Services A. Teachers at **Bert Corona Charter School School** are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” 100% compliance

100% of teachers will hold ESSA required authorizations

The budgeted expenditures added a Resource Teacher (RSP) for each grade level (adding two additional RSP teachers for individualized support). These positions were added to support students in mastery of learning and student advocacy.

The expected outcome was that students with disabilities would have greater growth from the 2015-2016 school year due to the added support services and individual needs.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1B</b>	<b>State Priority 1: Standards aligned instructional materials</b>	
	<b>Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition</b>	
State and/or Local Priorities Addressed by this goal:		
STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10		
LOCAL _____		

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.	100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1B**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation.</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students</li> <li>Purchase of ALEKS, Achieve3000, Illuminate</li> </ul>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. (Teachers were provide Professional Development)</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students</li> <li>Purchase of assessment tools and curriculum: Achieve3000, Illuminate, Rosetta Stone for English Learners.</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$55K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$17K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<p><b>Priority 1:</b> Basic Services A. 100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition.</p>
<p>Overall effectiveness of actions/services in providing instructional materials alone does not contribute to the decline in student academic achievement; however data collected is through NWEA reflects growth in relationship to individual students. Growth overall has not been realized as anticipated. A combination of the BCCS community of learners must be re-evaluated to provide a more rigorous platform for learning involving all stakeholders (parents, teachers, students, administrators, staff, Board Members and other stakeholders).</p> <p>The California Model Five-by-Five Placement Reports and Data indicate Levels of Low more than</p>

5 points below to 70 points below. Declined Significantly by more than 15 point r both English and Mathematics in All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino, White and English Learners

Whereas The California Model Five-by-Five Placement Reports and Data indicate Levels, Very low more than 70 points below-Declined by 1-15 points in Students with Disabilities.

California Model Five-By-five Placement Reports & Data Summary- English Language Arts

Levels	Decline Significantly by more than 15 points	Declined by 1 to 15 points
Low more than 5 points below to 70 points below.	<ul style="list-style-type: none"> <li>• (School Placement), Socio-economically Disadvantaged , Hispanic or Latino.</li> <li>• White</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Very low more than 70 points below	<ul style="list-style-type: none"> <li>• English Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education</li> </ul>

*CDE Dataquest 2017*

California Model Five-By-five Placement Reports & Data Summary- Mathematics

Levels	Decline Significantly by more than 15 points	Declined by 1 to 15 points	Increased by 5 to less than 15 points
Low more than 5 points below to 70 points below.		<ul style="list-style-type: none"> <li>• (School Placement), Socio-economically Disadvantaged , Hispanic or Latino.</li> <li>• White</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Very low more than 70 points below	<ul style="list-style-type: none"> <li>• <b>English Learners</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education</li> </ul>

*CDE Dataquest 2017*

The collective data provided by CDE indicates that overall gains need to take place. Specifically declines in Mathematics for All Students, Socio-economically Disadvantaged, Hispanic or Latino or Latino, White, English Learners and Students with Disabilities.

Using NWEA, and other indicators students are provided immediate feedback and intervention using the RTI model.

Areas of Demonstrated Strength and/or Progress

- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.

Based on the NWEA MAPs APIs Benchmark scores have yielded the following results in reading:

- 5<sup>th</sup> grade: 136 point growth (648 to 784)
- 6<sup>th</sup> grade: 109 point growth (616 to 725)
- 7<sup>th</sup> grade: 32 point growth (686 to 718)
- 8<sup>th</sup> grade: 60 point growth (681 to 741)

In Mathematics the NWEA MAPs APIs Benchmark scores yielded the following:

- 5<sup>th</sup> grade: 73 point growth (686 to 759)
- 6<sup>th</sup> grade: 65 point growth (601 to 666)
- 7<sup>th</sup> grade: 83 point growth (645 to 700)
- 8<sup>th</sup> grade: 60 point growth (670 to 730)

The budgeted expenditures added Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

Purchased of CCSS, Next Generation

Materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The expected outcome for student academic achievement was not realized; however, materials supplies were purchased and provided to support student learning.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1C</b>	<b>State Priority 1: School facilities are maintained in good repair</b>	
	<b>Goal 1C: Maintain a clean and safe school facility</b>	
State and/or Local Priorities Addressed by this goal:		
STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10		
LOCAL _____		

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

**ACTUAL**

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action</b>	<b>1C</b>		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3; vertical-align: top;"> <p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was</p> </td> <td style="background-color: #d9ead3; vertical-align: top;"> <p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> </td> </tr> </table>	<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>
<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>		



corrected immediately. 1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols 2. Conduct audit of facilities. 3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.	4. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols 5. Conduct audit of facilities. 6. Increase staffing in Maintenance and Operations in areas identified as needed by audit.
<b>BUDGETED</b> \$49K - Salaries and Benefits, \$176K – Other Services ( LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$72K - Salaries and Benefits, \$113K – Other Services ( LCFF Supplemental & Concentration)

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Priority 1: Basic Services A. School facilities are maintained in good repair
Goal 1C: Maintain a clean and safe school facility
The budgeted expenditures were monitored and applied as needed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Facilities were maintained, repairs were conducted as needed and the campus is in good condition.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2A</h2>	<p><b>State Priority 2: To provide for student academic achievement.</b></p> <p><b>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Coaching
- Textbooks and instructional materials.
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

#### ACTUAL

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/ this item has not been executed
- Coaching-
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2A**

Actions/Services	PLANNED: Professional Development,	ACTUAL Professional Development,
Expenditures	BUDGETED \$258K – Salaries and Benefits, \$52K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)	ESTIMATED ACTUAL \$223K – Salaries and Benefits, \$28K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 2:** Basic Services To provide for student academic achievement.  
  
Goal 2A: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

- Added Coordinator/Director of instruction position to site team
- Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments.
- Additional laptop purchases to support classroom implementation of CCSS and NGSS.
- Technology integrators are paid a stipend to provided classroom support for teachers
- Charter School staff participates in cultural proficiency training.

- Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS.
- All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math.

Summary of beginning of school calendar is below; weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences. Less than half of teachers returned to BCCS' in 2016-2017 school year. Due to opening a high school in the general area and maternity leave the attrition was greater than usual. When you compare beginning student scores and benchmarks student's academic progress was noted.

Monday, July 25, 2016

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

\*\*Individual Meetings with Site COI to discuss teacher schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>SFA Reading Edge Initial Training (New Teachers Only)</b>			<b>J104</b>

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		
Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)

WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A
<b>High School Teachers:</b> Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School

9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split	1/2 day	Academic Team

Work time in departments		
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

- \*Share overall academic goals for the organization, unit structure, and grading policy
- \*Teachers who have finished their rubrics: Planning with goal setting and using digital tools
- \*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:  
 Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
DnA Illuminate Training	3 hours	Debra Russel
Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

\*\*Include expectations for and responsibility for technology in the classroom

Wednesday, August 3:  
 AM Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima  
 PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer



Unit Planning and Work Time with one-on-one discussions with admin.  (Rough Draft Due Tomorrow at 2pm)	4 hours	Academic Team
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Thursday, August 4:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS) Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)	1-2 hours	Bradford/Zepeda

\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:  
Location: Site Based

Topics	Timeframe	Facilitator
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<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		
6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas
8th Grade	3pm-4pm	Castillo and Duenas

Saturday, August 6 (optional):  
 Location: Site Based  
 Office Hours for Executive Admin

Monday, August 8:  
 Location: Site Based

<b>Topics</b>	<b>Timeframe</b>	<b>Facilitator</b>
<b>Staff Meeting and Unit Preparation</b>		
PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford

Planning and Setup Work Time	Remainder of the day	N/A
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Tuesday, August 9:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: FIRST DAY OF SCHOOL!

No material difference

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

NWEA Maps does reflect that students are achieving at greater than National Expected growth. The Smarter Balanced expected outcome for student academic achievement was not realized; as recognized students must show academic success at a faster, more consistent growth rate to effectively measure student achievement. Our findings indicate that BCCS needs to implement a learning+ component that would infuse a more rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Recommended use of Achieve3000 with fidelity and increase writing across the curriculum.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2B</h2>	<p><b>State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.

#### ACTUAL

Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action **2B**

Actions/Services

<p><b>PLANNED</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks</p>	<p><b>ACTUAL</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks <u>Action:</u> In addition to general implementation to all</p>
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Expenditures

<p><b>Action:</b> In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p> <p>Use of RTI model and afterschool intervention.</p> <p>Added student educational program and college and career assisting students to pursue their college preparation and goals.</p>
<p><b>BUDGETED</b> \$4K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$12K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 2: State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students gained academic content knowledge through the implementation of the CA CCSS</b></p>
<p>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster, internal assessments and Smarter Balanced results.</p> <p>Addressed above on 1B.</p>
<p>No material difference between Budgeted Expenditures and Estimated Actual Expenditures</p>
<p>Continue to provide support to teachers and students to promote academic achievement.</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 3A</b>	<b>Goal 3 A: Maintain parent representation on the Parent Committee</b>
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: Parents will serve as participants in quarterly meetings  
Action: Establish opportunities for parent exposure, participation and input on decision-making which will be measured by meeting agendas and sign-ins.

### ACTUAL

Expected Annual Outcome: Parents will serve as participants in quarterly meetings  
Action: Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3A**

Actions/Services

### PLANNED

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** To be measured by meeting agendas and sign ins.

### ACTUAL

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** To be measured by meeting agendas and sign ins.

Expenditures

	Added parent as Alta Board of Directors Parents participated in activities with students Held informational meetings with parents
<b>BUDGETED</b> No additional cost	<b>ESTIMATED ACTUAL</b> No additional cost



**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 2-3: Goal 3 A: Maintain parent representation on the Parent Committee**

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.

- The Parent Coordinator continued to be staffed during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class, Student led conferences, and school performances.
- Parents were strongly encouraged to attend twice annual parent-teacher conferences.
- 

2016-2017: No material differences

2016-2017: No material differences

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3B</h2>	<p><b>Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

To provide parent access to opportunities for participation and input on decision-making.  
 Metric: Documentation of parent meeting attendance and agendas; results of surveys.

#### ACTUAL

**Expected Annual Outcome:** At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.  
**Action:** School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters
- Annual Parent/Student Handbook and academic calendar
- Monthly calendar of meetings and events.

The Parent Center will be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All

	<p>parents will be encouraged to participate in school committees.</p> <p>Employed a Parent Coordinator                  Coffee with the Principal                  Active recording of parent participation                  Employed a community liaison</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3B**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensured continued parent representation in decision-making at all levels of school operations.
Expenditures	<b>BUDGETED</b> \$55K – Salaries & Benefits, (LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$57K – Salaries & Benefits, (LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 3-5: Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).**

Parents and family members participated in family meetings and had **97%** participation in Student Led Conferences.

No material difference.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4A</h2>	<p><b>Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

#### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. **Bert Corona Charter School** will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4A**

<p>Actions/Services</p>	<p><b>PLANNED</b> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p><b>ACTUAL Bert Corona Charter School</b> provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  \$379K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$15K – Consultants (LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$351K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$15K – Consultants (LCFF Supplemental and Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Priority 1, 2, 4, 5, 6, 8 Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

In addition to activities above:

- Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.
- Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.
- Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols.
- Provided additional support and intervention services for students including counseling/psycho- social support, after-school tutoring and enrichments.

No material difference.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4B</b>	<b>Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Use of internal assessments to measure individual growth NWEA and other formal and informal assessments.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>4B</b>		
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;"> <b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP                             <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in</li> </ul> </td> <td style="background-color: #d9ead3; padding: 5px;"> <b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP                             <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul> </td> </tr> </table>	<b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in</li> </ul>	<b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul>
<b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in</li> </ul>	<b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul>		



<p>gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> </ul>	<p>instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> <li>• Professional Development offered to support teacher direct instruction, setting of goals and coaching.</li> <li>• Addressing the needs of long-term English Learners.</li> </ul>
<p><b>BUDGETED</b> \$95K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$95K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 4: Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education**

Bert Corona provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.

- Provided students with an array of learning (as described in the school's charter) in science, technology, arts, and P.E.
- Provided technology integration lab
- Provided science program with science lab
- Provided psychomotor program (regularly scheduled physical education and physical fitness program), and equipment

No material difference

No material difference

# Annual Update LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4C</b>	<b>Goal 4C: Students are on track to be college and career ready.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

CDE is in the process of identifying target growth for the state of California.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4C**

Actions/Services

**PLANNED** Expected Annual Outcome: Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.  
Action: Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.

**ACTUAL** Expected Annual Outcome: Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.  
Action: Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.

- Students visited universities-USC, UCLA and other UC Universities.

Expenditures

**BUDGETED**  
 \$56K – Trips and Supplies, (LCFF Supplemental & Concentration, NCLR)

**ESTIMATED ACTUAL**  
 \$5K – Trips and Supplies, (LCFF Supplemental & Concentration, NCLR)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<b>Priority 5: Goal 4C: Students are on track to be college and career ready.</b>	
	Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visits and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals. <ul style="list-style-type: none"> <li>Students visited universities-USC, UCLA and other UC Universities.</li> </ul>
	No material difference
	No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4D</b>	<b>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

### ACTUAL

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 4D

Actions/Services	<b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will	<b>ACTUAL</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining
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<p>continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>	<p>CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>
<p><b>BUDGETED</b> No additional costs</p>	<p><b>ESTIMATED ACTUAL</b> No additional costs</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 4:** CELDT test was administered the results indicate a number of students were 2015-2016 Redesignated Rate 33%.

English Learners making yearly progress (AMAO 1), CELDT/ELPAC, English Learners attaining proficiency in English (AMAO 2), and the Increase Reclassification Rate, what were the results and how do they compare to last year (2014-2015 school year).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

L students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

- Implemented the English Learner Master Plan.
- Provided highly qualified and experienced teachers with appropriate EL authorization who were continuously monitor instruction and achievement of ELs.
- Provided New teacher assistance and support, specifically relating to ELs.
- Continued professional development activities initiated in 2014-2015 school year focused on CCSS implementation with ELs.
- EL students continued to have additional support in growth in CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers.
- Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference



Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4E</h2>	<p><b>Goal 4E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years' goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

#### ACTUAL

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years' goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support that includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 4E

<p>Actions/Services</p>	<p><b>PLANNED</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter School</b> will implement the EL English Learner Master Plan and</p>	<p><b>ACTUAL</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter School</b> will implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers.</p>
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re-designated ELs via a multi-tiered system including support for struggling readers.	
<b>BUDGETED</b> No additional costs	<b>ESTIMATED ACTUAL</b> No additional costs

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 4: Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.**

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Monitoring of reclassified to RFEP are verified in CALPADs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 5A</b>	<b>Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.
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## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>5A</b>	
Actions/Services	<p><b>PLANNED</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the SMARTER BALANCE/CAASPP</p> <p>Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</p>	<p><b>ACTUAL</b> Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction incorporated testing strategies in preparation for the Smarter Balance/CAASPP</p> <p>Continued professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs.</p> <ul style="list-style-type: none"> <li>• EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in</li> </ul>

<ul style="list-style-type: none"> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>	<p>the classroom and direct ELD instruction 4 days/week.</p> <ul style="list-style-type: none"> <li>• Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>
<p><b>BUDGETED</b> \$59K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$61K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 5: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b></p>	
<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>No material difference</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>No material difference</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 5B</b>	<b>Goal 5B: School will retain and promote 5th through 8th grade students.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

### ACTUAL

School offered an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process is in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 5B

#### Actions/Services

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>PLANNED</b> Coordinator Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Coordinator and Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum, SWPBIS,</li> </ul> |
|---|--|



<ul style="list-style-type: none"> <li>School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>	<p>Training, and the Responsive Classroom approach to teaching.</p> <ul style="list-style-type: none"> <li>Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>
<p><b>BUDGETED</b></p> <p>\$44K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$44K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 5 Goal 5B: School will retain and promote 5th through 8th grade students.**

- Coordinator and Staff continued to monitor student attendance and communicate with families.
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.
- Continue to implement in-house suspension.

Teachers conducted home visits and assist in monitoring of all student attendance

No material difference.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 6</h2>	<p><b>Bert Corona Charter School</b> will maintain a low annual expulsion rate.</p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Expulsion rate will be maintained at less than 1%.	Expulsion rate will be maintained at less than 1%.
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 6

#### Actions/Services

<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and Compliance Director will monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implemented social emotional curriculum SWPBIS</li> </ul>
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<ul style="list-style-type: none"> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>Training, and the Responsive Classroom approach to teaching.</p> <ul style="list-style-type: none"> <li>• Teachers were provided trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension were considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
<p><b>BUDGETED</b> \$29K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$29K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<b>Priority 6: Bert Corona Charter School will maintain a low annual expulsion rate</b>	
	<ul style="list-style-type: none"> <li>• Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers were provided trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension were considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
	. No material difference
	No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 7</b>	<b>Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

### ACTUAL

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action 7</b>			
Actions/Services	<table border="1"> <tr> <td style="background-color: #e6e6fa; vertical-align: top;"> <p><b>PLANNED Bert Corona Charter School</b> will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of</p> </td> <td style="background-color: #e6e6fa; vertical-align: top;"> <p><b>ACTUAL Bert Corona Charter School</b> provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The</p> </td> </tr> </table>	<p><b>PLANNED Bert Corona Charter School</b> will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of</p>	<p><b>ACTUAL Bert Corona Charter School</b> provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The</p>
<p><b>PLANNED Bert Corona Charter School</b> will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of</p>	<p><b>ACTUAL Bert Corona Charter School</b> provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The</p>		

CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies included:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

**BUDGETED**

\$20K – Students and Supplies, (LCFF Supplemental & Concentration)

**ESTIMATED ACTUAL**

\$98K – Students and Supplies, (LCFF Supplemental & Concentration)

Expenditures

ANALYSIS



Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 6-7:** Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Bert Corona Charter School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

. No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

. No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 8</h2>	<p><b>Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

#### ACTUAL

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 8</h2>	<p><b>PLANNED</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. <b>Bert Corona Charter School</b> will devise and administer satisfaction</p>	<p><b>ACTUAL</b> Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. <b>Bert Corona Charter School</b> will devise and administer satisfaction surveys to parents, students, and teachers annually.</p>
<p>Actions/Services</p>		

<p>surveys to parents, students, and teachers annually.</p> <ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p><b>BUDGETED</b> \$26K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> No additional cost</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 7-8: Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.**

Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. **Bert Corona Charter School** will devise and administer satisfaction surveys to parents, students, and teachers annually.

- Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.
- Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

No material difference

No material difference

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following meetings were held to support the LCAP process of including all stakeholders:

<b>YPICS LCAP 2016-2017 Planning Process &amp; Timeline Involving Parents, Teachers, Students and Administrators</b>	
Date	Topic/Actions
Week of August 25, 2016	LCAP Review-Reflecting On Previous Year
Week of October 17, 2016	LCAP Data Review- Preparing to plan forward
Week of January 26, 2017	LCAP Sketching: Review Goals, Strategies, and Plans
Week of March 20, 2017	Sketching: Review Parent, Student, and Teacher Surveys from Parent Conferences Begin to develop plan for 2017-2018
Week of May 15, 2017	Finalizing: Review Budget with Stakeholders
Board Meeting May 25, 2017	Finalizing: LCAPS Presented to the Board
Board Meeting June 29, 2017	Board to Approve Final LCAPS for all schools & Upload to county website

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## MPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The consultation process assisted in ensuring that all stakeholders were including. Analysis of ongoing Benchmarks, that identified progress and needs supported BCCS' staff and students in academic achievement. Progressively students grew and moved toward academic achievement. BCCS provided training and support in strategies known work with our students: project based learning, service learning integration, differentiated instruction, technology integration, and collaborative learning. Action research on standards based grading and an analysis of the standards to ensure that students had opportunities to participate and learn depth of thinking and learning required by the new standards. Areas of success already. The 2016-math SBAC exam, an overall 3% reduction of students who were scoring "Not Met" and had an 18% reduction of that number in our 8th grade class, showing strong growth over the 3 years students spend with us. On the SBAC test last year, BCCS continued to perform at the top of our local schools. In ELA we were ranked fourth in our results for students with special needs and number 2 for our results with English Learners. Overall for ELA BCCS was number 7 out of 16 local schools. In math, BCCS ranked 5th for students with special needs and 7th for ELs. Over the last two years, BCCS has seen strong growth on our NWEA MAPs test as a result of our efforts instructionally.

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 1</b>	<b>Basic Services</b> will be provided to all students.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

- A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification
- B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
- C. School facilities are maintained in good repair

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Rosters	2016-2017	100%	100%	100%
Retention of Teachers	2016-2017	90%	90%	90%
Professional Development	2016-2017	100% Participation	100% Participation	100% Participation
Master Schedule	2016-2017	100%	100%	100%
Invoice for purchases	2016-2017	100%	100%	100%
Classroom Materials	2016-2017	100%	100%	100%



Facility inspection documents	2016-2017	100%	100%	100%
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] EL_____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input checked="" type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic</li> </ul>

- Implementation of **Bert Corona Charter School** English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.
- **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.
- Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).
- Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.

- (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
  - Implementation of **Bert Corona Charter School** English Learner Plan
  - CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
  - Effective use of multimedia and technology in the classroom
  - Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
  - Using CC SBAC interim assessments, NWEA Assessment Program
  - Strategies for SWD to access core curriculum in general classroom
  - Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
  - Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.
  - **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter**

- English
- Implementation of **Bert Corona Charter School** English Learner Plan
  - CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
  - Effective use of multimedia and technology in the classroom
  - Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
  - Using CC SBAC interim assessments, NWEA Assessment Program
  - Strategies for SWD to access core curriculum in general classroom
  - Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
  - *Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.*
  - **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.
  - Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).
  - Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.

	<p><b>School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</b></p> <ul style="list-style-type: none"> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> </ul>	
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$478,000	Amount	\$433,480	Amount	\$433,480
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 2</b>	Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
Professional Development-Curriculum design and implementation	100% Participation	100% Participation	100% Participation	100% Participation

<i>Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>	95%	95%	95%	95%
<i>Annually increase the number of students achieving proficiency in English Language Arts.</i>	CAASPP	2%	5%	8%
<i>Annually increase the number of students achieving proficiency in Mathematics</i>	CAASPP	2%	5%	8%
<i>Implementation of NEXT Generation Science</i>	CAASPP	2%	2%	2%
<i>Decrease the Number of long-term English Learners</i>	CAASPP	2%	5%	8%
<i>Monitor and provide services to Foster Care students</i>	CAASPP	2%	5%	8%
<i>Monitor and increase support for Students with Disability</i>	CAASPP	2%	5%	8%
<i>Use of technology in the classroom to support differentiated instruction</i>	CAASPP/ Proficiency	2%	5%	8%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	100%	<input type="checkbox"/> [Specific Student Group(s)]	EL _____
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter School</u></b>		<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Bert Corona Charter School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All program, and protocols.</li> </ul> <p><i>Blended Learning and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core,</i></p>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Bert Corona Charter School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental</i></p>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Bert Corona Charter School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p>

<p><i>NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>	<p><i>programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>	<p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$118,000	Amount	\$118,000	Amount	\$118,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies,	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies,



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

<b>Goal 3</b>	<p><b>Goal 3:</b> <i>Knowing that parents serve a critical role in a students' success, Bert Corona Charter School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.</i></p>
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[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide parent access to opportunities for participation and input on decision-making	2016-2017	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	2016-2017	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference.	2016-2017	95%	95%	95%
Participate in Survey	2016-2017	96%	96%	96%



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b> _	<input type="checkbox"/> Specific Grade spans: __5-8__

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$61,000	<b>Amount</b> \$61,000	<b>Amount</b> \$61,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Classified Salaries, 3000-3999 Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 4

***Bert Corona Charter School prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.***

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. Statewide assessments
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC)-not applicable
- D. The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC
- E. English learner reclassification rate
- F. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts- Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP	2%	5%	8%

EL Reclassification	CAASPP	2%	5%	8%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
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Amount	\$53,000	Amount	\$53,000	Amount	\$53,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 5</b>	Increase Pupil Engagement as measured by: D. School attendance rates; E. Chronic absenteeism rates, F. School dropout rates; G. High school graduation rates		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

A. Increase school attendance rates  
 B. Decrease Chronic absenteeism rates,  
 C. Monitor school dropout rates;  
 D. Prepare students for high school graduation ra

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	2016-2017	≥96%	≥96%	≥96%
Chronic absenteeism rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
School dropout rates	2016-2017	≤ 1%	≤ 1%	≤ 1%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter School</u></b>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be</li> </ul>

	<p>teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>considered prior to administering consequences.</p> <ul style="list-style-type: none"> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$53,000	Amount	\$53,000	Amount	\$53,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 6</b>	Maintain School Climate applicable to the following: C. Pupil suspension rates; D. Pupil expulsion rate; and E. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Maintain and promote school climate to  
 A. Pupil suspension rates;  
 B. Pupil expulsion rate; and  
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
In-school pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
Pupil expulsion rate;	2016-2017	≤ 1%	≤ 1%	≤ 1%
Other local measures, including surveys of pupils, parents, and teachers on the	2016-2017	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)

sense of safety and school connectedness				
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount      \$54,000	Amount      \$54,000	Amount      \$54,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 7	Course access addresses the extent to which pupils have access to and are enrolled in: C. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). D. Programs and services developed and provided to unduplicated pupils; and E. Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Equity in providing students course access in the following:*  
 A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 B. Programs and services developed and provided to unduplicated pupils; and  
 C. Programs and services developed and provided to individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Equity and access to all course offerings Enrollment/ Transcripts	2016-2017	100%	100%	100%



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input checked="" type="checkbox"/> Specific Grade spans: <b><i>5-8</i></b>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$21,000	<b>Amount</b> \$21,000	<b>Amount</b> \$21,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 760,515

Percentage to Increase or Improve Services:

28.83 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: **Basic Services** will be provided to all students

Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics

Goal 3: *Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

- a. Pupil suspension rates;
- b. Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.



LCAP Year  2017-18  2018-19  2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	<b>Monseñor Oscar Romero Charter</b>		
Contact Name and Title	Yvette King-Berg, Executive Director	Email and Phone	<a href="mailto:ykingberg@ypics.org">ykingberg@ypics.org</a> (213) 413-9600

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

**Monseñor Oscar Romero Charter** serves 335 students in the Pico Union area of Los Angeles. With 99.1% Latino, .6% Asian, .3% White, 33.8% English Learners, 11.7% Students with Disabilities, and 97% of our students are on Free and Reduced Lunch.

**VISION:** Our school is named in honor of and inspired by **Monseñor Oscar Romero Charter**, a prominent Latino community-organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give eloquent and insistent voice to the cardinal importance of education. **Monseñor Oscar Romero** believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.

**MISSION:** The **Monseñor Oscar Romero Charter School** prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union area of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area.

### LCAP HIGHLIGHTS

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

**MORCS** was renewed to operate for 5 more years. Facilities were approved for continued funding from the state to break ground for the new building on the Berendo Middle School Campus and will be built by 2018 (1.5, \$13 million-Prop 1D) with 16 classrooms.

Areas of Demonstrated Strength and/or Progress

- (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members' roster depicting implementation of organizational structure aligned to the charter.
- (G4) The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the NCLB grid.
- (G6) The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. Examples: (1) 4/25/16 Board Meeting an update from the Director of Academic Achievement referencing student academic achievement and progress; and (2) 8/26/15 a report of a town hall meeting with parents at Berendo Middle School to address Common Core Standards.

Working closely with stakeholders throughout the school, the following goals were identified in 2016-2017:

LCAP Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.

State Priority 1: Standards aligned instructional materials

LCAP Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition

State Priority 1: School facilities are maintained in good repair

LCAP Goal 1C: Maintain a clean and safe school facility

State Priority 2: To provide for student academic achievement.

LCAP Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)

State Priority 2: To provide for student academic achievement

LCAP Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS

LCAP Goal 3 A: Maintain parent representation on the Parent Advisory Council (PAC)

LCAP Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC)

LCAP Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

LCAP Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

LCAP Goal 4C: Students are on track to be college and career ready

LCAP Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year,

LCAP Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

LCAP Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.

LCAP Goal 5 B: School will retain and promote 6th through 8th grade students.

LCAP Goal 6A: **Monseñor Oscar Romero Charter School** will maintain a low annual expulsion rate.

LCAP Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter

LCAP Goal 8 A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

LCAP Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard

**The following LCAP Goals have been identified for focus within the next three years to improve outcomes for all students beginning with school year 2017-2018.**

*LCAP Goal 1: Basic Services* will be provided to all students. (Priority 1)

LCAP Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. (Priority 2, 4, 7)

*LCAP Goal 3: Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life. (Priority 1, 3, 5, 6)*

LCAP Goal 4: **Monseñor Oscar Romero School** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measure, English Learner testing. (Priority 2

LCAP Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;

High school graduation rates-Not Applicable

(Priority 5)

LCAP Goal 6: School Climate applicable to the following:

- A. Pupil suspension rates;
- B. Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 1, 5, 6)

LCAP Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

(Priority 7, 8)

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

### . **MORCS** Areas of Demonstrated Strength and/or Progress

- (A5) According to CDE, the school's reclassification rate for the 2014-15 school year is 19.8%, which is higher than district at 16.6%.

### Areas Noted for Further Growth and/or Improvement

- (A6) The school has demonstrated developing levels of student achievement and progress as measured by their NWEA MAPs, internal assessments, and has been able to create an alignment to adjust instruction to support achievement as measured by the CAASPP. The school also utilizes Achieve3000, ALEKS and "Success for All" classroom data to help understand the student's proficiency and to measure growth. Map assessment data yielded the following:
  - 16% of students met or exceeded the standard on MAP assessments for B3 MAP, while 48% of students did not meet the targeted goal.
  - For ELA 27% of students met or exceeded the standard on B3 MAP Math while 36% of students did not meet the ELA target.
  - The school is strategically aligning the results to CAASP 2015 where 23% of students met and exceeded the Math 2015 CAASPP and 50% of students did not meet the standard. In ELA, 26% students met and exceeded the standards while 39% of students did not meet the standards as measured by CAASPP. Note that documented evidence did provide internal assessment data by ELA and Special Education students within grade level.



MORCS CAASPP SCORES: 2015-2016														
Math										ELA- Overall				
	# Tested	Not Met		Nearly		Met		Exceeded		# Tested	Not Met		Nearly	
		#	%	#	%	#	%	#	%		#	%	#	%
6th (Overall)	118	64	54%	35	30%	15	13%	4	3%	6th (Overall)	116	44	38%	38
7th (Overall)	104	47	45%	31	30%	16	15%	10	10%	7th (Overall)	101	40	40%	31
8th (Overall)	112	57	51%	31	28%	16	14%	8	7%	8th (Overall)	111	37	33%	42
Overall	334	168	50%	98	29%	47	14%	22	7%	Overall	328	121	37%	112
Math- SPED										ELA- SPED				
	# Tested	Not Met		Nearly		Met		Exceeded		# Tested	Not Met		Nearly	
		#	%	#	%	#	%	#	%		#	%	#	%
6th AUT	1	1	100%	0	0%	0	0%	0	0%	6th AUT	1	1	100%	0
6th OHI	1	1	100%	0	0%	0	0%	0	0%	6th Hearing	1	1	100%	0
6th OI	0	0	0%	0	0%	0	0%	0	0%	6th OI	0	0	0%	0
6th SLD	16	10	63%	5	31%	1	6%	0	0%	6th SLD	16	12	75%	4
All 6th SPED	18	12	67%	5	28%	1	5%	0	0%	All SPED	18	14	78%	4
6th (Gen Ed)	100	52	52%	30	30%	14	14%	4	4%	6th (Gen Ed)	98	31	32%	33
7th AUT	1	1	100%	0	0%	0	0%	0	0%	7th AUT	1	1	100%	0
7th Speech and Language	1	1	100%	0	0%	0	0%	0	0%	7th Speech and Language	1	1	100%	0
7th OHI	2	1	50%	1	50%	0	0%	0	0%	7th OHI	2	1	50%	1
7th SLD	5	5	100%	0	0%	0	0%	0	0%	7th SLD	5	4	80%	0
All 7th SPED	9	8	89%	1	11%	0	0%	0	0%	All 7th SPED	9	7	78%	1
7th (Gen Ed)	95	40	42%	29	31%	16	17%	10	11%	7th (Gen Ed)	92	34	37%	29
8th AUT	2	2	100%	0	0%	0	0%	0	0%	8th AUT	2	0	10%	0
8th OHI	1	1	100%	0	0%	0	0%	0	0%	8th OHI	1	1	100%	0
8th Speech or Language Impairment	1	1	100%	0	0%	0	0%	0	0%	8th Speech or Language Impairment	1	1	100%	0
8th SLD	8	8	100%	0	0%	0	0%	0	0%	8th SLD	8	7	88%	1
All 8th SPED	12	12	100%	0	0%	0	0%	0	0%	All 8th SPED	12	9	77%	1
8th (Gen Ed)	100	46	46%	30	30%	16	16%	8	8%	8th (Gen Ed)	99	27	27%	40
Math- EL										ELA- EL				
	# Tested	Not Met		Nearly		Met		Exceeded		# Tested	Not Met		Nearly	
		#	%	#	%	#	%	#	%		#	%	#	%
6th EL	43	35	81%	7	16%	1	2%	0	0%	6th EL	41	31	76%	9
6th (Gen Ed)	75	29	39%	28	37%	14	19%	4	5%	6th (Gen Ed)	75	13	17%	29
7th EL	26	24	92%	1	4%	1	4%	0	0%	7th EL	23	22	96%	1
7th (Gen Ed)	78	23	29%	30	38%	15	19%	10	13%	7th (Gen Ed)	78	18	23%	30
8th EL	29	27	93%	2	7%	0	0%	0	0%	8th EL	28	22	79%	6
8th (Gen Ed)	83	29	35%	29	35%	16	19%	8	10%	8th (Gen Ed)	83	15	18%	36

**A. ENGLISH LANGUAGE LEARNERS GROWTH:**

Our reclassification rates show that last year we were able to reclassify 19.3% of our students.

English Learner (EL) Data				
School Year	Enrollment	English Learners	Fluent English Proficient Students	Students Redesignated FEP
2007-2008	50	30 (60.0%)	24 (48.0%)	1 (0.0%)
2008-2009	136	75 (55.1%)	64 (47.1%)	1 (0.0%)
2009-2010	228	70 (30.7%)	129 (56.6%)	24 (32.0%)
<b>*2010-2011</b>	239	0 (0.0%)	0 (0.0%)	4 (5.7%)
2011-2012	320	87 (27.2%)	215 (67.2%)	20 (25.0%)
2012-2013	319	81 (25.4%)	220 (69.0%)	21 (24.1%)
2013-2014	339	101 (29.8%)	229 (67.6%)	21 (19.1%)
2014-2015	304	80 (26.3%)	210 (69.1%)	20 (19.8%)
2015-2016	336	114 (34%)	222 (66.1%)	22 (19.3%)

MORCS reclassification data has been consistent over the last 5 years.

MORCS performance on the CELDT test to see where students are performing by band (e.g. beginning, intermediate, etc.) consistent growth for our students over three years. The class of 2016 demonstrated strong growth and in the last year we saw a higher number of students scoring in the upper bands. Our 7th grade ELs showed growth, but it was not as strong as the 8th grade class of 2016. Last school year MORCS had a large influx of students who were new to the country and did not speak any English. Seven of these students were in the 7th grade class (class of 2017). Throughout the course of the year, the school saw growth from these students as they worked to acquire basic language skills and by the end of the third quarter, several of these students were ready to participate in our SFA reading program, which means they had learned enough vocabulary/language skills to allow them to participate in a program that requires them to read, discuss and write on a daily basis.

Figure 1:

	Class of 2016		Change	Class of 2017		Change
	2014	2015		2014	2015	
<b>Advanced</b>	1	0	-1	0	0	0
<b>Early Advanced</b>	6	14	8	5	3	-2
<b>Intermediate</b>	19	12	-7	10	15	5
<b>Early Inter.</b>	7	7	0	3	1	-2
<b>Beginning</b>	2	0	-2	1	6	5
<b>Number Tested</b>	35	33		19	25	

To address MORCS need to support our EL population (including EL1s and LTELs) MORCS hired an EL coordinator/teacher for the first time in February of the 2015-16 school year. An analyzing our data to determine which areas were of the greatest need. MORCS found a large number of LTELs, many of our teachers needed more training on supporting our ELs, had a large influx of EL1s who needed additional support. MORCS site leadership team and our EL coordinator had a discussion and decided the greatest areas of need were working with our EL1s to provide targeted language intervention support and working with our teachers to develop the skills and strategies they needed to support all ELs. Unfortunately, the coordinator we hired decided that she wanted to go back to the English classroom, and we just hired her replacement for the 2016-2017 school year. For this year, MORCS will have specific time during the day for EL1 support and our Coordinator of Instruction, EL tutors, and our EL teacher will provide push-in/pull-out support. Our academic leadership team has also been working with our teachers to continue to develop instructional strategies that support all

learners. For example, we have had several trainings on SDAIE strategies, including the use of Thinking Maps. Additionally, MORCS have been very focused on our implementation of Standards Based Grading strategies and our use of Illuminate as a tool to analyze our data. Illuminate allows us to evaluate data “on the fly” to get a better understanding of which students are mastering content and which need more support. When teachers give an assessment using our Illuminate Assessment system, they can just click on graphs to see which students are mastering content and which are not. The program also breaks down data by subgroup so our teachers can easily see which students are growing. Illuminate also allows us to set up Standards-Based Gradebooks that provides teachers with data on the level of mastery for specific standards and outcomes.

When a teacher looks at this section of the gradebook, the teacher can see that most students for the given math standard (MA.6.CCSS.Math.Content.6.NS.6.2) are either at a “Met” or Nearly Met” rating. As the teacher continues to assess this standard, the goal is that students would continue to grow to the next level. Using this system, teachers can run reports to see how students are performing in general, and how subgroups are performing. This give teachers the ability to quickly assess how ELs are performing not only in the class, but also on specific standards and learning outcomes, leading to more targeted support and intervention where needed.

When the 2016 CAASPP scores (see Figure 3 below for comparisons with local schools) were released publicly, we create a spreadsheet to see how we were performing in comparison with local/resident schools. While our goal is to significantly raise scores and proficiency levels for our ELs, when we compare ourselves to our local schools we are on par. The average percentage for EL students who met or exceeded the standard in ELA was 1.09% for our local schools. MORCS had 1%, which gave us a rank of #4 in the local area. The average percentage for EL students who did not meet the standard in ELA was 90% for our local schools. MORCS had 82%, which is significantly lower than our local schools. In math, the average percentage for EL students who met or exceeded the standard in math was 1.5% for our local schools. At MORCS, 2% of students met or exceeded the standard. The average percentage for EL students who did not meet the standard in math was 90% for our local schools. MORCS had 88%, which is lower than our local schools. Again, our goal is to drastically improve these outcomes, but when compared to local schools we fall at a higher rank than most local schools and we perform better than the average in most areas.

Figure 2:

ENGLISH LEARNERS: ELA							
	Resident Schools	14-15 ELA CAASPP Exceed/Met (EL)	15-16 ELA CAASPP Exceed/Met (EL)		Resident Schools	14-15 ELA CAASPP Not Met (EL)	15-16 ELA CAASPP Not Met (EL)
1	Pio Pico	1	4	1	Pio Pico	90	76
2	Virgil	1	2	2	MORCS	88 (2)	82
3	Liechty	0	2	3	Virgil	77	86
4	MORCS	0 (3)	1	4	Castro	90	90
5	Y. Oak Kim	1	1	5	Liechty	95	91
6	Barack Obama	1	1	6	Foshay LC	93	92
7	Audubon	2	1	7	Audubon	88	94
8	Foshay LC	0	0	8	Berendo	91	94
9	Castro	1	0	9	Y. Oak Kim	94	94
10	Berendo	0	0	10	Adams	94	95
11	Adams	0	0	11	Barack Obama	94	96

ENGLISH LEARNERS: MATH							
	Resident Schools	14-15 Math CAASPP Exceed/Met (EL)	15-16 Math CAASPP Exceed/Met (EL)		Resident Schools	14-15 Math CAASPP Not Met (EL)	15-16 Math CAASPP Not Met (EL)
1	Pio Pico	0	5	1	Pio Pico	93	80
2	Virgil	1	4	2	Virgil	84	85
3	MORCS	1 (2)	2	3	MORCS	92 (5)	88
4	Y. Oak Kim	1	2	4	Y. Oak Kim	95	88
5	Liechty	1	1	5	Foshay LC	97	89
6	Foshay LC	1	1	6	Adams	93	91
7	Berendo	2	1	7	Castro	93	92
8	Adams	1	1	8	Liechty	89	94
9	Castro	0	0	9	Berendo	90	94
10	Barack Obama	0	0	10	Audubon	91	94
11	Audubon	1	0	11	Barack Obama	97	98

At MORCS, 54.6% of our students are classified as LTELs. This is a lower number than LA Unified (71.5%) and lower than the statewide percentage (62.6%) (see Figure 3 below).

Figure 3:

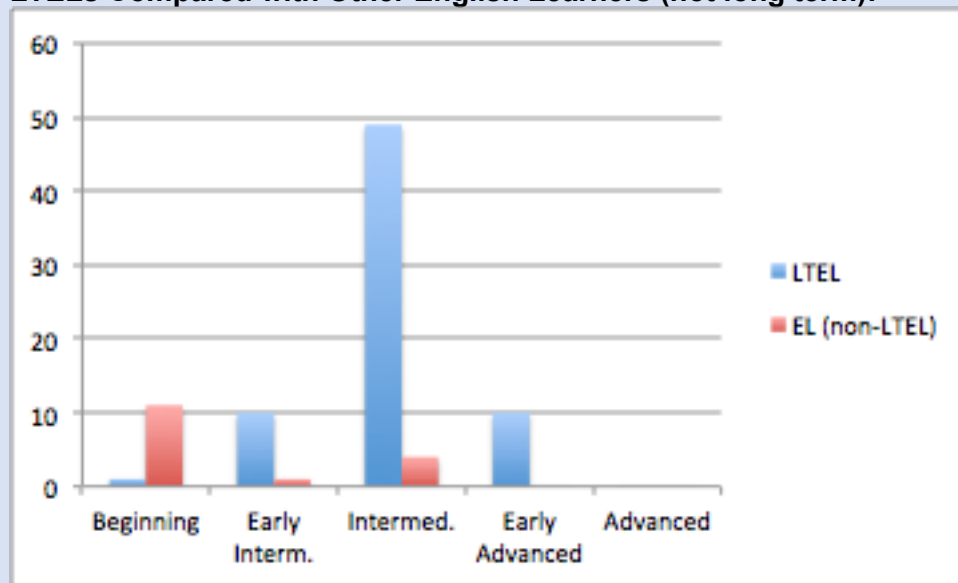
Grade	EL Students (Grades 6-12) (A)	EL Students for 6+ Years (Grades 6-12) (B)	EL for 6+ Years as Percent of All ELs (A/B)	LTEL Students (C)
06	51	46	90.2%	
07	27	18	66.7%	
08	36	33	91.7%	

### Report Totals

Name	EL Students (Grades 6-12) (A)	EL Students for 6+ Years (Grades 6-12) (B)	EL for 6+ Years as Percent of All ELs (A/B)	LTEL Students (C)
<a href="#">Monsenor Oscar Romero Charter Middle</a>	114	97	85.1%	
<a href="#">Los Angeles Unified</a>	50,827	40,295	79.3%	2
<a href="#">Los Angeles</a>	114,347	91,862	80.3%	6
<a href="#">Statewide</a>	462,365	380,995	82.4%	23

Figure 4:

LTEs Compared with Other English Learners (not long term):



When comparing our LTEL performance to that of our ELs who are not long term, there is an obvious difference (see Figure 5 above). While 10 of our LTELs are scoring high enough on the CELDT to reclassify, the majority of our LTEL populations are scoring at an Intermediate (level 3) level. We believe that our strategies outlined above and in our professional development plan will help to push these students from an intermediate level to an early advanced level. These strategies include group work and structured collaboration, explicit vocabulary instruction (including tiered vocabulary instruction), reading and writing across the curriculum, and a mastery approach to teaching and learning.

**B. PROFESSIONAL DEVELOPMENT:**

Based on the analysis of all sources of data for the 2015-16 school year, please provide a short narrative as to the key areas of target the school is focusing on for 2016-2017 school year, include:

- i. Professional Development plans and current status; 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).
- ii. Targeted instructional areas (3-4 at most) and status of plans for improvement on particular areas.
- iii. Targeted instructional practices that we will observe to support students with disabilities and English Language Learners (3-4 at most).
- iv. Targeted instructional practices that we will observe to support students across all content areas in the area of English language arts.

During the spring semester of the 2015-2016 school year, MORCS started studying the philosophy of Standards Based Grading; this included discussions about the need to have more clear classroom data on how our students were performing on learning outcomes so we could best support the needs of our students. Our teachers participated in a group study of multiple articles on standards based grading and mastery grading, as well as an in-depth study of Robert Marzano’s “Formative Assessment” book. We discussed how to grade and track student progress in a mastery learning classroom and spent a significant amount of time writing rubrics and learning outcomes for the upcoming year. When we started the 2016-17 school year with our summer teacher professional learning institute, we revisited the idea of student mastery and really digging deep to support students to truly master learning outcomes for our courses. To do so, we narrowed our focus to the beginning of the year to the following topics:

- Standards based grading:
  - Writing quality rubrics to support teachers and students in assessing learning
  - Using backwards design to create units of study that will allow students multiple opportunities to demonstrate mastery of learning outcomes
  - Tuning protocols to collectively assess the effectiveness of rubrics and unit plans.
- Using Data:
  - Analyzing CAASPP data to assess our instruction and student needs
  - Setting goals using CAASPP data and Baseline (Fall) NWEA MAPs data
- Illuminate:
  - Using Illuminate to assess students and quickly disaggregate data (to determine student mastery of learning outcomes and standards).
  - Using Illuminate Standards-Based gradebooks to assess mastery of learning outcomes.
- Supporting ELs:
  - PD on CELDT, ELPAC, how students are assessed annually. This included an overview of student performance and student scores.
  - Review of SDAIE strategies and tools MORCS has to support ELs
  - Using Thinking Maps to support ELs and all learners. This was specific to content areas.
- PBIS: creating a positive classroom culture and atmosphere for student learning.

As we continue to plan our professional development the rest of the year, we will be focused on two main areas as umbrella topics: Standards Based/Mastery Grading and PBIS. Under these umbrella topics, we will be providing PD for the following topics:

Standards Based/Mastery Grading	PBIS
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<ol style="list-style-type: none"> <li>1. Tuning protocols to review rubrics and best practices among teachers. We want to be sure we have a consistent message and consistent strategies being used to support students. We also want to ensure that each classroom is equally rigorous and that we are supporting each other in our goals for the academic year.</li> <li>2. Focus on best practice and most effective strategies for standards based grading: conferencing, blended learning, small group instruction, enhanced learning to differentiate instructional delivery and to provide universal access to all learners. By implementing these strategies, we will be able to support all learners effectively in the classroom and teachers will be able to meet students at their place of need. This will be beneficial for all learners, including ELs and students with special needs.</li> <li>3. Data driven instruction: we will continue to assess how all of our students are performing and will use data from our classroom assessments, benchmark exams, and our online programs to determine how to best support our students. Our admin and leadership team will be using the GREATER Coaching model to help teachers set goals and action plans to support all learners.</li> <li>4. Tiered Academic Vocabulary Instruction: as we did last year, we will continue to focus on the explicit vocabulary instruction and acquisition to help students master the English language and the content areas they are studying.</li> </ol>	<ol style="list-style-type: none"> <li>1. Schoolwide Implementation of Tier 1 Strategies. Teachers and staff will receive professional development on providing a positive culture-learning environment in their classroom and around campus. Implementation will include the reinforcement of our Behavior Growth Path and Behavior Teaching Expectations Matrix.</li> <li>2. Implementation of SWIS information system as a data collection system and ODR (office discipline referrals) forms. Teachers and staff will receive information on behavior trends occurring around campus and create specific behavior goals using the TIPS (Team Initiated Problems Solving) model. Teachers and staff will also implement our new ODR forms as a way to collect office discipline referrals.</li> <li>3. Teachers and staff will receive training on Tier 2 Supports to help review and systems of support for our students with Tier 2 behaviors.</li> </ol>
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During these professional development sessions, we will be focusing on 4 main areas for improvement: Implementation of our mastery grading program, ELs and LTELs, Students with Special Needs, and supporting our new/struggling teachers in working with these students. To support all students, we will continue to review Thinking Maps and SDAIE strategies, which will help all learners

to be more successful. Additionally, as we focus on strong instructional strategies to support all learners to grow and to master their learning outcomes, our teachers will become better equipped to support all learners in their classrooms. The data we will collect and consistently analyze will help us determine which students are growing and mastering their learning outcomes, which students we need to push beyond grade level expectations and which students we will need to support through targeted intervention.

Two of our largest areas of concern are our EL1s and our LTELs:

Our plan is for our EL1s in all grade levels (who) will show progress in basic language proficiency (what) during our NWEA MAPS benchmarks assessments (when) because our students need to develop language skills before they can reach content proficiency (why). Our students will achieve this progress by utilizing a push-in/pull out model with instructional support from our EL Coordinator (how).

Our plan for our LTELs in all grade levels (who) will reclassify and demonstrate language proficiency (what) during our CELDT window period (when) because our students need to acquire language proficiency skills in order to access the content in core subject areas. Our students will achieve this by teachers focusing on classroom strategies that will support student growth (how).

To support all ELs (but in particular the subgroups stated above) we will focus on the following strategies schoolwide:

- Thinking Maps
- Collaborative learning structures
  - Guided Discussions (including Socratic Seminars and debates)
- Tiered Vocabulary Instruction
- Use of visuals during instruction

MORCS will continue to support all of our students in mastery of the English language and English content standards by using a variety of strategies across the content areas. We will be working with all teachers to plan opportunities for writing into their unit plans. In a standards-based grading/mastery-grading program, having students writing about their understanding of a topic is a great way for them to demonstrate mastery to their teachers. Additionally, when we have students writing in all content areas, they are improving their college readiness as they will develop the ability to express their ideas and understanding through writing. In addition to writing in all content areas, we will also be working with our teachers to have students reading in all content areas. Our teachers already do a great job of providing students with opportunities to read in all content areas, and our online tools like Adaptive Curriculum, ALEKS, and Achieve3000 provide teachers with the resources they need to have students read in their content area classes.

While students are reading and when teachers are delivering the direct instruction portions of their lessons, there will also be a focus on tiered academic vocabulary instruction. Students should not only be learning content area vocabulary (tier 3), but they should also be focusing on academic language that they will see in all academic settings (tier 2). These types of words need to be explicitly taught and discussed in all content areas.

Finally, we will use our SFA structure and roles to promote discussion in all classes. SFA provides role cards and a format for helping students to have meaningful discussions in small groups. We will use these roles and this format in content classes so students can have discussions in a familiar, non-threatening format. Because we use this strategy in all classes, students will become more and more comfortable discussing content and their own ideas. In addition to the SFA format for discussions, we will also have teachers using Socratic Seminars and debates in their classes to help students' process content information and to demonstrate mastery.



Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

Climate/Culture at **MORCS** needs to be addressed in changing the mindset of students to value their academic achievement. Due to the Nations emphasis on Immigration and deportation it has added to the stresses of our communities. Teaching and providing our students with a safe environment and an obtainable learning environment even with challenges.

The greatest need as identified by the California Model Five-by-Five Placement Reports & Data as follows: Improvements in ELA, Mathematics, for All students, students with disabilities, and English learners.

While those numbers varied, it seemed reasonable to set proficiency growth at 10-15%. Our goal is for all students to grow and improve, but this range of growth seemed plausible based on previous years' data.

We have implemented the SFA math program, Power Teaching Math, to provide our teachers a research-proven structure for collecting meaningful data on a weekly basis to measure student growth. Over three years of implementation, we plan to see tremendous growth in our math program and we already see noticeable growth this year (after 9 months of implementation).

### Areas of Demonstrated Strength and/or Progress

- (A5) According to CDE, the school’s reclassification rate for the 2014-15 school year is 19.8%, which is higher than district at 16.6%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

The collective data provided by CDE indicates that overall gains need to take place. Specifically declines in Mathematics for Students with Disabilities.

### Areas Noted for Further Growth and/or Improvement

- (A6) The school has demonstrated developing levels of student achievement and progress as measured by their NWEA MAPs, internal assessments, and has been able to create an alignment to adjust instruction to support achievement as measured by the CAASPP. The school also utilizes Achieve 3000, ALEKS and “Success for All” classroom data to help understand the student’s proficiency and to measure growth. Map assessment data yielded the following:
  - 16% of students met or exceeded the standard on MAP assessments for B3 MAP, while 48% of students did not meet the targeted goal.
  - For ELA 27% of students met or exceeded the standard on B3 MAP Math while 36% of students did not meet the ELA

target.

- The school is strategically aligning the results to CAASP 2015 where 23% of students met and exceeded the Math 2015 CAASPP and 50% of students did not meet the standard. In ELA, 26% students met and exceeded the standards while 39% of students did not meet the standards as measured by CAASPP. Note that documented evidence did provide internal assessment data by ELA and Special Education students within grade level.

Using NWEA, and other indicators students are provided immediate feedback and intervention using the RTI model.

MORCS will continue to support teachers and staff in professional development:

- The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter as evidenced through the professional development documentation which included topics such as: (1) EL Support, (2) Observations (based on Marzano's model), and (3) Implementation of SFA program. SFA facilitator does meet with teachers regularly and visits classrooms to provide support on areas that need improvement. PLC structures to discuss best practices that support all students to include subgroup population. Topics included: (1) academic vocabulary and (2) tiered instruction in the content classes.
- The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements as evidenced through data collection and teacher evaluation aligned to the California Standards of the Teaching Profession.
- It is recommended that the school continue to develop opportunities and strategies for student collaboration, opportunities for meaningful student discussion, opportunities to make inferences, pacing and timing. During the leadership discussion it was noted that the school is already planning next steps for extending strategies for teacher development to continue to expand knowledge of rubric development, student critical thinking skills and expectations

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

English Learners will be provided transition assistance through the direct instruction provided by staff, teachers, and administrators.

97% of our populations are low-income students.

.006% (2 students) of Foster youth are provided services and support through

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 4,172,811

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$835,462

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This budget includes LCAP projection:

All of the actions and services as specified above provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement

\$ 3,289,863

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1A</h2>	<p><b>State Priority 1: Teacher Assignment</b></p> <p><b>Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.</b></p>
	<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Verification of credential through the CA Commission on Teacher Credentialing	100% of teachers held ESSA required authorizations
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action <b>1A</b></p>	<p><b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).</p>	<p><b>ACTUAL:</b> Charter determined annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations). Achievement).</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$80K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)	\$87K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Priority 1: Basic Services A. Teachers at *Monseñor Oscar Romero Charter School* are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” MORCS was renewed to operate for 5 more years. Facilities were approved for continued funding from the state to break ground for the new building on the Berendo Middle School Campus and will be built by 2018 (1.5, \$13 million-Prop 1D) with 16 classrooms.**

Areas of Demonstrated Strength and/or Progress

- (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members’ roster depicting implementation of organizational structure aligned to the charter.
- (G4) The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the NCLB grid.
- (G6) The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. Examples: (1) 4/25/16 Board Meeting an update from the Director of Academic Achievement referencing student academic achievement and progress; and (2) 8/26/15 a report of a town hall meeting with parents at Berendo Middle School to address Common Core Standards.

100% compliance

100% of teachers will hold ESSA required authorizations

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

No changes were made to this goal-teachers are participating in weekly Professional Development that includes coaching and teacher intervention.

# Annual Update

LCAP Year Reviewed:2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1B</h2>	<p><b>State Priority 1: Standards aligned instructional materials</b></p> <p><b>Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>	<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1B**



<p>Actions/Services</p>	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation.</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students</li> <li>Purchase of ALEKS, Achieve3000, Illuminate</li> </ul>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. (Teachers were provide Professional Development)</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students.</li> <li>Purchase of assessment tools and curriculum: ALEKS, Achieve3000, Illuminate, New Comers (Rosetta Stone) during differentiated instructional time-building vocabulary.</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$49K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$47K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<p><b>Priority 1-2: Basic Services A.</b> 100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition.</p>
<p>Overall effectiveness of actions/services in providing instructional materials alone does not contribute to the decline in student academic achievement; however data collected is through NWEA reflects growth in relationship to individual students. Growth overall has not been realized as anticipated. A combination of the <b>Monseñor Oscar Romero Charter School</b> community of learners must be re-evaluated to provide a more rigorous platform for learning involving all stakeholders (parents, teachers, students, administrators, staff, Board Members and other stakeholders).</p>

The California Model Five-by-Five Placement Reports and Data indicate Levels of Low more than 5 points below to 70 points below. Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics in All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.

Whereas The California Model Five-by-Five Placement Reports and Data indicate Levels, Very low more than 70 points below-increased significantly by 20 point on Students with Disabilities.

California Model Five-By-five Placement Reports & Data Summary-English Language Arts

Level	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more	
Low more than 5 points below to 70 points below.	<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.</li> </ul>		
Very low more than 70 points below	<ul style="list-style-type: none"> <li>English Learners</li> </ul>	Students with Disabilities	

California Model Five-By-five Placement Reports & Data Summary-Mathematics

Level	Decline by 1-to 10	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more
Low more than 5 points below to 70 points below.		<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged,</li> </ul>	Hispanic or Latino.
Very low more than 70 points below	English Learners	<ul style="list-style-type: none"> <li>None</li> </ul>	Students with Disabilities

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The budgeted expenditures added Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

Purchased of CCSS, Next Generation

Materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA

The expected outcome for student academic achievement was not realized; however, materials supplies were purchased and provided to support student learning.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1C</b>	<b>State Priority 1: School facilities are maintained in good repair</b>
	<b>Goal 1C: Maintain a clean and safe school facility</b>
State and/or Local Priorities Addressed by this goal:	
	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
	COE <input type="checkbox"/> 9 <input type="checkbox"/> 10
	LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

### ACTUAL

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1C		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"> <p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> </td> <td style="background-color: #d9ead3;"> <p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> </td> </tr> </table>	<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>
<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>		

<ol style="list-style-type: none"> <li>1. Create Maintenance, Repair and Renovation sched process, procedures and protocols</li> <li>2. Conduct audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Created Maintenance, Repair and Renovation scheduling process, procedures and protocols</li> <li>2. Conducted audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>
<p><b>BUDGETED</b>                  \$23K - Salaries and Benefits, \$30K – Other Services ( LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$23K - Salaries and Benefits, \$34K – Other Services ( LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p>Priority 1: Basic Services A. School facilities are maintained in good repair</p>
<p>Goal 1C: Maintain a clean and safe school facility</p>
<p>The budgeted expenditures were monitored and applied as needed.</p>
<p>Facilities were maintained, repairs were conducted as needed and the campus is in good condition.</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2A</h2>	<p><b>State Priority 2: To provide for student academic achievement.</b></p> <p><b>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Curriculum and strategy use is an important component in the effective use of CCS. **Monseñor Oscar Romero School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Coaching
- Textbooks and instructional materials.
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

#### ACTUAL

Curriculum and strategy used is an important component in the effective use of CCS. **Monseñor Oscar Romero School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/ this item has not been executed
- Coaching
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

# 2A

**PLANNED: Professional Development,**  
Continue professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

**ACTUAL Professional Development,**  
Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

Summary of beginning of school calendar is below, weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences.

Monday, July 25, 2016

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

\*\*Individual Meetings with Site COI to discuss teacher

Actions/Services



schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>SFA Reading Edge Initial Training (New Teachers Only)</b>			<b>J104</b>

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		
Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)
WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A
<b>High School Teachers:</b> Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School

9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split Work time in departments	1/2 day	Academic Team
Meal Program Training	1 hour	D. Gamez, K. Gamez

Handbook Training**	2 hours	D. Gamez, K. Gamez
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- \*Share overall academic goals for the organization, unit structure, and grading policy
- \*Teachers who have finished their rubrics: Planning with goal setting and using digital tools
- \*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:  
 Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
DnA Illuminate Training	3 hours	Debra Russel
Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

\*\*Include expectations for and responsibility for technology in the classroom

Wednesday, August 3:  
 AM Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima  
 PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer
Unit Planning and Work Time with one-on-one discussions with admin.  <b>(Rough Draft Due Tomorrow at 2pm)</b>	4 hours	Academic Team

Thursday, August 4:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS) Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)	1-2 hours	Bradford/Zepeda

\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards

the portfolio (can be CASA).

Friday, August 5:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		
6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas
8th Grade	3pm-4pm	Castillo and Duenas

Saturday, August 6 (optional):  
Location: Site Based  
Office Hours for Executive Admin

Monday, August 8:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		

PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford
Planning and Setup Work Time	Remainder of the day	N/A

Tuesday, August 9:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: **FIRST DAY OF SCHOOL!**

**BUDGETED**

\$274K – Salaries and Benefits, \$33K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)

**ESTIMATED ACTUAL**

\$270K – Salaries and Benefits, \$22K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Priority 2: Basic Services To provide for student academic achievement.**

**Goal 2A: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)**

Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

- Added Coordinator/Director of instruction position to site team
- Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments.
- Additional laptop purchases to support classroom implementation of CCSS and NGSS.
- Technology integrators are paid a stipend to provided classroom support for teachers
- Charter School staff participates in cultural proficiency training.
- Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS.
- All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math.

Summary of beginning of school calendar is below; weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences. MORCS in 2016-2017 school year teacher retention was slightly more stable.

Monday, July 25, 2016

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
 1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

\*\*Individual Meetings with Site COI to discuss teacher schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
 1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>SFA Reading Edge Initial Training (New Teachers Only)</b>			<b>J104</b>

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
 1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		



Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)
WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:  
Location: TBD

Topics	Timeframe	Facilitator
<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A
<b>High School Teachers:</b> Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split Work time in departments	1/2 day	Academic Team
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

\*Share overall academic goals for the organization, unit structure, and grading policy

\*Teachers who have finished their rubrics: Planning with goal setting and using digital tools

\*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:

Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
DnA Illuminate Training	3 hours	Debra Russel
Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

\*\*Include expectations for and responsibility for technology in the classroom

Wednesday, August 3:  
 AM Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima  
 PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer
Unit Planning and Work Time with one-on-one discussions with admin.  (Rough Draft Due Tomorrow at 2pm)	4 hours	Academic Team

Thursday, August 4:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS)	1-2 hours	Bradford/Zepeda

Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)		
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\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		
6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas
8th Grade	3pm-4pm	Castillo and Duenas

Saturday, August 6 (optional):  
 Location: Site Based  
 Office Hours for Executive Admin

Monday, August 8:

Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford
Planning and Setup Work Time	Remainder of the day	N/A

Tuesday, August 9:

Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: **FIRST DAY OF SCHOOL!**

No Material Difference

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

NWEA Maps does reflect that students are achieving at greater than National Expected growth. The Smarter Balanced expected outcome for student academic achievement was not realized; as recognized students must show academic success at a faster, more consistent growth rate to effectively measure student achievement. Our findings indicate that MORCS needs to implement a learning+ component that would infuse a more rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Recommended use of Achieve3000 with fidelity and increase writing across the curriculum.



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2B</h2>	<p><b>State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Knowledge: To be measured by teacher lesson plans; daily class schedule; class rosters

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of, NWEA and other assessments.

#### ACTUAL

Knowledge: Measured by teacher lesson plans; daily class schedule; class rosters

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of NWEA and other assessments.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action **2B**

<p>Actions/Services</p>	<p><b>PLANNED</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks</p>	<p><b>ACTUAL</b> <u>Expected Annual Outcome:</u> Measured by student academic results and ongoing benchmarks <u>Action:</u> In addition to general implementation to all</p>
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Expenditures

<p><u>Action:</u> In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p> <p>Use of RTI model and afterschool intervention.</p> <p>Coordinator of Instruction supports student educational program and college and career assisting students to pursue their college preparation and goals.</p>
<p><b>BUDGETED</b> \$3K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$7K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>



**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 2: State Priority 2: To provide for student academic achievement</b></p> <p>Goal 2 B: All students gained academic content knowledge through the implementation of the CA CCSS</p>
<p>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster, internal assessments and Smarter Balanced results. Addressed above on 1B.</p>
<p>No material difference between Budgeted Expenditures and Estimated Actual Expenditures</p>
<p>Continue to provide support to teachers and students to promote academic achievement.</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 3A</b>	<b>Goal 3 A: Maintain parent representation on the Parent Committee</b>
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: Parents will serve as participants in quarterly meetings  
Action: Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.

### ACTUAL

Expected Annual Outcome: Parents served as participants in quarterly meetings  
Action: Established opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3A**

Actions/Services

### PLANNED

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** To be measured by meeting agendas and sign ins.

### ACTUAL

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** Measured by meeting agendas and sign ins. Parents participated in activities with students

Expenditures

	Held informational meetings with parents
<b>BUDGETED</b> No additional cost	<b>ESTIMATED ACTUAL</b> No additional cost

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 2-3: Goal 3 A: Maintain parent representation on the Parent Committee**

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.

- The Parent Coordinator continued to be staffed during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class, Student led conferences, and school performances.
- Parents were strongly encouraged to attend twice annual parent-teacher conferences.
- 

2016-2017: No material differences

2016-2017: No material differences

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3B</h2>	<p><b>Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

To provide parent access to opportunities for participation and input on decision-making.  
 Metric: Documentation of parent meeting attendance and agendas; results of surveys.

#### ACTUAL

**Expected Annual Outcome:** At least 85% of parents attended at least one school event each year and 95% attended a parent-teacher conference.  
**Action:** School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensures continued parent representation in decision-making at all levels of school operations. Parents received more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters/Monthly Calendars
- Annual Parent/Student Handbook and academic calendar
- Monthly calendar of meetings and events.

The Parent Center was staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All

	<p>parents will be encouraged to participate in school committees.</p> <p>Employed a Parent Coordinator</p> <p>Coffee with the Directors</p> <p>Active recording of parent participation</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3B**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensured continued parent representation in decision-making at all levels of school operations.
Expenditures	<b>BUDGETED</b> \$74K – Salaries & Benefits, (LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$72K – Salaries & Benefits, (LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 3-5: Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).**

Parents and family members participated in family meetings and had 90% participation in Student Led Conferences.

No material difference.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4A</h2>	<p><b>Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	
<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>	

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

#### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. **Monseñor Oscar Romero School** will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who implemented data-driven instruction and differentiation based on student needs through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4A**

<p>Actions/Services</p>	<p><b>PLANNED</b> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p><b>ACTUAL Monseñor Oscar Romero School</b> provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  \$366K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$15K – Consultants (LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$391K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$15K – Consultants (LCFF Supplemental and Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 1, 2, 4, 5, 6, 8 Goal 4A:** Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

In addition to activities above:

- Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.
- Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.
- Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols.
- Provided additional support and intervention services for students including counseling/psycho- social support, after-school tutoring and enrichments.

No material difference.

No material difference.



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4B</b>	<b>Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

**Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Use of internal assessments to measure individual growth NWEA and other formal and informal assessments.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>4B</b>		
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;"><b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP                             <ul style="list-style-type: none"> <li>Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students will have additional support in</li> </ul> </td> <td style="background-color: #d9ead3; padding: 5px;"><b>ACTUAL</b> Classroom instruction incorporate testing strategies in preparation for the Smarter Balanced/CAASPP                             <ul style="list-style-type: none"> <li>Provided professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students received additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul> </td> </tr> </table>	<b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students will have additional support in</li> </ul>	<b>ACTUAL</b> Classroom instruction incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>Provided professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students received additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul>
<b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students will have additional support in</li> </ul>	<b>ACTUAL</b> Classroom instruction incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>Provided professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students received additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul>		

<p>gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> </ul>	<p>instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> <li>• Professional Development offered to support teacher direct instruction, setting of goals and coaching.</li> <li>• Addressing the needs of long-term English Learners.</li> </ul>
<p><b>BUDGETED</b> \$57K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$46K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 4: Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education**

**Monseñor Oscar Romero Charter School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.

- Provided students with an array of learning (as described in the school's charter) in science, technology, arts, and P.E.
- Provided technology integration lab
- Provided science program with science lab
- Provided psychomotor program (regularly scheduled physical education and physical fitness program), and equipment

No material difference

No material difference

# Annual Update LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4C</b>	<b>Goal 4C: Students are on track to be college and career ready.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

CDE is in the process of identifying target growth for the state of California.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action <b>4C</b>	<b>PLANNED</b> Expected Annual Outcome: Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.	<b>ACTUAL</b> Expected Annual Outcome: Used Reading Strategies, Achieve3000, SFA, and Common Core State Standards approved materials; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.
Actions/Services		

<p><u>Action:</u> Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p>	<p><u>Action:</u> Used Reading Strategies, Achieve3000, SFA, and Common Core State Standards approved materials; assess Lexile Levels plus visit and partner with community colleges and universities. Students participated in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities- USC-Culminating CASA Project with NCLR, UCLA; I'm going to college, other UC schools.</li> </ul>
<p><b>BUDGETED</b> \$43K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>	<p><b>ESTIMATED ACTUAL</b> \$18K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>

Expenditures



**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 5: Goal 4C: Students are on track to be college and career ready.</b></p>
<p>Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visits and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities-USC, UCLA and other UC Universities.</li> </ul>
<p>No material difference</p>
<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4D</b>	<b>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

### ACTUAL

Expected Annual Outcome: EL students have an ILP with performance level goals. Students took a diagnostic as part of their ILP. Students received in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action **4D**

Actions/Services

**PLANNED** Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining

**ACTUAL** Continued professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in

<p>CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>	<p>the classroom and direct ELD instruction. Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments (ELDRA).</p> <p>To ensure we are meeting the needs of all of our students, we implement Success for All (SFA) programs for both reading and math. SFA is a research proven to support all students and have structures built in to support the needs of high performing students, low performing students, students with special needs, and English Learners. In both the reading and math programs there is a focus on vocabulary acquisition, collaborative learning, rubric usage, data usage/reflection and the cycle of effective instruction. To ensure success with our EL population, we have created a new position this year: a Coordinator of English Language Development. This coordinator observes classes and meets with teachers, supports in planning professional development, and works with our EL1 students each morning to develop the language they need to be successful in the classrooms. During their ELD time, the students participate in small group learning and learning rotations to meet their various needs. They read, study vocabulary, work on projects, write, practice their speaking and listening, and work on Rosetta Stone.</p>
<p><b>BUDGETED</b> No additional costs</p>	<p><b>ESTIMATED ACTUAL</b> No additional costs</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**Priority 4:** CELDT test was administered the results indicate a number of students were 2015-2016 Redesignated Rate **33%**.

English Learners making yearly progress (AMAO 1), CELDT/ELPAC, English Learners attaining proficiency in English (AMAO 2), and the Increase Reclassification Rate, what were the results and how do they compare to last year (2014-2015 school year).

L students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

- Implemented the English Learner Master Plan.
- Provided highly qualified and experienced teachers with appropriate EL authorization who were continuously monitor instruction and achievement of ELs.
- Provided New teacher assistance and support, specifically relating to ELs.
- Continued professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs.
- EL students continued to have additional support in growth in CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers.
- Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4E</b>	<b>Goal 4E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years' goal for all incoming 5th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

### ACTUAL

Expected Annual Outcome: School used ILP and Cohort monitoring system to develop and review 3 years' goal for all incoming 5th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students received in-class instructional support that included one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action **4E**

#### Actions/Services

**PLANNED** Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.

Action: **Monseñor Oscar Romero School** will implement the EL English Learner Master Plan and

**ACTUAL** Student data monitored and was reviewed by Administrators and grade level teams. ILP's were developed in coordination of each EL student.

Action: **Monseñor Oscar Romero School** implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers using

<p>re-designated ELs via a multi-tiered system including support for struggling readers.</p>	<p>Common Core State Standard English Language Arts and English Language Development.</p> <p>The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter as evidenced through the professional development documentation which included topics such as: (1) EL Support, (2) Observations (based on Marzano’s model), and (3) Implementation of SFA program. SFA facilitator does meet with teachers regularly and visits classrooms to provide support on areas that need improvement. PLC structures to discuss best practices that support all students to include subgroup population. Topics included: (1) academic vocabulary and (2) tiered instruction in the content classes.</p> <p>Implemented English Learner Master Plan. • Provided highly qualified and experienced teachers with appropriate EL authorization who continuously monitor instruction and achievement of ELs. • Provided New teacher assistance and support as they complete induction programs, specifically relating to ELs. • EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring. • Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</p>
<p><b>BUDGETED</b> No additional costs</p>	<p><b>ESTIMATED ACTUAL</b> No additional costs</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 5:** Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Monitoring of reclassified to RFEP are verified in CALPADs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 5A</b>	<b>Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b>
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	<u>Expected Annual Outcome:</u> School continued to maintain a high ADA rate above 96%.
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## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 5A

<b>Actions/Services</b>	<b>PLANNED</b> Program Coordinator and Compliance Director will continue to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.	<b>ACTUAL</b> Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving at school on time each day.
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$42K – Salaries and Benefits, (LCFF Supplemental & Concentration)	\$40K – Salaries and Benefits, (LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 5: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b></p>	
<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>No material difference</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>No material difference</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 5B</b>	<b>Goal 5B: School will retain and promote 6 through 8th grade students.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School offered an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process is in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process is in place to review the students within the cohort to ensure proper accounting and placement
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>5B</b>		
Actions/Services	<table border="1"> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and</li> </ul> </td> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> </ul>		

<p>arriving at school on time each day.</p> <ul style="list-style-type: none"> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>	<ul style="list-style-type: none"> <li>• School implement schoolwide social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continued to implement in-house suspension.</li> </ul> <p>Teachers conducted home visits and assist in monitoring of all student attendance</p>
<p><b>BUDGETED</b> \$51K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$51K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 5 Goal 5B: School will retain and promote 6th through 8th grade students.**

- Coordinator and Staff continued to monitor student attendance and communicate with families.
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.
- Continue to implement in-house suspension.

Teachers conducted home visits and assist in monitoring of all student attendance

No material difference.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 6</h2>	<p><b>Monseñor Oscar Romero School will maintain a low annual expulsion rate.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Expulsion rate will be maintained at less than 1%.	Expulsion rate was maintained at less than 1%.
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 6</h2>	<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Attendance Manager will monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and Compliance Director monitored student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implemented schoolwide social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers were trained in the schoolwide Behavior Support</li> </ul>
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Actions/Services

<ul style="list-style-type: none"> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>Plan; as well as, implement the positive behavior supports, Administrators worked with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension were considered and put into place prior to administering consequences.</li> <li>• School used Family Support Team process that mirrors the School Support Team model.</li> </ul>
<p><b>BUDGETED</b> \$37K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$37K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures



**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 6: <i>Monseñor Oscar Romero Charter School</i> will maintain a low annual expulsion rate</b></p>	
	<ul style="list-style-type: none"> <li>• Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers were provided trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension were considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
	<p>. No material difference</p>
	<p>No material difference</p>



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 7</h2>	<p><b>Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>	

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

#### ACTUAL

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <h2 style="margin: 0;">7</h2>	<p><b>PLANNED</b> Monseñor Oscar Romero School will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS</p>	<p><b>ACTUAL</b> Monseñor Oscar Romero School provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provided students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas.</p>
<p>Actions/Services</p>		

<p>standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>	<p>The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>
<p><b>BUDGETED</b> \$8K – Students and Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$15K – Students and Supplies, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 7:** Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Monseñor Oscar Romero Charter School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

. No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be

. No material difference

found in the LCAP.



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 8</h2>	<p><b>Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

#### ACTUAL

Overall 10% of students to score proficient on one or more of pre-assessments, and between 55 and 68% of students to reach proficiency at B1, B2, Post, Baseline is based on CA Smarter Balanced assessments and delivery methods.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <h2 style="margin: 0;">8</h2>	<p><b>PLANNED</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. <b>Monseñor Oscar Romero School</b> will devise and administer satisfaction surveys to</p>	<p><b>ACTUAL</b> Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. <b>Monseñor Oscar Romero School</b> devised and administered satisfaction surveys to parents, students, and teachers annually.</p>
<p>Actions/Services</p>		

<p>parents, students, and teachers annually.</p> <ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers to help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p><b>BUDGETED</b> \$26K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> No additional cost</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 7-8:** Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

The California Model Five-by-Five Placement Reports and Data indicate Levels of Low more than 5 points below to 70 points below. Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics in All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.

Whereas The California Model Five-by-Five Placement Reports and Data indicate Levels, Very low more than 70 points below-increased significantly by 20 point on Students with Disabilities.



### California Model Five-By-five Placement Reports & Data Summary-English Language Arts

Level	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more	
Low more than 5 points below to 70 points below.	<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.</li> </ul>		
Very low more than 70 points below	<ul style="list-style-type: none"> <li>English Learners</li> </ul>	Students with Disabilities	

### California Model Five-By-five Placement Reports & Data Summary-Mathematics

Level	Decline by 1-to 10	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more
Low more than 5 points below to 70 points below.		<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged,</li> </ul>	Hispanic or Latino.
Very low more than 70 points below	English Learners	<ul style="list-style-type: none"> <li>None</li> </ul>	Students with Disabilities

Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. **Monseñor Oscar Romero Charter School** will devise and administer satisfaction surveys to parents, students, and teachers annually.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.

- Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following meetings and consultation were held:

<b>YPICS LCAP 2016-2017 Planning Process &amp; Timeline Involving Parents, Teachers, Students and Administrators</b>	
Date	Topic/Actions
Week of August 25, 2016	LCAP Review-Reflecting On Previous Year
Week of October 17, 2016	LCAP Data Review- Preparing to plan forward
Week of January 26, 2017	LCAP Sketching: Review Goals, Strategies, and Plans
Week of March 20, 2017	Sketching: Review Parent, Student, and Teacher Surveys from Parent Conferences Begin to develop plan for 2017-2018
Week of May 15, 2017	Finalizing: Review Budget with Stakeholders
Board Meeting May 25, 2017	Finalizing: LCAPS Presented to the Board
Board Meeting June 29, 2017	Board to Approve Final LCAPS for all schools & Upload to county website

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This LCAP process helps in our efforts to continue involvement and stakeholders' participation. The LCAP meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders. The feedback received from all groups was reviewed and necessary adjustments were made to the LCAP.

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 1</b>	<b>Basic Services</b> will be provided to all students.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Rosters	2016-2017	100%	100%	100%
Master Schedule	2016-2017	100%	100%	100%
Invoice for purchases	2016-2017	100%	100%	100%
Classroom Materials	2016-2017	100%	100%	100%
Facility inspection	2016-2017	100%	100%	100%

documents				
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] EL_____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b>Monseñor Oscar Romero</b>	<input checked="" type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>Implementation of <b>Monseñor Oscar Romero School</b> English Learner Plan</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic</li> </ul>

- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

***Monseñor Oscar Romero School will fully implement the Common Core in Math and ELA by 2016-17. Monseñor Oscar Romero School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year***

- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of ***Monseñor Oscar Romero School*** English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

English

- Implementation of ***Monseñor Oscar Romero School*** English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

***Monseñor Oscar Romero School will fully implement the Common Core in Math and ELA by 2016-17. Monseñor Oscar Romero School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year***



**Monseñor Oscar Romero School will fully implement the Common Core in Math and ELA by 2016-17. Monseñor Oscar Romero School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year**

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$478,000	Amount	\$478,000	Amount	\$478,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 2</b>	Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Students are receiving access to CCSS, English, ELD, Mathematics and NEXT Generation*

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
<i>Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>	95%	95%	95%	95%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	100%	<input type="checkbox"/> [Specific Student Group(s)]	EL _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: 6-8	<input checked="" type="checkbox"/> Specific Schools: <b>Monseñor Oscar Romero School</b>			<input type="checkbox"/> Specific Grade

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b>	<input type="checkbox"/> Limited to Unduplicated Student	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____			<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Monseñor Oscar Romero School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All program, and protocols.</li> </ul> <p><i>Blended Learning and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather</i></p>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Monseñor Oscar Romero School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> </ul>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged <p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Monseñor Oscar Romero School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully</i></p>

*real-time data and provide leveled instructional resources for students.*

*Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving **Monseñor Oscar Romero School** unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.*

Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.

Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

- Supported by Success for All, and protocols.

*Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.*

*Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving **Monseñor Oscar Romero School** unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.*

Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.

Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

*utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.*

*Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving **Monseñor Oscar Romero School** unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.*

Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.

Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$118,000

**2018-19**

Amount

\$118,000

**2019-20**

Amount

\$118,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

1000-1999 Certificated Salaries,  
3000-3999 Benefits,  
4000-4999 Books & Supplies

Budget  
Reference

1000-1999 Certificated  
Salaries, 3000-3999  
Benefits,  
4000-4999 Books &  
Supplies

Budget  
Reference

1000-1999 Certificated Salaries,  
3000-3999 Benefits,  
4000-4999 Books & Supplies

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

<b>Goal 3</b>	<p><b>Goal 3:</b> <i>Knowing that parents serve a critical role in a students' success, <b>Monseñor Oscar Romero School</b> strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.</i></p>
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[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide parent access to opportunities for participation and input on decision-making	2016-2017	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	2016-2017	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher	2016-2017	95%	95%	95%

conference.				
Participate in Survey	2016-2017	95%	95%	95%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b>Monseñor Oscar Romero</b>	<input type="checkbox"/> Specific Grade spans: <b>6-8</b>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$61,000	<b>Amount</b> \$61,000	<b>Amount</b> \$61,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits





# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 4</b>	<b><i>Monseñor Oscar Romero School prioritizes student achievement as measured by CAASPP/Smarter Balanced, CDE determined measure, English Learner testing</i></b>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. Statewide assessments
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC)-not applicable
- D. The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC
- E. English learner reclassification rate
- F. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts- Proficiency	2016-2017	2%	5%	8%
Mathematics Proficiency	2016-2017	2%	5%	8%
EL Proficiency	2016-2017	2%	5%	8%
Reclassification Rates	2016-2017	2%	5%	8%

Reclassification Monitoring	2016-2017	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Monseñor Oscar Romero School</u>	<input type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul> <p>Teachers will participate in ongoing professional development on the</p>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>

	implementation of CCSS and new CCSS-aligned assessments.	
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**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
\$53,000	\$53,000	\$53,000
<b>Source</b>	<b>Source</b>	<b>Source</b>
LCFF	LCFF	LCFF
<b>Budget Reference</b>	<b>Budget Reference</b>	<b>Budget Reference</b>
1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 5</b>	Pupil Engagement as measured by: D. School attendance rates; E. Chronic absenteeism rates, F. School dropout rates; G. High school graduation rates-Not Applicable		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

A. School attendance rates;  
 B. Chronic absenteeism rates,  
 C. School dropout rates;  
 D. High school graduation rates-Not Applicable

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	2016-2017	≥96%	≥96%	≥96%
Chronic absenteeism rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
School dropout rates	2016-2017	≤ 1%	≤ 1%	≤ 1%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b>Monseñor Oscar Romero School</b>	<input type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process</li> </ul>	<ul style="list-style-type: none"> <li>• Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;</li> </ul>	<ul style="list-style-type: none"> <li>• Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> </ul>

<p>that mirrors the School Support Team model.</p>	<p>Administrators will work with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$53,000	Amount	\$53,000	Amount	\$53,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 6</b>	School Climate applicable to the following: <ol style="list-style-type: none"> <li>Pupil suspension rates;</li> <li>Pupil expulsion rate; and</li> <li>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</li> </ol>

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- Pupil suspension rates;
- Pupil expulsion rate; and
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
Pupil expulsion rate;	2016-2017	≤ 1%	≤ 1%	≤ 1%
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2016-2017	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 6**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b>Monseñor Oscar Romero School</b>	<input type="checkbox"/> Specific Grade spans: <b>6-8</b>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount      \$54,000	Amount      \$54,000	Amount      \$54,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 7</b>	Course access addresses the extent to which pupils have access to and are enrolled in: C. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). D. Programs and services developed and provided to unduplicated pupils; and E. Programs and services developed and provided to individuals with exceptional needs.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Equity in providing students course access in the following:*  
 A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 B. Programs and services developed and provided to unduplicated pupils; and  
 C. Programs and services developed and provided to individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Transcripts	2016-2017	100%	100%	100%
CALPADS	2016-2017	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Monseñor Oscar Romero School</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$21,000	Amount	\$21,000	Amount	\$21,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 749,211

Percentage to Increase or Improve Services:

29.49 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: **Basic Services** will be provided to all students

Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics

Goal 3: *Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

- a. Pupil suspension rates;
- b. Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).



B. Programs and services developed and provided to unduplicated pupils; and  
Programs and services developed and provided to individuals with exceptional needs.  
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.  
Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.



LCAP Year  2017-18  2018-19  2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	<b>Bert Corona Charter High School/ YPI Valley Public Charter High School</b>		
Contact Name and Title	Yvette King-Berg, Executive Director	Email and Phone	ykingberg@ypics.org <b>818 834-5805</b>

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

**Bert Corona Charter High School** serves 153 students in the San Fernando Valley area of Los Angeles County. Represented with 1.3% African American, 98.05% Latino, .65% Asian, 12.19% English Learners, 18.8% Students with Disabilities, and 84.3% of our students are on Free and Reduced Lunch.

### VISION

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

### MISSION

The **Bert Corona Charter High School** prepares urban students in grades 9-12 for academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. The **Bert Corona Charter High School** seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

## LCAP HIGHLIGHTS

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

### Areas of Demonstrated Strength and/or Progress

- The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the ESSA grid.
- The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their board meeting, items on agenda from the Director of Academic Achievement referencing student academic achievement as part of the standing agenda item on their board documents. This is also evident through agendas and minutes where the Director of Academic Achievement reported out a town hall meeting to address Common Core Standards. **Refer to Analysis below.**

Working closely with stakeholders throughout the school, the following goals were identified in 2016-2017:

LCAP Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.

State Priority 1: Standards aligned instructional materials

LCAP Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition

State Priority 1: School facilities are maintained in good repair

LCAP Goal 1C: Maintain a clean and safe school facility

State Priority 2: To provide for student academic achievement.

LCAP Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)

State Priority 2: To provide for student academic achievement

LCAP Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS

LCAP Goal 3 A: Maintain parent representation on the Parent Advisory Council (PAC)

LCAP Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC)

LCAP Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

LCAP Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

LCAP Goal 4C: Students are on track to be college and career ready

LCAP Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each

academic year,

LCAP Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

LCAP Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.

LCAP Goal 5 B: School will retain and promote 6th through 8th grade students.

LCAP Goal 6A: **Bert Corona Charter High School** will maintain a low annual expulsion rate.

LCAP Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter

LCAP Goal 8 A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

LCAP Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard

**The following LCAP Goals have been identified for focus within the next three years to improve outcomes for all students beginning with school year 2017-2018.**

*LCAP Goal 1: Basic Services* will be provided to all students. (Priority 1)

LCAP Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. (Priority 2, 4, 7)

*LCAP Goal 3: Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life. (Priority 1, 3, 5, 6)*

LCAP Goal 4: **Bert Corona Charter School** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measure, English Learner testing. (Priority 2)

LCAP Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;

High school graduation rates-Not Applicable

(Priority 5)

LCAP Goal 6: School Climate applicable to the following:

- A. Pupil suspension rates;
- B. Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 1, 5, 6)

LCAP Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:  
 A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 B. Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.  
 (Priority 7, 8)

## REVIEW OF PERFORMANCE

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

### GREATEST PROGRESS

**BCCHS** students need consistent support to be successful in math: on the MAPs test strong growth was realized in our 9th and 10th grade cohorts. In comparison with the national expected growth, 10th grade at **BCCHS** almost doubled the national expected growth. **BCCHS** students with special needs more than doubled the national expected growth and **BCCHS** EL students grew 4 times more than expected. **BCCHS** grades indicate the actual mastery and achievement level of students. As **BCCHS** students progress through the high school math courses, they tend to improve, **BCCHS'** plan is to continue providing interventions to ensure that students can master Algebra and move on to the higher level math.

**BCCHS** outcomes in science demonstrate mastery in Biology and Chemistry. In these courses the use of mastery grading and the vast majority of **BCCHS** students are meeting or exceeding expectations, many of them exceeding and earning an A

Continue to provide support to 11th grade students, as this group of students did not attend **Bert Corona Charter High School** for 9th grade. Many of them arrived without having been enrolled in A-G courses during their 9th grade year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

\*Per CDE: Recently opened schools are not included in Dashboard.(2017)  
 Refer to analysis above.

There are several areas for improvement that **BCCHS** needs to focus on for the 2017-2018 school year, including: reading and comprehension of expository text, persuasive writing, and using reflection to foster independent problem solving skills. According to periodic assessment data through NWEA MAPs, students need to have a universal or consistent capacity for reading on grade-level, and this is a significant concern at the high school level. Next year, many

of our students will be taking Los Angeles Mission College courses and AP courses as a part of their daily instructional program, and the ability to efficiently and effectively read for grade-level information is essential for success in these rigorous curricula. To support growth in this area, **BCCHS** will fund a full-time position for implementing Success for All (scripted reading intervention program) for all incoming 9th grade students as well as for those students who are reading below a 6th grade reading level (according to MAPS RIT data).

Additionally, students will be writing across the curriculum and using calibrated performance rubrics to assess similar skills in writing, regardless of the discipline. To jumpstart this process we ended our year this year with the first annual **BCCHS** writing contest.

An area of concentration is providing students support in attainment of grade-level skill in the area of reading for information has impacted students' writing capacity both by encouraging plagiarism and limiting writing endeavors to narrative and biographical scope. In order for students to succeed in college, the scope of students writing must mature to include response to nonfiction text, as well as indicators of research-based positions. **BCCHS** students will learn to use performance rubrics to reflect on solution steps, identifying and clearly articulating the rationale for each step in a sequence that either does or does not lead to a correct solution. While the use of cooperative group learning and small group instruction are key to our students' acquisition of common core content, independence is the key indicator of proficiency. A focus on reflection equips students to know and understand deeply how their thinking impacts their problem solving approach.

**BCCHS** currently has 20 students still classified as EL, with 4 of those slated for reclassification as soon as parent approval is received. An additional 1 student will qualify for reclassification once completed CELDT testing. EL data used to monitor student progress includes NWEA Maps periodic assessment, course grades in English, and ongoing CELDT testing results. Academic course grades are based on authentic assessment using specific skill-based rubrics, the grade actually serves as a knowledge-rich indicator of student progress.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

\*Per CDE: Recently opened schools are not included in Dashboard.(2017)

Professional Development plans and current status.

1. Authentic assessment measurement tool creation and calibration.  
**BCCHS** uses teacher-created performance rubrics that are anchored in Common Core State Standards, Next Generation Science Standards, and State Frameworks. The primary thrust of instructional program professional development is the creation and calibration of these tools. To date, all teachers have received training in Critical Friends calibration protocols so as to receive input on their rubric design.

Also, in order to monitor students' need for academic support, the faculty maintains a running inventory of the RTI status of every student on campus, and then creates personalized plans for intervention. These plans are updated as interventions are attempted and evaluated for efficacy. Our work in RTI plan development has been a consistent theme of our professional development work throughout this academic year.

2. Targeted instructional practices that we will observe to support students with disabilities and English Language Learners (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).

Scaffolding / Differentiation

Small Group Instruction (teacher-led)

Use of Exemplars

Reflection (individual & whole-class)

Collaborative Group Learning w/roles

Think-Pair-Share

Computer-Based Adaptive Learning

Science Labs

Access to SpEd Learning Lab



### INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Services will continue as presented with additional support offered through these groups by:

During our early discussions about the systems we needed to have in place to help our students prepare for college, we decided that our citizen-scholars would need a specific time allocated in their schedule, a time designated specifically for those discussions that were needed to help students wrap their minds around what it means to be “College and Career Ready.” So we planned our college and career readiness course into the schedule for freshmen. In this course, students learn about the A-G requirements, discuss GPA, write practice college enrollment essays, and participate in mock interviews. They learn about organization and how the skills that are necessary in order to be successful. The college and career readiness class serves as a springboard to help our students jump into their other courses ready to learn and to be successful. In addition to this course, our participation in the LA Promise Neighborhoods grant provides us with on-campus partners who support our students in navigating the pathway to college. Our citizen-scholars receive counseling and support in tracking their progress towards college and through the grant we are able to take the students to visit a variety of colleges. While this is an amazing experience for our students, they don’t have to go far to get a real college experience. Once every week a college professor visits our campus to teach a college level course, allowing our citizen-scholars to earn college credit while learning about the level of academics that will be expected when they leave high school and enter college. Finally, our everyday lessons are based in college level, real world experiences that will help prepare our citizen-scholars for their future careers. **BCCHS** uses the UCCI courses to expose our students to career-oriented learning through courses like “Language Takes the Stage,” “Biology and Community Health,” and “Algebra for Business.” This way, the students don’t have to ask, “Why is this important?” The content is consistently connected to potential careers, resulting in a greater understanding of the importance of mastering high school course content.

### BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

#### DESCRIPTION

#### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 2,984,488
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$821,246

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$ 2,547,037

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1A</h2>	<p><b>State Priority 1: Teacher Assignment</b></p> <p><b>Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.</b></p>
	<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<p><b>Verification of credential through the CA Commission on Teacher Credentialing</b></p>	<p>100% of teachers will hold ESSA required authorizations</p>
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <h2 style="margin: 0;">1A</h2>	<p><b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesnia (HR), Ruben (HR-Director of Operations).</p>	<p><b>ACTUAL:</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesnia (HR), Ruben (HR-Director of Operations).</p>
<p>Actions/Services</p>		

	BUDGETED	ESTIMATED ACTUAL
Expenditures	\$116K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)	\$109K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 1: Basic Services A. Teachers at Bert Corona Charter High School School are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” 100% compliance**

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of teachers will hold ESSA required authorizations

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures added a \_\_\_\_\_. These positions were added to support students in mastery of learning and student advocacy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

2017-2018 adding an additional RSP teacher to further support students who have an IEP.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1B</b>	<b>State Priority 1: Standards aligned instructional materials</b>	
	<b>Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition</b>	
State and/or Local Priorities Addressed by this goal:		
STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10		
LOCAL _____		

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.	100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1B**

Actions/Services

**PLANNED**

- Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation.
- Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.
- Purchase of CCSS, Next Generation materials for all students
- Purchase of ALEKS, Achieve3000, Illuminate

**ACTUAL**

- Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. (Teachers were provide Professional Development)
- Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.
- Purchase of CCSS, Next Generation materials for all students
- Purchase of assessment tools and curriculum: Achieve3000, Illuminate, Rosetta Stone for English Learners.

Expenditures

**BUDGETED**

\$41K – Students Supplies (LCFF Supplemental & Concentration)

**ESTIMATED ACTUAL**

\$12K – Students Supplies (LCFF Supplemental & Concentration)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 1: Basic Services A.** 100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**BCCHS** students need consistent support to be successful in math: on the NWEA MAPs test strong growth was realized in our 9th and 10th grade cohorts. In comparison with the national expected growth, 10th grade at **BCCHS** almost doubled the national expected growth. **BCCHS** students with special needs more than doubled the national expected growth and **BCCHS** EL students grew 4 times more than expected. **BCCHS** grades indicate the actual mastery and achievement level of students. As **BCCHS** students progress through the high school math courses, they tend to improve, **BCCHS'** plan is to continue providing interventions to ensure that students can master Algebra and move on to the higher level math.

**BCCHS** outcomes in science demonstrate mastery in Biology and Chemistry. In these courses the use of mastery grading and the vast majority of BCCHS students are meeting or exceeding expectations, many of them exceeding and earning an A

Continue to provide support to 11th grade students, as this group of students did not attend Bert Corona Charter High School for 9th grade. Many of them arrived without having been enrolled in A-G courses during their 9th grade year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures added Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.  
 Purchased of CCSS, Next Generation  
 Materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The expected outcome for student academic achievement was not realized; however, materials supplies were purchased and provided to support student learning.



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 1C</h2>	<p><b>State Priority 1: School facilities are maintained in good repair</b></p> <p><b>Goal 1C: Maintain a clean and safe school facility</b></p>
	<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

#### ACTUAL

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1C		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"> <p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three</p> </td> <td style="background-color: #d9ead3;"> <p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it</p> </td> </tr> </table>	<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it</p>
<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it</p>		

<p>months. When it was urgent or a safety related corrections it was corrected immediately.</p> <ol style="list-style-type: none"> <li>1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols</li> <li>2. Conduct audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>	<p>was corrected immediately.</p> <ol style="list-style-type: none"> <li>1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols</li> <li>2. Conduct audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>
<p><b>BUDGETED</b>                  \$32K - Salaries and Benefits, \$4K – Supplies ( LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$53K - Salaries and Benefits, \$34K – Other Services ( LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 1: Basic Services A. School facilities are maintained in good repair**

**Goal 1C: Maintain a clean and safe school facility**

The budgeted expenditures were monitored and applied as needed.

Facilities were maintained, repairs were conducted as needed and the campus is in good condition.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2A</h2>	<p><b>State Priority 2: To provide for student academic achievement.</b></p> <p><b>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter High School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Coaching
- Textbooks and instructional materials.
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

#### ACTUAL

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter High School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2A**

Actions/Services	PLANNED: Professional Development,	ACTUAL Professional Development,
Expenditures	<b>BUDGETED</b> \$177K – Salaries and Benefits, \$33K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$161K – Salaries and Benefits, \$15K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 2: Basic Services To provide for student academic achievement.**

**Goal 2A: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)**

Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

- Added Coordinator/Director of instruction position to site team
- Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments.
- Additional laptop purchases to support classroom implementation of CCSS and NGSS.
- Technology integrators are paid a stipend to provided classroom support for teachers
- Charter School staff participates in cultural proficiency training.
- Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS.
- All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Summary of beginning of school calendar is below; weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences. Less than half of teachers returned to BCCHS' in 2016-2017 school year. Due to opening a high school in the general area and maternity leave the attrition was greater than usual. When you compare beginning student scores and

benchmarks student's academic progress was noted.

Monday, July 25, 2016

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

\*\*Individual Meetings with Site COI to discuss teacher schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>SFA Reading Edge Initial Training (New Teachers Only)</b>			<b>J104</b>

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
 1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		
Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)
WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A



<b>High School Teachers: Illuminate Training</b>	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split Work time in departments	1/2 day	Academic Team
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

\*Share overall academic goals for the organization, unit structure, and grading policy

\*Teachers who have finished their rubrics: Planning with goal setting and using digital tools

\*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:

Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
DnA Illuminate Training	3 hours	Debra Russel

Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

**\*\*Include expectations for and responsibility for technology in the classroom**

Wednesday, August 3:

AM Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima

PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer
Unit Planning and Work Time with one-on-one discussions with admin.  <i>(Rough Draft Due Tomorrow at 2pm)</i>	4 hours	Academic Team

Thursday, August 4:

Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda

Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS) Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)	1-2 hours	Bradford/Zepeda

\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		
6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas

8th Grade	3pm-4pm	Castillo and Duenas
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Saturday, August 6 (optional):  
 Location: Site Based  
 Office Hours for Executive Admin

Monday, August 8:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford
Planning and Setup Work Time	Remainder of the day	N/A

Tuesday, August 9:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: **FIRST DAY OF SCHOOL!**

No material difference

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

NWEA Maps does reflect that students are achieving at greater than National Expected growth. Our findings indicate that BCCHS needs to implement a learning+ component that would infuse a more rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Recommended use of Achieve3000 with fidelity and increase writing across the curriculum.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 2B</b>	<b>State Priority 2: To provide for student academic achievement</b>
	<b>Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.

### ACTUAL

Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2B**

Actions/Services

<u>PLANNED</u> <u>Expected Annual Outcome</u> : To be measured by student academic results and ongoing benchmarks <u>Action</u> : In addition to general implementation to all	<u>ACTUAL</u> <u>Expected Annual Outcome</u> : To be measured by student academic results and ongoing benchmarks <u>Action</u> : In addition to general implementation to all students, there will be an added focus on EL students
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Expenditures

<p>students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p> <p>Use of RTI model and afterschool intervention.</p> <p>Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.</p>
<p><b>BUDGETED</b> \$3K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$1K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 2: State Priority 2: To provide for student academic achievement</b></p> <p>Goal 2 B: All students gained academic content knowledge through the implementation of the CA CCSS</p>
<p>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster, internal assessments and other results. Addressed above on 1B.</p>
<p>No material difference between Budgeted Expenditures and Estimated Actual Expenditures</p>
<p>Continue to provide support to teachers and students to promote academic achievement.</p>



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3A</h2>	<h3 style="margin: 0;">Goal 3 A: Maintain parent representation on the Parent Committee</h3>
<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: Parents will serve as participants in quarterly meetings  
Action: Establish opportunities for parent exposure, participation and input on decision-making which will be measured by meeting agendas and sign-ins.

### ACTUAL

Expected Annual Outcome: Parents served as participants in quarterly meetings  
Action: Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3A**

Actions/Services

### PLANNED

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** To be measured by meeting agendas and sign ins.

### ACTUAL

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** To be measured by meeting agendas and sign ins.  
 Parents participated in activities with students

Expenditures

	Held informational meetings with parents
<b>BUDGETED</b> No additional cost	<b>ESTIMATED ACTUAL</b> No additional cost

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 2-3: Goal 3 A: Maintain parent representation on the Parent Committee**

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.

- The Parent Coordinator continued to be staffed during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class, Student led conferences, and school performances.
- Parents were strongly encouraged to attend twice annual parent-teacher conferences.

2016-2017: No material differences

2016-2017: No material differences

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3B</h2>	<p><b>Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

To provide parent access to opportunities for participation and input on decision-making.  
 Metric: Documentation of parent meeting attendance and agendas; results of surveys.

#### ACTUAL

**Expected Annual Outcome:** At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.  
**Action:** School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters
- Annual Parent/Student Handbook and academic calendar
- Monthly calendar of meetings and events.

The Parent Center will be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All

	<p>parents will be encouraged to participate in school committees.</p> <p>Employed a Parent Coordinator                  Coffee with the Principal                  Active recording of parent participation                  Employed a community liaison</p>
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**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3B**

	<b>PLANNED</b>	<b>ACTUAL</b>
<b>Actions/Services</b>	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensured continued parent representation in decision-making at all levels of school operations.
<b>Expenditures</b>	<b>BUDGETED</b> \$21K – Salaries & Benefits, (LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$27K – Salaries & Benefits, (LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 3-5: Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).**

Parents and family members participated in family meetings and had 97% participation in Student Led Conferences.

No material difference.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4A</h2>	<p><b>Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

#### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. **Bert Corona Charter High School** will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings,

and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4A**

<p>Actions/Services</p>	<p><b>PLANNED</b> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p><b>ACTUAL Bert Corona Charter High School</b> provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  \$111K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$7K – Consultants (LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$96K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$4K – Consultants (LCFF Supplemental and Concentration)</p>



**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be

**Priority 1, 2, 4, 5, 6, 8** Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

In addition to activities above:

- Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.
- Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.
- Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols.
- Provided additional support and intervention services for students including counseling/psycho- social support, after-school tutoring and enrichments.

No material difference.

No material difference.

found in the LCAP.



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4B</b>	<b>Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education</b>
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Use of internal assessments to measure individual growth NWEA and other formal and informal assessments.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action 4B</b>	<b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in</li> </ul>	<b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul>
<b>Actions/Services</b>		

<p>gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> </ul>	<p>instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> <li>• Professional Development offered to support teacher direct instruction, setting of goals and coaching.</li> <li>• Addressing the needs of long-term English Learners.</li> </ul>
<p><b>BUDGETED</b> \$30K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$0K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 4: Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education**

**Bert Corona Charter High School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.

- Provided students with an array of learning (as described in the school's charter) in science, technology, arts, and P.E.
- Provided technology integration lab
- Provided science program with science lab
- Provided psychomotor program (regularly scheduled physical education and physical fitness program), and equipment

No material difference

No material difference

# Annual Update LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4C	Goal 4C: Students are on track to be college and career ready.
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

CDE is in the process of identifying target growth for the state of California.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 4C

Actions/Services

**PLANNED** Expected Annual Outcome: Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on

**ACTUAL** Expected Annual Outcome: Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth

<p>Accountability reports and interim benchmarks to ensure growth targets.  <u>Action:</u> Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p>	<p>targets.  <u>Action:</u> Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities-USC, UCLA, UC Riverside and other UC Universities.</li> </ul>
<p><b>BUDGETED</b>                  \$7K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$5K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<b>Priority 5: Goal 4C: Students are on track to be college and career ready.</b>	
	Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visits and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals. <ul style="list-style-type: none"> <li>Students visited universities-USC, UCLA, UC Riverside, and other UC Universities.</li> </ul>
	No material difference
	No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4D</b>	<b>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

### ACTUAL

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4D**

Actions/Services

**PLANNED** Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.

**ACTUAL** Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.

Expenditures

**BUDGETED**  
No additional costs

**ESTIMATED ACTUAL**  
No additional costs

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 4:** CELDT test was administered the results indicate a number of students were 2015-2016 Redesignated Rate 33%, CDE Dataquest does not provide a report for a school that has under 30 EL students.

English Learners making yearly progress (AMAO 1), CELDT/ELPAC, English Learners attaining proficiency in English (AMAO 2), and the Increase Reclassification Rate, what were the results and how do they compare to last year (2014-2015 school year).

EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

- Implemented the English Learner Master Plan.
- Provided highly qualified and experienced teachers with appropriate EL authorization who were continuously monitor instruction and achievement of ELs.
- Provided New teacher assistance and support, specifically relating to ELs.
- Continued professional development activities initiated in 2014-2015 school year focused on CCSS implementation with ELs.
- EL students continued to have additional support in growth in CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers.
- Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

No material difference

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4E	<b>Goal 4E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years' goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 12th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

### ACTUAL

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years' goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 12th grade. EL students will receive in-class instructional support that includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>4E</b>	
Actions/Services	<p><b>PLANNED</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter High School</b> will</p>	<p><b>ACTUAL</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter High School</b> will implement the EL English Learner Master Plan and re-designated ELs via a multi-</p>

implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers.	tiered system including support for struggling readers.
<b>BUDGETED</b> No additional costs	<b>ESTIMATED ACTUAL</b> No additional costs

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 4: Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b></p>
<p>Monitoring of reclassified to RFEP are verified in CALPADs.</p>
<p>No material difference</p>
<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 5A</h2>	<p><b>Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Expected Annual Outcome: School will continue to maintain a high ADA rate above 96%.

Expected Annual Outcome: School will continue to maintain a high ADA rate above 96%.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 5A

#### Actions/Services

**PLANNED** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on

**ACTUAL** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.

- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated



<p>CCSS implementation with ELs.</p> <ul style="list-style-type: none"> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>	<p>instruction in the classroom and direct ELD instruction 4 days/week.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>
<p><b>BUDGETED</b></p> <p>\$23K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$13K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 5: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.**

Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving

No material difference

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 5B</b>	<b>Goal 5B: School will retain and promote 9th through 12th grade students.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

### ACTUAL

School offered an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process is in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 5B

Actions/Services

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will</li> </ul> | <ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each</li> </ul> |
|---|--|

<p>stress the importance of attendance and arriving at school on time each day.</p> <ul style="list-style-type: none"> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>	<p>day.</p> <ul style="list-style-type: none"> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>
<p><b>BUDGETED</b></p> <p>\$15K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$15K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<b>Priority 5 Goal 5B: School will retain and promote 9th through 12th grade students.</b>	
	<ul style="list-style-type: none"> <li>• Coordinator and Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers conducted home visits and assist in monitoring of all student attendance</p>
	No material difference.
	No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 6</h2>	<p><b>Bert Corona Charter High School</b> will maintain a low annual expulsion rate.</p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Expulsion rate will be maintained at less than 1%.	Expulsion rate will be maintained at less than 1%.
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 6

#### Actions/Services

<ul style="list-style-type: none"> <li>PLANNED Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to</li> </ul>	<ul style="list-style-type: none"> <li>ACTUAL Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support</li> </ul>
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<p>teaching.</p> <ul style="list-style-type: none"> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
<p><b>BUDGETED</b> \$32K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$31K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 6: Bert Corona Charter High School will maintain a low annual expulsion rate**

- Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers were provided trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension were considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

. No material difference

No material difference





# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 7</h2>	<p><b>Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

#### ACTUAL

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **7**

Actions/Services

**PLANNED Bert Corona Charter High School** will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's

**ACTUAL Bert Corona Charter High School** will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS

charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

**BUDGETED**

\$58K – Students and Supplies, (PCSGP,LCFF Supplemental & Concentration)

**ESTIMATED ACTUAL**

\$22K – Students and Supplies, (LCFF Supplemental & Concentration)

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**Priority 6-7:** Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

**Bert Corona Charter High School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

. No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

. No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 8</h2>	<p><b>Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

#### ACTUAL

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 8</h2>	<p><b>PLANNED</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. <b>Bert Corona Charter High School</b> will devise and administer satisfaction</p>	<p><b>ACTUAL</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. <b>Bert Corona Charter High School</b> will devise and administer satisfaction surveys to parents, students, and teachers annually.</p>
<p>Actions/Services</p>		

<p><b>surveys to parents, students, and teachers annually.</b></p> <ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p><b>BUDGETED</b> \$26K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> No additional cost</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 7-8:</b> Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</p>
<p>Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family's sense of belonging and community. <b>Bert Corona Charter High School</b> will devise and administer satisfaction surveys to parents, students, and teachers annually.</p> <ul style="list-style-type: none"> <li>• Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p>No material difference</p>
<p>No material difference</p>



# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following meetings were held:

<b>YPICS LCAP 2016-2017 Planning Process &amp; Timeline Involving Parents, Teachers, Students and Administrators</b>	
Date	Topic/Actions
Week of August 25, 2016	LCAP Review-Reflecting On Previous Year
Week of October 17, 2016	LCAP Data Review- Preparing to plan forward
Week of January 26, 2017	LCAP Sketching: Review Goals, Strategies, and Plans
Week of March 20, 2017	Sketching: Review Parent, Student, and Teacher Surveys from Parent Conferences Begin to develop plan for 2017-2018
Week of May 15, 2017	Finalizing: Review Budget with Stakeholders
Board Meeting May 25, 2017	Finalizing: LCAPS Presented to the Board
Board Meeting June 29, 2017	Board to Approve Final LCAPS for all schools & Upload to county website

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

These consultations impacted our LCAP for the upcoming year as follows:

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<h2 style="margin: 0;">Goal 1</h2>	<b><i>Basic Services will be provided to all students.</i></b>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

- A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification
- B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
- C. School facilities are maintained in good repair

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Rosters	2016-2017	100%	100%	100%
Master Schedule	2016-2017	100%	100%	100%
Invoice for purchases	2016-2017	100%	100%	100%
Classroom Materials	2016-2017	100%	100%	100%
Facility inspection documents	2016-2017	100%	100%	100%
Retention of Teachers	2016-2017	90%	90%	90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] EL_____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter High School</i></b>	<input checked="" type="checkbox"/> Specific Grade spans: <u>9-12</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter High School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>Implementation of <b>Bert Corona Charter High</b></li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter High School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter High School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to</li> </ul>

**School** English Learner Plan

- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.
- ***Bert Corona Charter High School will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona Charter High School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year***
- Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).
- Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.

**report, documentation**

- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of ***Bert Corona Charter High School*** English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

access core curriculum/attain academic English

- Implementation of ***Bert Corona Charter High School*** English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.
- ***Bert Corona Charter High School will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona Charter High School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year***
- Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).
- Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.

	<ul style="list-style-type: none"> <li>• <b>Bert Corona Charter High School</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Bert Corona Charter High School</b> will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.</li> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> <li>•</li> </ul>	
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$485,000	Amount	\$485,000	Amount	\$485,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 2</b>	Proficiency for all Students in English Language Arts, ELD, Mathematics, NGSS		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
Weekly and mini benchmarks, Quarterly Benchmarks results-	95%	95%	95%	95%

<i>reviewed by staff to ensure schoolwide Rtl, setting of goals and academic achievement. Formative assessment conducted daily during instruction via Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>				
<i>Annually increase the number of students achieving proficiency in English Language Arts</i>	CAASPP	2%	5%	8%
<i>Annually increase the number of students achieving proficiency in Mathematics</i>	CAASPP	2%	5%	8%
<i>Implementation of NEXT Generation Science</i>	CAASPP	2%	5%	8%
<i>Decrease the Number of long-term English Learners</i>	CAASPP	2%	5%	8%
<i>Monitor and provide services to Foster Care students</i>	CAASPP	2%	5%	8%
<i>Monitor and increase proficiency for Students with Disabilities</i>	CAASPP	2%	5%	8%
<i>Use of technology in the classroom to support differentiated instruction</i>	CAASPP/Outcomes	2%	5%	8%



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	100%	<input type="checkbox"/> [Specific Student Group(s)]	EL _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter High School</u></b>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>		

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b>	<input type="checkbox"/> Limited to Unduplicated Student	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Bert Corona Charter High School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All program, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus</p>	<p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Bert Corona Charter High School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental</i></p>	<p><b>Curriculum</b> is an important component in the effective implementation of CCSS. <b>Bert Corona Charter High School</b> will provide and/or maintain the following:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p>

<p><i>on serving <b>Bert Corona Charter High School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>	<p><i>programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter High School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>	<p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter High School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$113,000	Amount	\$113,000	Amount	\$113,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

<b>Goal 3</b>	<p><b>Goal 3:</b> <i>Knowing that parents serve a critical role in a students' success, Bert Corona Charter High School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.</i></p>
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[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide parent access to opportunities for participation and input on decision-making	2016-2017	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	2016-2017	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher	2016-2017	95%	95%	95%

conference.				
Participate in Survey	2016-2017	95%	95%	95%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter High School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$43,000	<b>Amount</b> \$43,000	<b>Amount</b> \$43,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 4</b>	<b><i>Bert Corona Charter High School</i></b> prioritizes <i>student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing</i>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. *Statewide assessments*
- B. *The Academic Performance Index;*
- C. *The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC)*
- D. *The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC*
- E. *English learner reclassification rate*
- F. *Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher*
- G. *The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.*

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts- Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP	2%	5%	8%

Reclassification	CAASPP/CalPads	2%	5%	8%



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter High School</u></b>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>

**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
\$52,000	\$52,000	\$52,000
<b>Source</b>	<b>Source</b>	<b>Source</b>
LCFF	LCFF	LCFF
<b>Budget Reference</b>	<b>Budget Reference</b>	<b>Budget Reference</b>
1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 5</b>	Pupil Engagement as measured by: D. School attendance rates; E. Chronic absenteeism rates, F. School dropout rates; G. High school graduation rates-Not Applicable		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

A. School attendance rates;  
 B. Chronic absenteeism rates,  
 C. School dropout rates;  
 D. High school graduation rates-Not Applicable

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	2016-2017	≥96%	≥96%	≥96%
Chronic absenteeism rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
School dropout rates	2016-2017	≤ 1%	≤ 1%	≤ 1%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter High School</u></b>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be</li> </ul>

	<p>teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>considered prior to administering consequences.</p> <ul style="list-style-type: none"> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$51,000	Amount	\$51,000	Amount	\$51,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 6</b>	School Climate applicable to the following: C. Pupil suspension rates; D. Pupil expulsion rate; and E. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.		
	<p><u>State and/or Local Priorities Addressed by this goal:</u></p> <p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8                  COE <input type="checkbox"/> 9 <input type="checkbox"/> 10                  LOCAL _____</p> <p><u>Identified Need</u></p> <p>A. Pupil suspension rates; B. Pupil expulsion rate; and C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>		

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
Pupil expulsion rate;	2016-2017	≤ 1%	≤ 1%	≤ 1%
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2016-2017	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____	
	<input type="checkbox"/> All schools spans: <u>9-12</u>	<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter High School</u></b>
		<input type="checkbox"/> Specific Grade _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide
	<b>OR</b>	<input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
		<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$56,000	Amount	\$56,000	Amount	\$56,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 7</b>	Course access addresses the extent to which pupils have access to and are enrolled in: C. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). D. Programs and services developed and provided to unduplicated pupils; and E. Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Equity in providing students course access in the following:*  
 A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 B. Programs and services developed and provided to unduplicated pupils; and  
 C. Programs and services developed and provided to individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Transcript	2016-2017	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: 9-12	<input checked="" type="checkbox"/> Specific Schools: <b>Bert Corona Charter High School</b>	<input checked="" type="checkbox"/> Specific Grade

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$20,000	<b>Amount</b> \$20,000	<b>Amount</b> \$20,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 422,871

Percentage to Increase or Improve Services:

19.91 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: **Basic Services** will be provided to all students

Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics

Goal 3: *Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

- a. Pupil suspension rates;
- b. Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.

## Local Control and Accountability Plan and Annual Update Template Instructions

### Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

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[Goals, Actions, and Services](#)

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[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).



## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

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

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?



## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	<b>Monseñor Oscar Romero Charter</b>		
Contact Name and Title	Yvette King-Berg, Executive Director	Email and Phone	<a href="mailto:ykingberg@ypics.org">ykingberg@ypics.org</a> (213) 413-9600

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

**Monseñor Oscar Romero Charter** serves 335 students in the Pico Union area of Los Angeles. With 99.1% Latino, .6% Asian, .3% White, 33.8% English Learners, 11.7% Students with Disabilities, and 97% of our students are on Free and Reduced Lunch.

**VISION:** Our school is named in honor of and inspired by **Monseñor Oscar Romero Charter**, a prominent Latino community-organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give eloquent and insistent voice to the cardinal importance of education. **Monseñor Oscar Romero** believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.

**MISSION:** The **Monseñor Oscar Romero Charter School** prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union area of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area.

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

**MORCS** was renewed to operate for 5 more years. Facilities were approved for continued funding from the state to break ground for the new building on the Berendo Middle School Campus and will be built by 2018 (1.5, \$13 million-Prop 1D) with 16 classrooms.

Areas of Demonstrated Strength and/or Progress

- (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members' roster depicting implementation of organizational structure aligned to the charter.
- (G4) The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the NCLB grid.
- (G6) The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. Examples: (1) 4/25/16 Board Meeting an update from the Director of Academic Achievement referencing student academic achievement and progress; and (2) 8/26/15 a report of a town hall meeting with parents at Berendo Middle School to address Common Core Standards.

Working closely with stakeholders throughout the school, the following goals were identified in 2016-2017:

LCAP Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.

State Priority 1: Standards aligned instructional materials

LCAP Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition

State Priority 1: School facilities are maintained in good repair

LCAP Goal 1C: Maintain a clean and safe school facility

State Priority 2: To provide for student academic achievement.

LCAP Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)

State Priority 2: To provide for student academic achievement

LCAP Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS

LCAP Goal 3 A: Maintain parent representation on the Parent Advisory Council (PAC)

LCAP Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC)

LCAP Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

LCAP Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

LCAP Goal 4C: Students are on track to be college and career ready

LCAP Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year,

LCAP Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

LCAP Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.

LCAP Goal 5 B: School will retain and promote 6th through 8th grade students.

LCAP Goal 6A: **Monseñor Oscar Romero Charter School** will maintain a low annual expulsion rate.

LCAP Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter

LCAP Goal 8 A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

LCAP Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard

**The following LCAP Goals have been identified for focus within the next three years to improve outcomes for all students beginning with school year 2017-2018.**

*LCAP Goal 1: Basic Services* will be provided to all students. (Priority 1)

LCAP Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. (Priority 2, 4, 7)

LCAP Goal 3: *Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.* (Priority 1, 3, 5, 6)

LCAP Goal 4: **Monseñor Oscar Romero School** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measure, English Learner testing. (Priority 2)

LCAP Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;

High school graduation rates-Not Applicable

(Priority 5)

LCAP Goal 6: School Climate applicable to the following:

- A. Pupil suspension rates;
- B. Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 1, 5, 6)

LCAP Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

(Priority 7, 8)

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

### . MORCS Areas of Demonstrated Strength and/or Progress

- (A5) According to CDE, the school's reclassification rate for the 2014-15 school year is 19.8%, which is higher than district at 16.6%.

### Areas Noted for Further Growth and/or Improvement

- (A6) The school has demonstrated developing levels of student achievement and progress as measured by their NWEA MAPs, internal assessments, and has been able to create an alignment to adjust instruction to support achievement as measured by the CAASPP. The school also utilizes Achieve3000, ALEKS and "Success for All" classroom data to help understand the student's proficiency and to measure growth. Map assessment data yielded the following:
  - 16% of students met or exceeded the standard on MAP assessments for B3 MAP, while 48% of students did not meet the targeted goal.
  - For ELA 27% of students met or exceeded the standard on B3 MAP Math while 36% of students did not meet the ELA target.
  - The school is strategically aligning the results to CAASP 2015 where 23% of students met and exceeded the Math 2015 CAASPP and 50% of students did not meet the standard. In ELA, 26% students met and exceeded the standards while 39% of students did not meet the standards as measured by CAASPP. Note that documented evidence did provide internal assessment data by ELA and Special Education students within grade level.

MORCS CAASPP SCORES: 2015-2016														
Math										ELA- Overall				
	# Tested	Not Met		Nearly		Met		Exceeded		# Tested	Not Met		Nearly	
		#	%	#	%	#	%	#	%		#	%		
6th (Overall)	118	64	54%	35	30%	15	13%	4	3%	6th (Overall)	116	44	38%	38
7th (Overall)	104	47	45%	31	30%	16	15%	10	10%	7th (Overall)	101	40	40%	31
8th (Overall)	112	57	51%	31	28%	16	14%	8	7%	8th (Overall)	111	37	33%	42
Overall	334	168	50%	98	29%	47	14%	22	7%	Overall	328	121	37%	112
Math- SPED										ELA- SPED				
	# Tested	Not Met		Nearly		Met		Exceeded		# Tested	Not Met		Nearly	
		#	%	#	%	#	%	#	%		#	%		
6th AUT	1	1	100%	0	0%	0	0%	0	0%	6th AUT	1	1	100%	0
6th OHI	1	1	100%	0	0%	0	0%	0	0%	6th Hearing	1	1	100%	0
6th OI	0	0	0%	0	0%	0	0%	0	0%	6th OI	0	0	0%	0
6th SLD	16	10	63%	5	31%	1	6%	0	0%	6th SLD	16	12	75%	4
All 6th SPED	18	12	67%	5	28%	1	5%	0	0%	All SPED	18	14	78%	4
6th (Gen Ed)	100	52	52%	30	30%	14	14%	4	4%	6th (Gen Ed)	98	31	32%	33
7th AUT	1	1	100%	0	0%	0	0%	0	0%	7th AUT	1	1	100%	0
7th Speech and Language	1	1	100%	0	0%	0	0%	0	0%	7th Speech and Language	1	1	100%	0
7th OHI	2	1	50%	1	50%	0	0%	0	0%	7th OHI	2	1	50%	1
7th SLD	5	5	100%	0	0%	0	0%	0	0%	7th SLD	5	4	80%	0
All 7th SPED	9	8	89%	1	11%	0	0%	0	0%	All 7th SPED	9	7	78%	1
7th (Gen Ed)	95	40	42%	29	31%	16	17%	10	11%	7th (Gen Ed)	92	34	37%	29
8th AUT	2	2	100%	0	0%	0	0%	0	0%	8th AUT	2	0	10%	0
8th OHI	1	1	100%	0	0%	0	0%	0	0%	8th OHI	1	1	100%	0
8th Speech or Language Impairment	1	1	100%	0	0%	0	0%	0	0%	8th Speech or Language Impairment	1	1	100%	0
8th SLD	8	8	100%	0	0%	0	0%	0	0%	8th SLD	8	7	88%	1
All 8th SPED	12	12	100%	0	0%	0	0%	0	0%	All 8th SPED	12	9	77%	1
8th (Gen Ed)	100	46	46%	30	30%	16	16%	8	8%	8th (Gen Ed)	99	27	27%	40
Math- EL										ELA- EL				
	# Tested	Not Met		Nearly		Met		Exceeded		# Tested	Not Met		Nearly	
		#	%	#	%	#	%	#	%		#	%		
6th EL	43	35	81%	7	16%	1	2%	0	0%	6th EL	41	31	76%	9
6th (Gen Ed)	75	29	39%	28	37%	14	19%	4	5%	6th (Gen Ed)	75	13	17%	29
7th EL	26	24	92%	1	4%	1	4%	0	0%	7th EL	23	22	96%	1
7th (Gen Ed)	78	23	29%	30	38%	15	19%	10	13%	7th (Gen Ed)	78	18	23%	30
8th EL	29	27	93%	2	7%	0	0%	0	0%	8th EL	28	22	79%	6
8th (Gen Ed)	83	29	35%	29	35%	16	19%	8	10%	8th (Gen Ed)	83	15	18%	36

**A. ENGLISH LANGUAGE LEARNERS GROWTH:**

Our reclassification rates show that last year we were able to reclassify 19.3% of our students.

English Learner (EL) Data				
School Year	Enrollment	English Learners	Fluent English Proficient Students	Students Redesignated FEP
2007-2008	50	30 (60.0%)	24 (48.0%)	1 (0.0%)
2008-2009	136	75 (55.1%)	64 (47.1%)	1 (0.0%)
2009-2010	228	70 (30.7%)	129 (56.6%)	24 (32.0%)
<b>*2010-2011</b>	239	0 (0.0%)	0 (0.0%)	4 (5.7%)
2011-2012	320	87 (27.2%)	215 (67.2%)	20 (25.0%)
2012-2013	319	81 (25.4%)	220 (69.0%)	21 (24.1%)
2013-2014	339	101 (29.8%)	229 (67.6%)	21 (19.1%)
2014-2015	304	80 (26.3%)	210 (69.1%)	20 (19.8%)
2015-2016	336	114 (34%)	222 (66.1%)	22 (19.3%)

MORCS reclassification data has been consistent over the last 5 years.

MORCS performance on the CELDT test to see where students are performing by band (e.g. beginning, intermediate, etc.) consistent growth for our students over three years. The class of 2016 demonstrated strong growth and in the last year we saw a higher number of students scoring in the upper bands. Our 7th grade ELs showed growth, but it was not as strong as the 8th grade class of 2016. Last school year MORCS had a large influx of students who were new to the country and did not speak any English. Seven of these students were in the 7th grade class (class of 2017). Throughout the course of the year, the school saw growth from these students as they worked to acquire basic language skills and by the end of the third quarter, several of these students were ready to participate in our SFA reading program, which means they had learned enough vocabulary/language skills to allow them to participate in a program that requires them to read, discuss and write on a daily basis.

Figure 1:

	Class of 2016		Change	Class of 2017		Change
	2014	2015		2014	2015	
<b>Advanced</b>	1	0	-1	0	0	0
<b>Early Advanced</b>	6	14	8	5	3	-2
<b>Intermediate</b>	19	12	-7	10	15	5
<b>Early Inter.</b>	7	7	0	3	1	-2
<b>Beginning</b>	2	0	-2	1	6	5
<b>Number Tested</b>	35	33		19	25	

To address MORCS need to support our EL population (including EL1s and LTELs) MORCS hired an EL coordinator/teacher for the first time in February of the 2015-16 school year. An analyzing our data to determine which areas were of the greatest need. MORCS found a large number of LTELs, many of our teachers needed more training on supporting our ELs, had a large influx of EL1s who needed additional support. MORCS site leadership team and our EL coordinator had a discussion and decided the greatest areas of need were working with our EL1s to provide targeted language intervention support and working with our teachers to develop the skills and strategies they needed to support all ELs. Unfortunately, the coordinator we hired decided that she wanted to go back to the English classroom, and we just hired her replacement for the 2016-2017 school year. For this year, MORCS will have specific time during the day for EL1 support and our Coordinator of Instruction, EL tutors, and our EL teacher will provide push-in/pull-out support. Our academic leadership team has also been working with our teachers to continue to develop instructional strategies that support all learners. For example, we have had several trainings on SDAIE strategies, including the use of Thinking Maps. Additionally, MORCS have been very focused on our implementation of Standards Based

Grading strategies and our use of Illuminate as a tool to analyze our data. Illuminate allows us to evaluate data “on the fly” to get a better understanding of which students are mastering content and which need more support. When teachers give an assessment using our Illuminate Assessment system, they can just click on graphs to see which students are mastering content and which are not. The program also breaks down data by subgroup so our teachers can easily see which students are growing. Illuminate also allows us to set up Standards-Based Gradebooks that provides teachers with data on the level of mastery for specific standards and outcomes.

When a teacher looks at this section of the gradebook, the teacher can see that most students for the given math standard (MA.6.CCSS.Math.Content.6.NS.6.2) are either at a “Met” or “Nearly Met” rating. As the teacher continues to assess this standard, the goal is that students would continue to grow to the next level. Using this system, teachers can run reports to see how students are performing in general, and how subgroups are performing. This gives teachers the ability to quickly assess how ELs are performing not only in the class, but also on specific standards and learning outcomes, leading to more targeted support and intervention where needed.

When the 2016 CAASPP scores (see Figure 3 below for comparisons with local schools) were released publicly, we create a spreadsheet to see how we were performing in comparison with local/resident schools. While our goal is to significantly raise scores and proficiency levels for our ELs, when we compare ourselves to our local schools we are on par. The average percentage for EL students who met or exceeded the standard in ELA was 1.09% for our local schools. MORCS had 1%, which gave us a rank of #4 in the local area. The average percentage for EL students who did not meet the standard in ELA was 90% for our local schools. MORCS had 82%, which is significantly lower than our local schools. In math, the average percentage for EL students who met or exceeded the standard in math was 1.5% for our local schools. At MORCS, 2% of students met or exceeded the standard. The average percentage for EL students who did not meet the standard in math was 90% for our local schools. MORCS had 88%, which is lower than our local schools. Again, our goal is to drastically improve these outcomes, but when compared to local schools we fall at a higher rank than most local schools and we perform better than the average in most areas.

Figure 2:



ENGLISH LEARNERS: ELA							
	Resident Schools	14-15 ELA CAASPP Exceed/Met (EL)	15-16 ELA CAASPP Exceed/Met (EL)		Resident Schools	14-15 ELA CAASPP Not Met (EL)	15-16 ELA CAASPP Not Met (EL)
1	Pio Pico	1	4	1	Pio Pico	90	76
2	Virgil	1	2	2	MORCS	88 (2)	82
3	Liechty	0	2	3	Virgil	77	86
4	MORCS	0 (3)	1	4	Castro	90	90
5	Y. Oak Kim	1	1	5	Liechty	95	91
6	Barack Obama	1	1	6	Foshay LC	93	92
7	Audubon	2	1	7	Audubon	88	94
8	Foshay LC	0	0	8	Berendo	91	94
9	Castro	1	0	9	Y. Oak Kim	94	94
10	Berendo	0	0	10	Adams	94	95
11	Adams	0	0	11	Barack Obama	94	96

ENGLISH LEARNERS: MATH							
	Resident Schools	14-15 Math CAASPP Exceed/Met (EL)	15-16 Math CAASPP Exceed/Met (EL)		Resident Schools	14-15 Math CAASPP Not Met (EL)	15-16 Math CAASPP Not Met (EL)
1	Pio Pico	0	5	1	Pio Pico	93	80
2	Virgil	1	4	2	Virgil	84	85
3	MORCS	1 (2)	2	3	MORCS	92 (5)	88
4	Y. Oak Kim	1	2	4	Y. Oak Kim	95	88
5	Liechty	1	1	5	Foshay LC	97	89
6	Foshay LC	1	1	6	Adams	93	91
7	Berendo	2	1	7	Castro	93	92
8	Adams	1	1	8	Liechty	89	94
9	Castro	0	0	9	Berendo	90	94
10	Barack Obama	0	0	10	Audubon	91	94
11	Audubon	1	0	11	Barack Obama	97	98

At MORCS, 54.6% of our students are classified as LTELs. This is a lower number than LA Unified (71.5%) and lower than the statewide percentage (62.6%) (see Figure 3 below).

Figure 3:

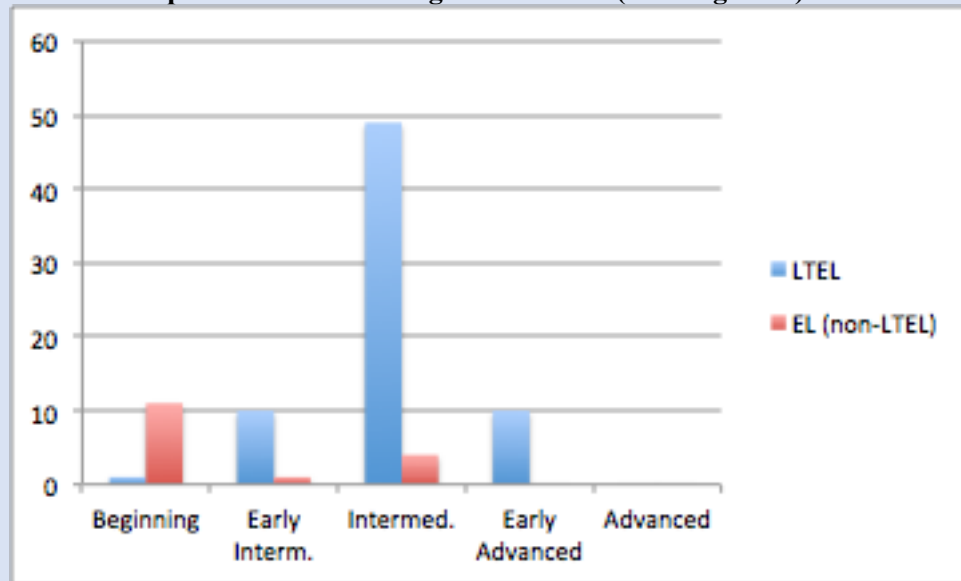
Grade	EL Students (Grades 6-12) (A)	EL Students for 6+ Years (Grades 6-12) (B)	EL for 6+ Years as Percent of All ELs (A/B)	LTEL Students (C)
06	51	46	90.2%	
07	27	18	66.7%	
08	36	33	91.7%	

### Report Totals

Name	EL Students (Grades 6-12) (A)	EL Students for 6+ Years (Grades 6-12) (B)	EL for 6+ Years as Percent of All ELs (A/B)	LTEL Students (C)
<a href="#">Monsenor Oscar Romero Charter Middle</a>	114	97	85.1%	
<a href="#">Los Angeles Unified</a>	50,827	40,295	79.3%	2
<a href="#">Los Angeles</a>	114,347	91,862	80.3%	6
<a href="#">Statewide</a>	462,365	380,995	82.4%	23

Figure 4:

LTEs Compared with Other English Learners (not long term):



When comparing our LTEL performance to that of our ELs who are not long term, there is an obvious difference (see Figure 5 above). While 10 of our LTELs are scoring high enough on the CELDT to reclassify, the majority of our LTEL populations are scoring at an Intermediate (level 3) level. We believe that our strategies outlined above and in our professional development plan will help to push these students from an intermediate level to an early advanced level. These strategies include group work and structured collaboration, explicit vocabulary instruction (including tiered vocabulary instruction), reading and writing across the curriculum, and a mastery approach to teaching and learning.

**B. PROFESSIONAL DEVELOPMENT:**

. Based on the analysis of all sources of data for the 2015-16 school year, please provide a short narrative as to the key areas of target the school is focusing on for 2016-2017 school year, include:

- i. Professional Development plans and current status; 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).
  - ii. Targeted instructional areas (3-4 at most) and status of plans for improvement on particular areas.
  - iii. Targeted instructional practices that we will observe to support students with disabilities and English Language Learners (3-4 at most).
  - iv. Targeted instructional practices that we will observe to support students across all content areas in the area of English language arts.

During the spring semester of the 2015-2016 school year, MORCS started studying the philosophy of Standards Based Grading; this included discussions about the need to have more clear classroom data on how our students were performing on learning outcomes so we could best support the needs of our students. Our teachers participated in a group study of multiple articles on standards based grading and mastery grading, as well as an in-depth study of Robert Marzano’s “Formative Assessment” book. We discussed how to grade and track student progress in a mastery learning classroom and spent a significant amount of time writing rubrics and learning outcomes for the upcoming year. When we started the 2016-17 school year with our summer teacher professional learning institute, we revisited the idea of student mastery and really digging deep to support students to truly master learning outcomes for our courses. To do so, we narrowed our focus to the beginning of the year to the following topics:

- Standards based grading:
  - Writing quality rubrics to support teachers and students in assessing learning
  - Using backwards design to create units of study that will allow students multiple opportunities to demonstrate mastery of learning outcomes
  - Tuning protocols to collectively assess the effectiveness of rubrics and unit plans.
- Using Data:
  - Analyzing CAASPP data to assess our instruction and student needs
  - Setting goals using CAASPP data and Baseline (Fall) NWEA MAPs data
- Illuminate:
  - Using Illuminate to assess students and quickly disaggregate data (to determine student mastery of learning outcomes and standards).
  - Using Illuminate Standards-Based gradebooks to assess mastery of learning outcomes.
- Supporting ELs:
  - PD on CELDT, ELPAC, how students are assessed annually. This included an overview of student performance and student scores.
  - Review of SDAIE strategies and tools MORCS has to support ELs
  - Using Thinking Maps to support ELs and all learners. This was specific to content areas.
- PBIS: creating a positive classroom culture and atmosphere for student learning.

As we continue to plan our professional development the rest of the year, we will be focused on two main areas as umbrella topics: Standards Based/Mastery Grading and PBIS. Under these umbrella topics, we will be providing PD for the following topics:

Standards Based/Mastery Grading	PBIS
1. Tuning protocols to review rubrics and best practices among teachers. We want to be sure we have a consistent message and consistent strategies being used to support students. We also want to	1. Schoolwide Implementation of Tier 1 Strategies. Teachers and staff will receive professional development on providing a positive culture-learning environment in their classroom and around campus. Implementation will include the reinforcement of our Behavior

<p>ensure that each classroom is equally rigorous and that we are supporting each other in our goals for the academic year.</p> <p>2. Focus on best practice and most effective strategies for standards based grading: conferencing, blended learning, small group instruction, enhanced learning to differentiate instructional delivery and to provide universal access to all learners. By implementing these strategies, we will be able to support all learners effectively in the classroom and teachers will be able to meet students at their place of need. This will be beneficial for all learners, including ELs and students with special needs.</p> <p>3. Data driven instruction: we will continue to assess how all of our students are performing and will use data from our classroom assessments, benchmark exams, and our online programs to determine how to best support our students. Our admin and leadership team will be using the GREATER Coaching model to help teachers set goals and action plans to support all learners.</p> <p>4. Tiered Academic Vocabulary Instruction: as we did last year, we will continue to focus on the explicit vocabulary instruction and acquisition to help students master the English language and the content areas they are studying.</p>	<p>Growth Path and Behavior Teaching Expectations Matrix.</p> <p>2. Implementation of SWIS information system as a data collection system and ODR (office discipline referrals) forms. Teachers and staff will receive information on behavior trends occurring around campus and create specific behavior goals using the TIPS (Team Initiated Problems Solving) model. Teachers and staff will also implement our new ODR forms as a way to collect office discipline referrals.</p> <p>3. Teachers and staff will receive training on Tier 2 Supports to help review and systems of support for our students with Tier 2 behaviors.</p>
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During these professional development sessions, we will be focusing on 4 main areas for improvement: Implementation of our mastery grading program, ELs and LTELs, Students with Special Needs, and supporting our new/struggling teachers in working with these students. To support all students, we will continue to review Thinking Maps and SDAIE strategies, which will help all learners to be more successful. Additionally, as we focus on strong instructional strategies to support all learners to grow and to master their learning outcomes, our teachers will become better equipped to support all learners in their classrooms. The data we will collect and consistently analyze will help us determine which students are growing and mastering their learning outcomes, which students we need to push beyond grade level expectations and which students we will need to support through targeted intervention.

Two of our largest areas of concern are our EL1s and our LTELs: Our plan is for our EL1s in all grade levels (who) will show progress in basic language proficiency (what) during our NWEA MAPS benchmarks assessments (when) because our students need to develop language skills before they can reach content proficiency (why). Our students will achieve this progress by utilizing a push-in/pull out model with instructional support from our EL Coordinator (how).

Our plan for our LTELs in all grade levels (who) will reclassify and demonstrate language proficiency (what) during our CELDT window period (when) because our students need to acquire language proficiency skills in order to access the content in core subject areas. Our students will achieve this by teachers focusing on classroom strategies that will support student growth (how).

To support all ELs (but in particular the subgroups stated above) we will focus on the following strategies schoolwide:

- Thinking Maps
- Collaborative learning structures
  - Guided Discussions (including Socratic Seminars and debates)
- Tiered Vocabulary Instruction
- Use of visuals during instruction

MORCS will continue to support all of our students in mastery of the English language and English content standards by using a variety of strategies across the content areas. We will be working with all teachers to plan opportunities for writing into their unit plans. In a standards-based grading/mastery-grading program, having students writing about their understanding of a topic is a great way for them to demonstrate mastery to their teachers. Additionally, when we have students writing in all content areas, they are improving their college readiness as they will develop the ability to express their ideas and understanding through writing. In addition to writing in all content areas, we will also be working with our teachers to have students reading in all content areas. Our teachers already do a great job of providing students with opportunities to read in all content areas, and our online tools like Adaptive Curriculum, ALEKS, and Achieve3000 provide teachers with the resources they need to have students read in their content area classes.

While students are reading and when teachers are delivering the direct instruction portions of their lessons, there will also be a focus on tiered academic vocabulary instruction. Students should not only be learning content area vocabulary (tier 3), but they should also be focusing on academic language that they will see in all academic settings (tier 2). These types of words need to be explicitly taught and discussed in all content areas.

Finally, we will use our SFA structure and roles to promote discussion in all classes. SFA provides role cards and a format for helping students to have meaningful discussions in small groups. We will use these roles and this format in content classes so students can have discussions in a familiar, non-threatening format. Because we use this strategy in all classes, students will become more and more comfortable discussing content and their own ideas. In addition to the SFA format for discussions, we will also have teachers using Socratic Seminars and debates in their classes to help students' process content information and to demonstrate mastery.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

Climate/Culture at **MORCS** needs to be addressed in changing the mindset of students to value their academic achievement. Due to the Nations emphasis on Immigration and deportation it has added to the stresses of our communities. Teaching and providing our students with a safe environment and an obtainable learning environment even with challenges.

The greatest need as identified by the California Model Five-by-Five Placement Reports & Data as follows: Improvements in ELA, Mathematics, for All students, students with disabilities, and English learners.

While those numbers varied, it seemed reasonable to set proficiency growth at 10-15%. Our goal is for all students to grow and improve, but this range of growth seemed plausible based on previous years' data.

We have implemented the SFA math program, Power Teaching Math, to provide our teachers a research-proven structure for collecting meaningful data on a weekly basis to measure student growth. Over three years of implementation, we plan to see tremendous growth in our math program and we already see noticeable growth this year (after 9 months of implementation).

#### Areas of Demonstrated Strength and/or Progress

- (A5) According to CDE, the school's reclassification rate for the 2014-15 school year is 19.8%, which is higher than district at 16.6%.

Referring to the LCFE Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

The collective data provided by CDE indicates that overall gains need to take place. Specifically declines in Mathematics for Students with Disabilities.

#### Areas Noted for Further Growth and/or Improvement

- (A6) The school has demonstrated developing levels of student achievement and progress as measured by their NWEA MAPs, internal assessments, and has been able to create an alignment to adjust instruction to support achievement as measured by the CAASPP. The school also utilizes Achieve 3000, ALEKS and "Success for All" classroom data to help understand the student's proficiency and to measure growth. Map assessment data yielded the following:
  - 16% of students met or exceeded the standard on MAP assessments for B3 MAP, while 48% of students did not meet the targeted goal.
  - For ELA 27% of students met or exceeded the standard on B3 MAP Math while 36% of students did not meet the ELA target.
  - The school is strategically aligning the results to CAASP 2015 where 23% of students met and exceeded the Math 2015 CAASPP and 50% of students did not meet the standard. In ELA, 26% students met and exceeded the standards while 39% of students did not meet the standards as measured by CAASPP. Note that documented evidence did provide internal assessment data by ELA and Special Education students within grade level.

Using NWEA, and other indicators students are provided immediate feedback and intervention using the RTI model.

MORCS will continue to support teachers and staff in professional development:

- The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter as evidenced through the professional development documentation which included topics such as: (1) EL Support, (2) Observations (based on Marzano's model), and (3) Implementation of SFA program. SFA facilitator does meet with teachers regularly and visits classrooms to provide support on areas

## PERFORMANCE GAPS

that need improvement. PLC structures to discuss best practices that support all students to include subgroup population. Topics included: (1) academic vocabulary and (2) tiered instruction in the content classes.

- The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements as evidenced through data collection and teacher evaluation aligned to the California Standards of the Teaching Profession.
- It is recommended that the school continue to develop opportunities and strategies for student collaboration, opportunities for meaningful student discussion, opportunities to make inferences, pacing and timing. During the leadership discussion it was noted that the school is already planning next steps for extending strategies for teacher development to continue to expand knowledge of rubric development, student critical thinking skills and expectations

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

English Learners will be provided transition assistance through the direct instruction provided by staff, teachers, and administrators.

97% of our populations are low-income students.

.006% (2 students) of Foster youth are provided services and support through

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 4,172,811

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$835,462

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This budget includes LCAP projection:

All of the actions and services as specified above provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement

\$ 3,289,863

Total Projected LCFF Revenues for LCAP Year



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1A</h2>	<p><b>State Priority 1: Teacher Assignment</b></p> <p><b>Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.</b></p>
	<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Verification of credential through the CA Commission on Teacher Credentialing	100% of teachers held ESSA required authorizations

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1A		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"> <p><b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).</p> </td> <td style="background-color: #d9ead3;"> <p><b>ACTUAL:</b> Charter determined annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations), Achievement).</p> </td> </tr> </table>	<p><b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).</p>	<p><b>ACTUAL:</b> Charter determined annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations), Achievement).</p>
<p><b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).</p>	<p><b>ACTUAL:</b> Charter determined annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations), Achievement).</p>		

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$80K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)	\$87K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<p><b>Priority 1:</b> Basic Services A. Teachers at <b>Monseñor Oscar Romero Charter School</b> are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” <b>MORCS</b> was renewed to operate for 5 more years. Facilities were approved for continued funding from the state to break ground for the new building on the Berendo Middle School Campus and will be built by 2018 (1.5, \$13 million-Prop 1D) with 16 classrooms.</p> <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <li>• (G1) The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members’ roster depicting implementation of organizational structure aligned to the charter.</li> <li>• (G4) The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the NCLB grid.</li> <li>• (G6) The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. Examples: (1) 4/25/16 Board Meeting an update from the Director of Academic Achievement referencing student academic achievement and progress; and (2) 8/26/15 a report of a town hall meeting with parents at Berendo Middle School to address Common Core Standards.</li> </ul> <p>100% compliance</p>
<p>100% of teachers will hold ESSA required authorizations</p>
<p>No material difference</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal-teachers are participating in weekly Professional Development that includes coaching and teacher intervention.

# Annual Update

LCAP Year Reviewed:2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1B</h2>	<p><b>State Priority 1: Standards aligned instructional materials</b></p> <p><b>Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>	<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1B**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation.</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students</li> <li>Purchase of ALEKS, Achieve3000, Illuminate</li> </ul>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. (Teachers were provide Professional Development)</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students.</li> <li>Purchase of assessment tools and curriculum: ALEKS, Achieve3000, Illuminate, New Comers (Rosetta Stone) during differentiated instructional time-building vocabulary.</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$49K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$47K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 1-2: Basic Services A.** 100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness of actions/services in providing instructional materials alone does not contribute to the decline in student academic achievement; however data collected is through NWEA reflects growth in relationship to individual students. Growth overall has not been realized as anticipated. A combination of the **Monseñor Oscar Romero Charter School** community of learners must be re-evaluated to provide a more rigorous platform for learning involving all stakeholders (parents, teachers, students, administrators, staff, Board Members and other stakeholders).  
The California Model Five-by-Five Placement Reports and Data indicate Levels of Low more than 5 points

below to 70 points below. Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics in All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.

Whereas The California Model Five-by-Five Placement Reports and Data indicate Levels, Very low more than 70 points below-increased significantly by 20 point on Students with Disabilities.

California Model Five-By-five Placement Reports & Data Summary-English Language Arts

Level	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more	
Low more than 5 points below to 70 points below.	<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.</li> </ul>		
Very low more than 70 points below	<ul style="list-style-type: none"> <li>English Learners</li> </ul>	Students with Disabilities	

California Model Five-By-five Placement Reports & Data Summary-Mathematics

Level	Decline by 1-to 10	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more
Low more than 5 points below to 70 points below.		<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged,</li> </ul>	Hispanic or Latino.
Very low more than 70 points below	English Learners	<ul style="list-style-type: none"> <li>None</li> </ul>	Students with Disabilities

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The budgeted expenditures added Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

Purchased of CCSS, Next Generation

Materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA

The expected outcome for student academic achievement was not realized; however, materials supplies were purchased and provided to support student learning.



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1C</b>	<b>State Priority 1: School facilities are maintained in good repair</b>	
	<b>Goal 1C: Maintain a clean and safe school facility</b>	
State and/or Local Priorities Addressed by this goal:		
STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10		
LOCAL _____		

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

### ACTUAL

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1C		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</td> <td style="background-color: #d9ead3;"><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</td> </tr> </table>	<b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.	<b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.
<b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.	<b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.		

<ol style="list-style-type: none"> <li>1. Create Maintenance, Repair and Renovation scheduling procedures and protocols</li> <li>2. Conduct audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Created Maintenance, Repair and Renovation scheduling process, procedures and protocols</li> <li>2. Conducted audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>
<p><b>BUDGETED</b>                  \$23K - Salaries and Benefits, \$30K – Other Services ( LCF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$23K - Salaries and Benefits, \$34K – Other Services ( LCF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p>Priority 1: Basic Services A. School facilities are maintained in good repair</p>
<p>Goal 1C: Maintain a clean and safe school facility</p>
<p>The budgeted expenditures were monitored and applied as needed.</p>
<p>Facilities were maintained, repairs were conducted as needed and the campus is in good condition.</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2A</h2>	<p><b>State Priority 2: To provide for student academic achievement.</b></p> <p><b>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Curriculum and strategy use is an important component in the effective use of CCS.  
**Monseñor Oscar Romero School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Coaching
- Textbooks and instructional materials.
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

#### ACTUAL

Curriculum and strategy used is an important component in the effective use of CCS.  
**Monseñor Oscar Romero School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/ this item has not been executed
- Coaching
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

# 2A

**PLANNED: Professional Development,**  
Continue professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

**ACTUAL Professional Development,**  
Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

Summary of beginning of school calendar is below, weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences.

Monday, July 25, 2016

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

**\*\*Individual Meetings with Site COI to discuss teacher**

Actions/Services

schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>SFA Reading Edge Initial Training (New Teachers Only)</b>			<b>J104</b>

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		
Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)
WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A
<b>High School Teachers:</b> Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School

9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split Work time in departments	1/2 day	Academic Team
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

\*Share overall academic goals for the organization, unit structure, and grading policy

\*\*Teachers who have finished their rubrics: Planning with goal setting

and using digital tools  
 \*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:  
 Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
DnA Illuminate Training	3 hours	Debra Russel
Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

\*\*Include expectations for and responsibility for technology in the classroom

Wednesday, August 3:  
 AM Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima  
 PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer



Unit Planning and Work Time with one-on-one discussions with admin.  <b>(Rough Draft Due Tomorrow at 2pm)</b>	4 hours	Academic Team
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Thursday, August 4:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS) Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)	1-2 hours	Bradford/Zepeda

\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:  
Location: Site Based

Topics	Timeframe	Facilitator
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<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		
6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas
8th Grade	3pm-4pm	Castillo and Duenas

Saturday, August 6 (optional):  
 Location: Site Based  
 Office Hours for Executive Admin

Monday, August 8:  
 Location: Site Based

<b>Topics</b>	<b>Timeframe</b>	<b>Facilitator</b>
<b>Staff Meeting and Unit Preparation</b>		
PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford
Planning and Setup Work Time	Remainder of the day	N/A

	Tuesday, August 9: Location: Site Based		
	<b>Topics</b>	<b>Timeframe</b>	<b>Facilitator</b>
	<b>Staff Meeting and Unit Preparation</b>		
	Staff Meeting	1-2 hours	Site Lead Admin
	Planning and Setup Work Time	Remainder of the day	N/A
	Wednesday, August 10: <b><u>FIRST DAY OF SCHOOL!</u></b>		
Expenditures	<b>BUDGETED</b> \$274K – Salaries and Benefits, \$33K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)		
	<b>ESTIMATED ACTUAL</b> \$270K – Salaries and Benefits, \$22K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)		

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<p><b>Priority 2: Basic Services To provide for student academic achievement.</b></p> <p><b>Goal 2A: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</b></p>
<p>Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).</p> <ul style="list-style-type: none"> <li>• Added Coordinator/Director of instruction position to site team</li> <li>• Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments.</li> <li>• Additional laptop purchases to support classroom implementation of CCSS and NGSS.</li> <li>• Technology integrators are paid a stipend to provided classroom support for teachers</li> <li>• Charter School staff participates in cultural proficiency training.</li> <li>• Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS.</li> <li>• All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math.</li> </ul> <p>Summary of beginning of school calendar is below; weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences. MORCS in 2016-2017 school year teacher retention was slightly more stable.</p> <p>Monday, July 25, 2016                  Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)</p>

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

\*\*Individual Meetings with Site COI to discuss teacher schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>SFA Reading Edge Initial Training (New Teachers Only)</b>			<b>J104</b>

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		

Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)
WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A
<b>High School Teachers:</b> Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split Work time in departments	1/2 day	Academic Team
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

- \*Share overall academic goals for the organization, unit structure, and grading policy
- \*Teachers who have finished their rubrics: Planning with goal setting and using digital tools
- \*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:

Location: Bert Corona Charter School  
 9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
DnA Illuminate Training	3 hours	Debra Russel
Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

\*\*Include expectations for and responsibility for technology in the classroom

Wednesday, August 3:

AM Location: Bert Corona Charter School

9400 Remick Ave., Pacoima  
 PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer
Unit Planning and Work Time with one-on-one discussions with admin.  (Rough Draft Due Tomorrow at 2pm)	4 hours	Academic Team

Thursday, August 4:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS) Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)	1-2 hours	Bradford/Zepeda



\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		
6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas
8th Grade	3pm-4pm	Castillo and Duenas

Saturday, August 6 (optional):  
Location: Site Based  
Office Hours for Executive Admin

Monday, August 8:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		

PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford
Planning and Setup Work Time	Remainder of the day	N/A

Tuesday, August 9:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: **FIRST DAY OF SCHOOL!**

No Material Difference

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

NWEA Maps does reflect that students are achieving at greater than National Expected growth. The Smarter Balanced expected outcome for student academic achievement was not realized; as recognized students must show academic success at a faster, more consistent growth rate to effectively measure student achievement. Our findings indicate that MORCS needs to implement a learning+ component that would infuse a more rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Recommended use of Achieve3000 with fidelity and increase writing across the curriculum.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<p><b>Goal</b> <b>2B</b></p>	<p><b>State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p>Knowledge: To be measured by teacher lesson plans; daily class schedule; class rosters</p> <p>Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of, NWEA and other assessments.</p>	<p>Knowledge: Measured by teacher lesson plans; daily class schedule; class rosters</p> <p>Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of NWEA and other assessments.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2B**

Actions/Services

<p><b>PLANNED</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks <u>Action:</u> In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will</p>	<p><b>ACTUAL</b> <u>Expected Annual Outcome:</u> Measured by student academic results and ongoing benchmarks <u>Action:</u> In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by</p>
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Expenditures

<p>be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p> <p>Use of RTI model and afterschool intervention.</p> <p>Coordinator of Instruction supports student educational program and college and career assisting students to pursue their college preparation and goals.</p>
<p><b>BUDGETED</b> \$3K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$7K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 2: State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students gained academic content knowledge through the implementation of the CA CCSS</b></p>
<p><b>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster, internal assessments and Smarter Balanced results.</b></p> <p>Addressed above on 1B.</p>
<p>No material difference between Budgeted Expenditures and Estimated Actual Expenditures</p>
<p>Continue to provide support to teachers and students to promote academic achievement.</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3A</h2>	<h3 style="margin: 0;">Goal 3 A: Maintain parent representation on the Parent Committee</h3>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<p><u>Expected Annual Outcome:</u> Parents will serve as participants in quarterly meetings</p> <p><u>Action:</u> Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.</p>	<p><u>Expected Annual Outcome:</u> Parents served as participants in quarterly meetings</p> <p><u>Action:</u> Established opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.</p>
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3A**

Actions/Services

<p><b>PLANNED</b></p> <p><b>Need:</b> Parent Input: access to opportunities for participation and input on decision-making</p> <p><b>Metric:</b> To be measured by meeting agendas and sign ins.</p>	<p><b>ACTUAL</b></p> <p><b>Need:</b> Parent Input: access to opportunities for participation and input on decision-making</p> <p><b>Metric:</b> Measured by meeting agendas and sign ins. Parents participated in activities with students Held informational meetings with parents</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional cost	No additional cost

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 2-3: Goal 3 A: Maintain parent representation on the Parent Committee**

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.

- The Parent Coordinator continued to be staffed during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class, Student led conferences, and school performances.
- Parents were strongly encouraged to attend twice annual parent-teacher conferences.
- 

2016-2017: No material differences

2016-2017: No material differences



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3B</h2>	<p><b>Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

To provide parent access to opportunities for participation and input on decision-making.  
 Metric: Documentation of parent meeting attendance and agendas; results of surveys.

#### ACTUAL

**Expected Annual Outcome:** At least 85% of parents attended at least one school event each year and 95% attended a parent-teacher conference.  
**Action:** School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensures continued parent representation in decision-making at all levels of school operations. Parents received more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters/Monthly Calendars
- Annual Parent/Student Handbook and academic calendar
- Monthly calendar of meetings and events.

The Parent Center was staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to participate in school committees.

	Employed a Parent Coordinator Coffee with the Directors Active recording of parent participation
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3B**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensured continued parent representation in decision-making at all levels of school operations.
Expenditures	<b>BUDGETED</b> \$74K – Salaries & Benefits, (LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$72K – Salaries & Benefits, (LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 3-5: Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).**

Parents and family members participated in family meetings and had 90% participation in Student Led Conferences.

No material difference.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4A</h2>	<p><b>Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

#### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. **Monseñor Oscar Romero School** will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who implemented data-driven instruction and differentiation based on student needs through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4A**

Actions/Services	<p><b>PLANNED</b> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p><b>ACTUAL</b> <b>Monseñor Oscar Romero School</b> provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p>
Expenditures	<p><b>BUDGETED</b>                  \$366K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$15K – Consultants (LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$391K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$15K – Consultants (LCFF Supplemental and Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 1, 2, 4, 5, 6, 8 Goal 4A:** Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

In addition to activities above:

- Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.
- Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.
- Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols.
- Provided additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

No material difference.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4B</b>	<b>Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

**Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.  
Use of internal assessments to measure individual growth NWEA and other formal and informal assessments.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>4B</b>				
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;"><b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</td> <td style="background-color: #d9ead3; padding: 5px;"><b>ACTUAL</b> Classroom instruction incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students will have additional support in gaining CCSS-aligned academic content knowledge via</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Provided professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students received additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the</li> </ul> </td> </tr> </table>	<b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP	<b>ACTUAL</b> Classroom instruction incorporate testing strategies in preparation for the Smarter Balanced/CAASPP	<ul style="list-style-type: none"> <li>Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students will have additional support in gaining CCSS-aligned academic content knowledge via</li> </ul>	<ul style="list-style-type: none"> <li>Provided professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students received additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the</li> </ul>
<b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP	<b>ACTUAL</b> Classroom instruction incorporate testing strategies in preparation for the Smarter Balanced/CAASPP				
<ul style="list-style-type: none"> <li>Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students will have additional support in gaining CCSS-aligned academic content knowledge via</li> </ul>	<ul style="list-style-type: none"> <li>Provided professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>EL students received additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the</li> </ul>				

<p>differentiated instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> </ul>	<p>classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> <li>• Professional Development offered to support teacher direct instruction, setting of goals and coaching.</li> <li>• Addressing the needs of long-term English Learners.</li> </ul>
<p><b>BUDGETED</b> \$57K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$46K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>

Expenditures



**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 4: Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education**

**Monseñor Oscar Romero Charter School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.

- Provided students with an array of learning (as described in the school’s charter) in science, technology, arts, and P.E.
- Provided technology integration lab
- Provided science program with science lab
- Provided psychomotor program (regularly scheduled physical education and physical fitness program), and equipment

No material difference

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4C</b>	<b>Goal 4C: Students are on track to be college and career ready.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

CDE is in the process of identifying target growth for the state of California.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	4C		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"> <b>PLANNED Expected Annual Outcome:</b> Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.  <b>Action:</b> Use Reading Strategies, Achieve 3000 or similar                 </td> <td style="background-color: #d9ead3;"> <b>ACTUAL Expected Annual Outcome:</b> Used Reading Strategies, Achieve3000, SFA, and Common Core State Standards approved materials; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.  <b>Action:</b> Used Reading Strategies, Achieve3000, SFA, and Common Core                 </td> </tr> </table>	<b>PLANNED Expected Annual Outcome:</b> Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets. <b>Action:</b> Use Reading Strategies, Achieve 3000 or similar	<b>ACTUAL Expected Annual Outcome:</b> Used Reading Strategies, Achieve3000, SFA, and Common Core State Standards approved materials; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets. <b>Action:</b> Used Reading Strategies, Achieve3000, SFA, and Common Core
<b>PLANNED Expected Annual Outcome:</b> Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets. <b>Action:</b> Use Reading Strategies, Achieve 3000 or similar	<b>ACTUAL Expected Annual Outcome:</b> Used Reading Strategies, Achieve3000, SFA, and Common Core State Standards approved materials; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets. <b>Action:</b> Used Reading Strategies, Achieve3000, SFA, and Common Core		

<p>programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p>	<p>State Standards approved materials; assess Lexile Levels plus visit and partner with community colleges and universities. Students participated in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities- USC-Culminating CASA Project with NCLR, UCLA; I'm going to college, other UC schools.</li> </ul>
<p><b>BUDGETED</b> \$43K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>	<p><b>ESTIMATED ACTUAL</b> \$18K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p><b>Priority 5: Goal 4C: Students are on track to be college and career ready.</b></p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visits and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities-USC, UCLA and other UC Universities.</li> </ul>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>No material difference</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4D</b>	<b>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</b>
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

### ACTUAL

Expected Annual Outcome: EL students have an ILP with performance level goals. Students took a diagnostic as part of their ILP. Students received in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action 4D</b>	<b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated	<b>ACTUAL</b> Continued professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provided appropriate intervention and support for EL
<b>Actions/Services</b>		

<p>instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>	<p>students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments (ELDRA).</p> <p>To ensure we are meeting the needs of all of our students, we implement Success for All (SFA) programs for both reading and math. SFA is a research proven to support all students and have structures built in to support the needs of high performing students, low performing students, students with special needs, and English Learners. In both the reading and math programs there is a focus on vocabulary acquisition, collaborative learning, rubric usage, data usage/reflection and the cycle of effective instruction. To ensure success with our EL population, we have created a new position this year: a Coordinator of English Language Development. This coordinator observes classes and meets with teachers, supports in planning professional development, and works with our EL1 students each morning to develop the language they need to be successful in the classrooms. During their ELD time, the students participate in small group learning and learning rotations to meet their various needs. They read, study vocabulary, work on projects, write, practice their speaking and listening, and work on Rosetta Stone.</p>
<p><b>BUDGETED</b> No additional costs</p>	<p><b>ESTIMATED ACTUAL</b> No additional costs</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 4:** CELDT test was administered the result indicate a number of students were 2015-2016 Redesignated Rate **33%**.

English Learners making yearly progress (AMAO 1), CELDT/ELPAC, English Learners attaining proficiency in English (AMAO 2), and the Increase Reclassification Rate, what were the results and how do they compare to last year (2014-2015 school year).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

L students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

- Implemented the English Learner Master Plan.
- Provided highly qualified and experienced teachers with appropriate EL authorization who were continuously monitor instruction and achievement of ELs.
- Provided New teacher assistance and support, specifically relating to ELs.
- Continued professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs.
- EL students continued to have additional support in growth in CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers.
- Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4E</h2>	<p><b>Goal 4E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years’ goal for all incoming 5th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

#### ACTUAL

Expected Annual Outcome: School used ILP and Cohort monitoring system to develop and review 3 years’ goal for all incoming 5th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students received in-class instructional support that included one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <h2 style="margin: 0;">4E</h2>	<p><b>PLANNED</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP’s will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Monseñor Oscar Romero School</b> will implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including</p>	<p><b>ACTUAL</b> Student data monitored and was reviewed by Administrators and grade level teams. ILP’s were developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Monseñor Oscar Romero School</b> implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers using Common Core State</p>
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<p>support for struggling readers.</p>	<p>Standard English Language Arts and English Language Development.</p> <p>The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter as evidenced through the professional development documentation which included topics such as: (1) EL Support, (2) Observations (based on Marzano’s model), and (3) Implementation of SFA program. SFA facilitator does meet with teachers regularly and visits classrooms to provide support on areas that need improvement. PLC structures to discuss best practices that support all students to include subgroup population. Topics included: (1) academic vocabulary and (2) tiered instruction in the content classes.</p> <p>Implemented English Learner Master Plan. • Provided highly qualified and experienced teachers with appropriate EL authorization who continuously monitor instruction and achievement of ELs. • Provided New teacher assistance and support as they complete induction programs, specifically relating to ELs. • EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers and monitored via RFEP Monitoring. • Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</p>
<p><b>BUDGETED</b> No additional costs</p>	<p><b>ESTIMATED ACTUAL</b> No additional costs</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 5:** Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Monitoring of reclassified to RFEP are verified in CALPADs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 5A</h2>	<p><b>Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<p><u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.</p>	<p><u>Expected Annual Outcome:</u> School continued to maintain a high ADA rate above 96%.</p>
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 5A</h2>	<p><b>PLANNED</b></p> <p>Program Coordinator and Compliance Director will continue to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator will continue parent outreach and communicating the importance of attendance and arriving at school on time each day.</p>	<p><b>ACTUAL</b></p> <p>Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving at school on time each day.</p>
<p>Actions/Services</p>		

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$42K – Salaries and Benefits, (LCFF Supplemental & Concentration)	\$40K – Salaries and Benefits, (LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p><b>Priority 5: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b></p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>No material difference</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 5B</b>	<b>Goal 5B: School will retain and promote 6 through 8th grade students.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School offered an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process is in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process is in place to review the students within the cohort to ensure proper accounting and placement
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>5B</b>		
Actions/Services	<table border="1"> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at</li> </ul> </td> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implement schoolwide social emotional curriculum,</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implement schoolwide social emotional curriculum,</li> </ul>
<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implement schoolwide social emotional curriculum,</li> </ul>		

<p>school on time each day.</p> <ul style="list-style-type: none"> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>	<p>SWPBIS, Training, and the Responsive Classroom approach to teaching.</p> <ul style="list-style-type: none"> <li>• Continued to implement in-house suspension.</li> </ul> <p>Teachers conducted home visits and assist in monitoring of all student attendance</p>
<p><b>BUDGETED</b> \$51K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$51K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures



**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p>Priority 5 Goal 5B: School will retain and promote 6th through 8th grade students.</p>
<ul style="list-style-type: none"> <li>• Coordinator and Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers conducted home visits and assist in monitoring of all student attendance</p>
<p>No material difference.</p>
<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">6</h3>	<p><b>Monseñor Oscar Romero School</b> will maintain a low annual expulsion rate.</p>
<p>State and/or Local Priorities Addressed by this goal:</p>	
<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>	

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Expulsion rate will be maintained at less than 1%.	Expulsion rate was maintained at less than 1%.
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action</h2> <h3 style="margin: 0;">6</h3>	<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Attendance Manager will monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers will be trained in the schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and Compliance Director monitored student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implemented schoolwide social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers were trained in the schoolwide Behavior Support Plan; as well as, implement the positive behavior supports, Administrators worked with teachers and families to manage student behavior</li> </ul>
<h2 style="margin: 0;">Actions/Services</h2>		

<p>Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension were considered and put into place prior to administering consequences.</li> <li>• School used Family Support Team process that mirrors the School Support Team model.</li> </ul>
<p><b>BUDGETED</b> \$37K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$37K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 6: *Monseñor Oscar Romero Charter School* will maintain a low annual expulsion rate**

- Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers were provided trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension were considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

. No material difference

No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">7</h3>	<p><b>Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school’s charter</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<p>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available</p>	<p>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available</p>
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action</h2> <h3 style="margin: 0;">7</h3>	<p><b>PLANNED</b> Monseñor Oscar Romero School will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the</p>	<p><b>ACTUAL</b> Monseñor Oscar Romero School provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provided students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more</p>
<h4 style="margin: 0;">Actions/Services</h4>		

<p>content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>	<p>complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>
<p><b>BUDGETED</b> \$8K – Students and Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$15K – Students and Supplies, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 7:** Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school’s charter

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Monseñor Oscar Romero Charter School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

. No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

. No material difference





# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 8</h2>	<p><b>Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

#### ACTUAL

Overall 10% of students to score proficient on one or more of pre-assessments, and between 55 and 68% of students to reach proficiency at B1, B2, Post, Baseline is based on CA Smarter Balanced assessments and delivery methods.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 8</h2>	<p><b>PLANNED</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. <b>Monseñor Oscar Romero School</b> will devise and administer satisfaction surveys to parents, students, and teachers</p>	<p><b>ACTUAL</b> Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. <b>Monseñor Oscar Romero School</b> devised and administered satisfaction surveys to parents, students, and teachers annually.</p>
<p>Actions/Services</p>		

<p>annually.</p> <ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers to help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p><b>BUDGETED</b> \$26K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> No additional cost</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 7-8:** Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

The California Model Five-by-Five Placement Reports and Data indicate Levels of Low more than 5 points below to 70 points below. Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics in All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.

Whereas The California Model Five-by-Five Placement Reports and Data indicate Levels, Very low more than 70 points below-increased significantly by 20 point on Students with Disabilities.

California Model Five-By-five Placement Reports & Data Summary-English Language Arts

Level	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more	
Low more than 5 points below to 70 points below.	<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino.</li> </ul>		
Very low more than 70 points below	<ul style="list-style-type: none"> <li>English Learners</li> </ul>	Students with Disabilities	

California Model Five-By-five Placement Reports & Data Summary-Mathematics

Level	Decline by 1-to 10	Maintained Declined by less than 1 point or increased by less than 7 points for both English and Mathematics	Increased significantly by 20 points or more
Low more than 5 points below to 70 points below.		<ul style="list-style-type: none"> <li>All students (School Placement), Socio-economically Disadvantaged,</li> </ul>	Hispanic or Latino.
Very low more than 70 points below	English Learners	<ul style="list-style-type: none"> <li>None</li> </ul>	Students with Disabilities

Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. **Monseñor Oscar Romero Charter School** will devise and administer satisfaction surveys to parents, students, and teachers annually.

- Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.
- Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Stakeholder Engagement

LCAP Year

2017-18    2018-19    2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following meetings and consultation were held:

<b>YPICS LCAP 2016-2017 Planning Process &amp; Timeline Involving Parents, Teachers, Students and Administrators</b>	
Date	Topic/Actions
Week of August 25, 2016	LCAP Review-Reflecting On Previous Year
Week of October 17, 2016	LCAP Data Review- Preparing to plan forward
Week of January 26, 2017	LCAP Sketching: Review Goals, Strategies, and Plans
Week of March 20, 2017	Sketching: Review Parent, Student, and Teacher Surveys from Parent Conferences Begin to develop plan for 2017-2018
Week of May 15, 2017	Finalizing: Review Budget with Stakeholders
Board Meeting May 25, 2017	Finalizing: LCAPS Presented to the Board
Board Meeting June 29, 2017	Board to Approve Final LCAPS for all schools & Upload to county website

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This LCAP process helps in our efforts to continue involvement and stakeholders' participation. The LCAP meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders. The feedback received from all groups was reviewed and necessary adjustments were made to the LCAP.

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	<b><i>Basic Services</i></b> will be provided to all students.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Rosters	2016-2017	100%	100%	100%
Master Schedule	2016-2017	100%	100%	100%
Invoice for purchases	2016-2017	100%	100%	100%
Classroom Materials	2016-2017	100%	100%	100%
Facility inspection documents	2016-2017	100%	100%	100%





PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] <u>EL</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b>Monseñor Oscar Romero</b>	<input checked="" type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>Implementation of <b>Monseñor Oscar Romero School</b> English Learner Plan</li> <li>CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards,</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>Implementation of <b>Monseñor Oscar Romero</b></li> </ul>

<p>and Social Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> </ul> <p><i>Monseñor Oscar Romero School will fully implement the Common Core in Math and ELA by 2016-17. Monseñor Oscar Romero School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</i></p>	<p>growth</p> <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of <b>Monseñor Oscar Romero School</b> English Learner Plan</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> </ul> <p><i>Monseñor Oscar Romero School will fully implement the Common Core in Math and ELA by 2016-17. Monseñor Oscar Romero School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</i></p>	<p><b>School</b> English Learner Plan</p> <ul style="list-style-type: none"> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> </ul> <p><i>Monseñor Oscar Romero School will fully implement the Common Core in Math and ELA by 2016-17. Monseñor Oscar Romero School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</i></p>
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BUDGETED EXPENDITURES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
\$478,000	\$478,000	\$478,000
<b>Source</b>	<b>Source</b>	<b>Source</b>
LCCF	LCCF	LCCF
<b>Budget Reference</b>	<b>Budget Reference</b>	<b>Budget Reference</b>
1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 2</b>	Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Students are receiving access to CCSS, English, ELD, Mathematics and NEXT Generation*

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
<i>Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>	95%	95%	95%	95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	100%	<input type="checkbox"/> [Specific Student Group(s)] <u>EL</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Monseñor Oscar Romero School</u>	<input type="checkbox"/> Specific Grade spans: <u>6-8</u>	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Curriculum is an important component in the effective implementation of CCSS. <b>Monseñor Oscar Romero School</b> will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All program, and protocols.</li> </ul> <p><i>Blended Learning and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional</i></p>	<p><i>Curriculum is an important component in the effective implementation of CCSS. <b>Monseñor Oscar Romero School</b> will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to</i></p>	<p><i>Curriculum is an important component in the effective implementation of CCSS. <b>Monseñor Oscar Romero School</b> will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled</i></p>

<p><i>development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Monseñor Oscar Romero School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p> <p>Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.</p> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>	<p><i>fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Monseñor Oscar Romero School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p> <p>Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.</p> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>	<p><i>instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Monseñor Oscar Romero School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p> <p>Classroom enrichment programs will be available to all student subgroups- science lab and computer lab.</p> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>
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**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$118,000	Amount	\$118,000	Amount	\$118,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies





# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 3</b>	<i>Goal 3: Knowing that parents serve a critical role in a students' success, <b>Monseñor Oscar Romero School</b> strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.</i>		

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide parent access to opportunities for participation and input on decision-making	2016-2017	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	2016-2017	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference.	2016-2017	95%	95%	95%
Participate in Survey	2016-2017	95%	95%	95%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Monseñor Oscar Romero</u>	<input type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$61,000	<b>Amount</b> \$61,000	<b>Amount</b> \$61,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 4</b>	<b><i>Monseñor Oscar Romero School prioritizes student achievement as measured by CAASPP/Smarter Balanced, CDE determined measure, English Learner testing</i></b>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. Statewide assessments
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC)-not applicable
- D. The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC
- E. English learner reclassification rate
- F. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts-Proficiency	2016-2017	2%	5%	8%
Mathematics Proficiency	2016-2017	2%	5%	8%
EL Proficiency	2016-2017	2%	5%	8%
Reclassification Rates	2016-2017	2%	5%	8%
Reclassification	2016-2017	100%	100%	100%

Monitoring				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Monseñor Oscar Romero School</u>	<input type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul> <p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p>

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**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
\$53,000	\$53,000	\$53,000
<b>Source</b>	<b>Source</b>	<b>Source</b>
LCFF	LCFF	LCFF
<b>Budget Reference</b>	<b>Budget Reference</b>	<b>Budget Reference</b>
1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 5</b>	Pupil Engagement as measured by: D. School attendance rates; E. Chronic absenteeism rates, F. School dropout rates; G. High school graduation rates-Not Applicable

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. High school graduation rates-Not Applicable

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Expected Annual Outcome:</b> School will continue to maintain a high ADA rate above 96%.	2016-2017	≥96%	≥96%	≥96%
Chronic absenteeism rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
School dropout rates	2016-2017	≤ 1%	≤ 1%	≤ 1%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Monseñor Oscar Romero School</u>	<input type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<ul style="list-style-type: none"> <li>Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Program Coordinator and School Climate &amp; Culture Staff continued to monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team</li> </ul>



	<ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>process that mirrors the School Support Team model.</p>
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$53,000	Amount	\$53,000	Amount	\$53,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 6</b>	School Climate applicable to the following: <ol style="list-style-type: none"> <li>Pupil suspension rates;</li> <li>Pupil expulsion rate; and</li> <li>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</li> </ol>

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- Pupil suspension rates;
- Pupil expulsion rate; and
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
Pupil expulsion rate;	2016-2017	≤ 1%	≤ 1%	≤ 1%
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2016-2017	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b>Monseñor Oscar Romero School</b>	<input type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$54,000	Amount: \$54,000	Amount: \$54,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999	Budget Reference: 1000-1999 Certificated Salaries, 2000-2999	Budget Reference: 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999

Benefits

Classified Salaries, 3000-  
3999 Benefits

Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 7</b>	Course access addresses the extent to which pupils have access to and are enrolled in: C. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). D. Programs and services developed and provided to unduplicated pupils; and E. Programs and services developed and provided to individuals with exceptional needs.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Equity in providing students course access in the following:*  
 A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 B. Programs and services developed and provided to unduplicated pupils; and  
 C. Programs and services developed and provided to individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Transcripts	2016-2017	100%	100%	100%
CALPADS	2016-2017	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Monseñor Oscar Romero School</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>6-8</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).</p> <p>Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>	<p>Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).</p> <p>Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>	<p>Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).</p> <p>Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>

**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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Amount	\$21,000	Amount	\$21,000	Amount	\$21,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 749,211

Percentage to Increase or Improve Services:

29.49 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: **Basic Services** will be provided to all students

Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics

Goal 3: *Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

- a. Pupil suspension rates;
- b. Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and



Programs and services developed and provided to individuals with exceptional needs.

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.



LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name

*Bert Corona Charter School*

Contact Name  
and Title

Yvette King-Berg

Email and  
Phone

ykingberg@ypics.org  
**818 834-5805**

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

**Bert Corona Charter School** serves 371 students in the San Fernando Valley area of Los Angeles County. Represented with .8% African American, 45.3% Latino, .3% Asian, 18.9% White, 21.1% English Learners, 15.4% Students with Disabilities, and 86.7% of our students who participate for Free and Reduced Lunch.

### VISION

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

### MISSION

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

## LCAP HIGHLIGHTS

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

### Areas of Demonstrated Strength and/or Progress

- The Governing Board has fully implemented the organizational structure set forth in approved charter as evidenced through the documentation in Binder 1, organizational chart, bylaws and board members' roster depicting implementation of organizational structure aligned to the charter.
- The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the NCLB grid.
- The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their Board meeting. The charter includes as part of the standing agenda a report from the Director of Academic Achievement. For example, agenda items from the 4/25/16 Board Meeting included an update from the Director of Academic Achievement referencing student academic achievement and progress.
- Students are adjusting to the format and performance assessment of the CAASPP/Smarter Balanced.
- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.

Working closely with stakeholders throughout the school, the following goals were identified in 2016-2017:

LCAP Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.

State Priority 1: Standards aligned instructional materials

LCAP Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition

State Priority 1: School facilities are maintained in good repair

LCAP Goal 1C: Maintain a clean and safe school facility

State Priority 2: To provide for student academic achievement.

LCAP Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)

State Priority 2: To provide for student academic achievement

LCAP Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS

LCAP Goal 3 A: Maintain parent representation on the Parent Advisory Council (PAC)

LCAP Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC)

LCAP Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of

English Language Arts/Literacy and Mathematics

LCAP Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

LCAP Goal 4C: Students are on track to be college and career ready

LCAP Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year,

LCAP Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

LCAP Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.

LCAP Goal 5 B: School will retain and promote 5th through 8th grade students.

LCAP Goal 6A: **Bert Corona Charter School** will maintain a low annual expulsion rate.

LCAP Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter

LCAP Goal 8 A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

LCAP Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard

**The following LCAP Goals have been identified for focus within the next three years to improve outcomes for all students beginning with school year 2017-2018.**

*LCAP Goal 1: Basic Services* will be provided to all students. (Priority 1)

LCAP Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. (Priority 2, 4, 7)

LCAP Goal 3: *Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.* (Priority 1, 3, 5, 6)

LCAP Goal 4: **Bert Corona Charter School** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measure, English Learner testing. (Priority 2

LCAP Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;

High school graduation rates-Not Applicable  
(Priority 5)

LCAP Goal 6: School Climate applicable to the following:

- A. Pupil suspension rates;
- B. Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 1, 5, 6)

LCAP Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
- B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

(Priority 7, 8)

## REVIEW OF PERFORMANCE

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

**BENCHMARK:** Bert Corona MS reclassification rate for 2015-16 was 18.8% as compared to 0% in 2014-2015; however based on CAASP data and aligned to the benchmark, respond to the following:

“YPI Charter Schools follow the same model as LAUSD. In order for a student to be reclassified, they need to score a C or better in their ELA class, a 4 or 5 on their CELDT overall score with no category being lower than a 3, and Nearly Met or better on the school benchmark exam.

During the 14-15 school year, BCCS reclassified 20.63% of EL students. Of the 63 EL students, BCCS reclassified 13. Please find the attached information for each of the 13 students who were reclassified.”

- a) Provide a comprehensive written analysis of the growth of EL proficiency rates in ELA based on reclassification rates

EL reclassification has stayed pretty consistent and above the average for the district. In order for a student to be reclassified, they need to score a C or better in their ELA class, a 4 or 5 on their CELDT overall score with no category being lower than a 3, and Nearly Met or better on the school benchmark exam. During the 14-15 school year, BCCS reclassified 20.63% of EL students. Of the 63 EL students, BCCS reclassified 13. Last year during our CSD visit we discussed that there was a reporting error that caused CALPADS to show a 0% reclassification rate in 2014-2015.

BCCS credits consistency and above average performance to continued focus on using the Success for All reading program to teach reading and vocabulary strategies. BCCS

## GREATEST PROGRESS

has continued to place an emphasis on providing our teachers with professional development about best practices for working with EL students. This year the parent committee has also helped build a culture of reading by encouraging parents to sign up for library cards and sharing statistics with parents about the importance of reading.

Results from internal benchmark assessment.

Internal growths on EL students are performing on the NWEA MAP test. Currently we have fifty-three EL students (60%) who have grown at least one RIT point on the ELA MAP test with the average students growing by 9.6 RIT points. This year we have had sixty-eight EL students (76%) who have grown by at least one RIT point on the Math MAP test with the average students growing by 7.96 RIT points.

When analyzed by grade level our EL students are performing above the national expected growth. In ELA our 5th grade EL students are scoring 6.2 points above the national expected growth. Sixth grade EL students are scoring 4.96 points above the national expected growth. Seventh grade EL students are scoring 4.09 points above the national expected growth. Eighth grade EL students are scoring 8.74 points above the national expected growth.

BCCS most recent CELDT test, we did not meet AMAO 1: 55% of students showed adequate progress on the CELDT exam. To address this, we have focused on our implementation of standards-based grading and blended learning. Standards-based grading practices (like pre-testing, use of rubrics, and conferences with students) help teachers to identify individual student needs, and blended learning allows teachers to shrink the classroom so they can meet those identified needs. In addition, use of our adaptive programs like Achieve3000 and ALEKS allow our students to work at an independent pace, meeting their needs from a different approach. BCCS provided more training on the needs of EL students at each level of language development so our teachers can understand and better support specific student needs.

For AMAO 2, BCCS met our goal for students who have been in the country for less than 5 years (46% met) and fell just short for our LTELs (45% met). Continued use of our strategies in standards-based grading and blended learning will significantly improve growth for our LTELs and will help us meet our goals in the next school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

The greatest need as identified by the California Model Five-by-Five Placement Reports & Data as follows: English Language Arts, Mathematics, Students with Disabilities, English Learners.

In SBAC, the first analysis of BCCS’ data and school performance in comparison with previous years. In math, we had a 2% decline in overall proficiency and in ELA there was a 7% decline. BCCS faced a rough year as hiring for the school year was a challenging process; with only one returning ELA and one returning math teacher (not including the veteran teacher who missed over half the year for maternity leave) during the 2015-16 school year

and substitutes in each core content area, we had a lot of growth that needed to occur in order for our school to be successful.

Areas of Demonstrated Strength and/or Progress

- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.
- The class of 2016 had a total of 33 EL students who started at the school as 6th graders and remained through 7th grade, bringing the total reclassification numbers to 19/33 with a 57.58% reclassification rate.
- The class of 2015 had a total of 28 EL students who started at the school as 6th graders and remained through 8th grade, bringing the total reclassification numbers to 19/28 with a 67.86% reclassification rate.

BCCS self-reports that the school had a reclassification rate of 23.53% for 6th grade, 17.65% for 7th grade and 16.67% for 8th grade. Additionally, BCCS does an annual comparison of reclassification data for students who have remained at BCCS for their entire middle school career. This allows the school to determine the rate of reclassification rate for students who entered the school as 6th graders and remained with us through the end of their 8th grade year.

- The class of 2017 data of 23.53% is identical to that of the annual data as these students have only been at BCCS for one year.

BCCS has used CALPADS for reporting student reclassification data; however, there appears to be an anomaly in this year's report. YPICS program manager is currently working with the state and our reporting unit to determine why we received a 0.0% reclassification rate when we should have had a reclassification rate of 20.63%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

The collective data provided by CDE indicates that overall gains need to take place. Specifically declines in Mathematics for Students with Disabilities.

Using NWEA, and other indicators students are provided immediate feedback and intervention using the RTI model.

Areas of Demonstrated Strength and/or Progress

- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to

**PERFORMANCE GAPS**



support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.

Based on the NWEA MAPs APIs Benchmark scores have yielded the following results in reading:

- 5<sup>th</sup> grade: 136 point growth (648 to 784)
- 6<sup>th</sup> grade: 109 point growth (616 to 725)
- 7<sup>th</sup> grade: 32 point growth (686 to 718)
- 8<sup>th</sup> grade: 60 point growth (681 to 741)

In Mathematics the NWEA MAPs APIs Benchmark scores yielded the following:

- 5<sup>th</sup> grade: 73 point growth (686 to 759)
- 6<sup>th</sup> grade: 65 point growth (601 to 666)
- 7<sup>th</sup> grade: 83 point growth (645 to 700)
- 8<sup>th</sup> grade: 60 point growth (670 to 730)

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

English Learners are provided transition assistance through the direct instruction provided by all staff, teachers and administrators.  
 86.7% of our populations are low-income students.  
 .1% of Foster youth are provided services and support through

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures for LCAP Year	\$ 7,572,428
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$834,827

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This budget includes LCAP projection:  
 All of the actions and services as specified above provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement.

\$ 3,398,105	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1A</b>	<b>State Priority 1: Teacher Assignment</b>	
	<b>Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.</b>	
State and/or Local Priorities Addressed by this goal:	STATE	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
	COE	<input type="checkbox"/> 9 <input type="checkbox"/> 10
	LOCAL	_____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

<b>Verification of credential through the CA Commission on Teacher Credentialing</b>	100% of teachers will hold ESSA required authorizations
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## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action 1A</b>		
<b>Actions/Services</b>	<b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).	<b>ACTUAL:</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesenia (HR), Ruben (HR-Director of Operations).
<b>Expenditures</b>	<b>BUDGETED</b> \$84K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)	<b>ESTIMATED ACTUAL</b> \$75K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 1: Basic Services A. Teachers at *Bert Corona Charter School School* are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” 100% compliance**

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of teachers will hold ESSA required authorizations

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures added a Resource Teacher (RSP) for each grade level (adding two additional RSP teachers for individualized support). These positions were added to support students in mastery of learning and student advocacy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The expected outcome was that students with disabilities would have greater growth from the 2015-2016 school year due to the added support services and individual needs.

# Annual Update

LCAP Year Reviewed:2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1B</h2>	<p><b>State Priority 1: Standards aligned instructional materials</b></p> <p><b>Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>	<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1B**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation.</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students</li> <li>Purchase of ALEKS, Achieve3000, Illuminate</li> </ul>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. (Teachers were provide Professional Development)</li> <li>Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>Purchase of CCSS, Next Generation materials for all students</li> <li>Purchase of assessment tools and curriculum: Achieve3000, Illuminate, Rosetta Stone for English Learners.</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$55K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$17K – Students Supplies (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

<p><b>Priority 1: Basic Services A.</b> 100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition.</p>
<p>Overall effectiveness of actions/services in providing instructional materials alone does not contribute to the decline in student academic achievement; however data collected is through NWEA reflects growth in relationship to individual students. Growth overall has not been realized as anticipated. A combination of the BCCS community of learners must be re-evaluated to provide a more rigorous platform for learning involving all stakeholders (parents, teachers, students, administrators, staff, Board Members and other stakeholders).</p>
<p>The California Model Five-by-Five Placement Reports and Data indicate Levels of Low more than 5 points below to 70 points below. Declined Significantly by more than 15 point r both English and Mathematics in</p>

All students (School Placement), Socio-economically Disadvantaged, Hispanic or Latino, White and English Learners

Whereas The California Model Five-by-Five Placement Reports and Data indicate Levels, Very low more than 70 points below-Declined by 1-15 points in Students with Disabilities.

California Model Five-By-five Placement Reports & Data Summary- English Language Arts

Levels	Decline Significantly by more than 15 points	Declined by 1 to 15 points
Low more than 5 points below to 70 points below.	<ul style="list-style-type: none"> <li>(School Placement), Socio-economically Disadvantaged, Hispanic or Latino.</li> <li>White</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Very low more than 70 points below	<ul style="list-style-type: none"> <li>English Learners</li> </ul>	<ul style="list-style-type: none"> <li>Special Education</li> </ul>

*CDE Dataquest 2017*

California Model Five-By-five Placement Reports & Data Summary- Mathematics

Levels	Decline Significantly by more than 15 points	Declined by 1 to 15 points	Increased by 5 to less than 15 points
Low more than 5 points below to 70 points below.		<ul style="list-style-type: none"> <li>(School Placement), Socio-economically Disadvantaged, Hispanic or Latino.</li> <li>White</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Very low more than 70 points below	<ul style="list-style-type: none"> <li><b>English Learners</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Special Education</li> </ul>

*CDE Dataquest 2017*

The collective data provided by CDE indicates that overall gains need to take place. Specifically declines in Mathematics for All Students, Socio-economically Disadvantaged, Hispanic or Latino or Latino, White,

English Learners and Students with Disabilities.

Using NWEA, and other indicators students are provided immediate feedback and intervention using the RTI model.

Areas of Demonstrated Strength and/or Progress

- The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data as measured by systemic qualitative and quantitative data stemming from ALEX, ACHIEVE 3000 and NWEA. Teachers reported that although they had been a data driven organization, NWEA provides them with score breakdowns to specific standards and also in some cases the data is chunked by student proficiency with raw data to support in classrooms and also through SFA. The school monitors subgroups ELA and SPED data to track student's growth.

Based on the NWEA MAPs APIs Benchmark scores have yielded the following results in reading:

- 5<sup>th</sup> grade: 136 point growth (648 to 784)
- 6<sup>th</sup> grade: 109 point growth (616 to 725)
- 7<sup>th</sup> grade: 32 point growth (686 to 718)
- 8<sup>th</sup> grade: 60 point growth (681 to 741)

In Mathematics the NWEA MAPs APIs Benchmark scores yielded the following:

- 5<sup>th</sup> grade: 73 point growth (686 to 759)
- 6<sup>th</sup> grade: 65 point growth (601 to 666)
- 7<sup>th</sup> grade: 83 point growth (645 to 700)
- 8<sup>th</sup> grade: 60 point growth (670 to 730)

The budgeted expenditures added Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

Purchased of CCSS, Next Generation

Materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA

The expected outcome for student academic achievement was not realized; however, materials supplies were purchased and provided to support student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.





# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1C</b>	<b>State Priority 1: School facilities are maintained in good repair</b>	
	<b>Goal 1C: Maintain a clean and safe school facility</b>	
State and/or Local Priorities Addressed by this goal:		
STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10		
LOCAL _____		

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1C</b>		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"> <p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> </td> <td style="background-color: #d9ead3;"> <p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> </td> </tr> </table>	<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>
<p><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>	<p><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p>		

<ol style="list-style-type: none"> <li>1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols</li> <li>2. Conduct audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>	<ol style="list-style-type: none"> <li>4. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols</li> <li>5. Conduct audit of facilities.</li> <li>6. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>
<p><b>BUDGETED</b></p> <p>\$49K - Salaries and Benefits, \$176K – Other Services (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$72K - Salaries and Benefits, \$113K – Other Services (LCFF Supplemental &amp; Concentration)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

<p><b>Priority 1: Basic Services A. School facilities are maintained in good repair</b></p>
<p><b>Goal 1C: Maintain a clean and safe school facility</b></p>
<p>The budgeted expenditures were monitored and applied as needed.</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Facilities were maintained, repairs were conducted as needed and the campus is in good condition.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2A</h2>	<p><b>State Priority 2: To provide for student academic achievement.</b></p> <p><b>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter School will** provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Coaching
- Textbooks and instructional materials.
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

#### ACTUAL

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter School** will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/ this item has not been executed
- Coaching-
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2A**

Actions/Services	PLANNED: Professional Development,	ACTUAL Professional Development,
Expenditures	BUDGETED \$258K – Salaries and Benefits, \$52K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)	ESTIMATED ACTUAL \$223K – Salaries and Benefits, \$28K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 2: Basic Services To provide for student academic achievement.**

**Goal 2A: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)**

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

- Added Coordinator/Director of instruction position to site team
- Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments.
- Additional laptop purchases to support classroom implementation of CCSS and NGSS.
- Technology integrators are paid a stipend to provided classroom support for teachers
- Charter School staff participates in cultural proficiency training.

- Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS.
- All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math.

Summary of beginning of school calendar is below; weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences. Less than half of teachers returned to BCCS' in 2016-2017 school year. Due to opening a high school in the general area and maternity leave the attrition was greater than usual. When you compare beginning student scores and benchmarks student's academic progress was noted.

Monday, July 25, 2016

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

\*\*Individual Meetings with Site COI to discuss teacher schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
SFA Reading Edge Initial Training (New Teachers Only)			J104

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		
Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)
WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
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<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A
<b>High School Teachers:</b> Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School

9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split Work time in departments	1/2 day	Academic Team
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

\*Share overall academic goals for the organization, unit structure, and grading policy

\*Teachers who have finished their rubrics: Planning with goal setting and using digital tools

\*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:

Location: Bert Corona Charter School

9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
DnA Illuminate Training	3 hours	Debra Russel
Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

**\*\*Include expectations for and responsibility for technology in the classroom**

Wednesday, August 3:

AM Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima

PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer
Unit Planning and Work Time with one-on-one discussions with admin.  <b>(Rough Draft Due Tomorrow at 2pm)</b>	4 hours	Academic Team

Thursday, August 4:

Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		

Staff Meeting	1 hour	Site Lead Admin
Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS) Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)	1-2 hours	Bradford/Zepeda

\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:  
Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		

6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas
8th Grade	3pm-4pm	Castillo and Duenas

Saturday, August 6 (optional):  
 Location: Site Based  
 Office Hours for Executive Admin

Monday, August 8:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford
Planning and Setup Work Time	Remainder of the day	N/A

Tuesday, August 9:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: **FIRST DAY OF SCHOOL!**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

NWEA Maps does reflect that students are achieving at greater than National Expected growth. The Smarter Balanced expected outcome for student academic achievement was not realized; as recognized students must show academic success at a faster, more consistent growth rate to effectively measure student achievement. Our findings indicate that BCCS needs to implement a learning+ component that would infuse a more rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Recommended use of Achieve3000 with fidelity and increase writing across the curriculum.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2B</h2>	<p><b>State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster</p> <p>Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.</p>	<p>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster</p> <p>Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2B**

Actions/Services	<p><b>PLANNED</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks  <u>Action:</u> In addition to general implementation to all</p>	<p><b>ACTUAL</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks  <u>Action:</u> In addition to general implementation to all students,</p>
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Expenditures

<p>students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p> <p>Use of RTI model and afterschool intervention.</p> <p>Added student educational program and college and career assisting students to pursue their college preparation and goals.</p>
<p><b>BUDGETED</b> \$4K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$12K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p><b>Priority 2: State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students gained academic content knowledge through the implementation of the CA CCSS</b></p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p><b>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster, internal assessments and Smarter Balanced results.</b>  <b>Addressed above on 1B.</b></p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p><b>No material difference between Budgeted Expenditures and Estimated Actual Expenditures</b></p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p><b>Continue to provide support to teachers and students to promote academic achievement.</b></p>



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3A</h2>	<h3 style="margin: 0;">Goal 3 A: Maintain parent representation on the Parent Committee</h3>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: Parents will serve as participants in quarterly meetings  
Action: Establish opportunities for parent exposure, participation and input on decision-making which will be measured by meeting agendas and sign-ins.

### ACTUAL

Expected Annual Outcome: Parents will serve as participants in quarterly meetings  
Action: Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3A**

Actions/Services

### PLANNED

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** To be measured by meeting agendas and sign ins.

### ACTUAL

**Need:** Parent Input: access to opportunities for participation and input on decision-making

**Metric:** To be measured by meeting agendas and sign ins.  
 Added parent as Alta Board of Directors  
 Parents participated in activities with students

Expenditures

	Held informational meetings with parents
<b>BUDGETED</b> No additional cost	<b>ESTIMATED ACTUAL</b> No additional cost

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

	<p><b>Priority 2-3: Goal 3 A: Maintain parent representation on the Parent Committee</b></p>
<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.</p> <ul style="list-style-type: none"> <li>• The Parent Coordinator continued to be staffed during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class, Student led conferences, and school performances.</li> <li>• Parents were strongly encouraged to attend twice annual parent-teacher conferences.</li> <li>•</li> </ul>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>2016-2017: No material differences</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>2016-2017: No material differences</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3B</h2>	<p><b>Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

To provide parent access to opportunities for participation and input on decision-making.  
 Metric: Documentation of parent meeting attendance and agendas; results of surveys.

#### ACTUAL

**Expected Annual Outcome:** At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.  
**Action:** School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters
- Annual Parent/Student Handbook and academic calendar
- Monthly calendar of meetings and events.

The Parent Center will be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to participate in school committees.

	Employed a Parent Coordinator Coffee with the Principal Active recording of parent participation Employed a community liaison
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3B**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensured continued parent representation in decision-making at all levels of school operations.
Expenditures	<b>BUDGETED</b> \$55K – Salaries & Benefits, (LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$57K – Salaries & Benefits, (LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p><b>Priority 3-5: Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).</b></p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Parents and family members participated in family meetings and had 97% participation in Student Led Conferences.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>No material difference.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No material difference.</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4A</h2>	<p><b>Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

#### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. **Bert Corona Charter School** will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

**4A**

Actions/Services

**PLANNED** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**ACTUAL Bert Corona Charter School** provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Expenditures

**BUDGETED**  
 \$379K – Salaries & Benefits, (SPED, LCFF Supplemental and Concentration)  
 \$15K – Consultants (LCFF Supplemental and Concentration)

**ESTIMATED ACTUAL**  
 \$351K – Salaries & Benefits, (SPED, LCFF Supplemental and Concentration)  
 \$15K – Consultants (LCFF Supplemental and Concentration)



**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Priority 1, 2, 4, 5, 6, 8 Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

In addition to activities above:

- Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.
- Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.
- Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols.
- Provided additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

No material difference.

No material difference.

**Annual Update**

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4B</b>	<b>Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p><u>Expected Annual Outcome:</u> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p><u>Expected Annual Outcome:</u> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Use of internal assessments to measure individual growth NWEA and other formal and informal assessments.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>4B</b>		
Actions/Services	<table border="1"> <tr> <td style="background-color: #e6e6fa; padding: 10px;"> <p><b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</li> </ul> </td> <td style="background-color: #e6e6fa; padding: 10px;"> <p><b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention</li> </ul> </td> </tr> </table>	<p><b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</li> </ul>	<p><b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention</li> </ul>
<p><b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</li> </ul>	<p><b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention</li> </ul>		

<ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> </ul>	<p>support, enrichment and progress monitoring with ELD Profile.</p> <ul style="list-style-type: none"> <li>• Professional Development offered to support teacher direct instruction, setting of goals and coaching.</li> <li>• Addressing the needs of long-term English Learners.</li> </ul>
<p><b>BUDGETED</b> \$95K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$95K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 4: Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education**

Bert Corona provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.

- Provided students with an array of learning (as described in the school’s charter) in science, technology, arts, and P.E.
- Provided technology integration lab
- Provided science program with science lab
- Provided psychomotor program (regularly scheduled physical education and physical fitness program), and equipment

No material difference

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4C</b>	<b>Goal 4C: Students are on track to be college and career ready.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

CDE is in the process of identifying target growth for the state of California.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action **4C**

Actions/Services	<b>PLANNED</b> <u>Expected Annual Outcome:</u> Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and	<b>ACTUAL</b> <u>Expected Annual Outcome:</u> Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.
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<p>interim benchmarks to ensure growth targets.  <u>Action:</u> Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p>	<p><u>Action:</u> Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities-USC, UCLA and other UC Universities.</li> </ul>
<p><b>BUDGETED</b>                  \$56K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$5K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p><b>Priority 5: Goal 4C: Students are on track to be college and career ready.</b></p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visits and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities-USC, UCLA and other UC Universities.</li> </ul>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>No material difference</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No material difference</p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4D</b>	<b>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

### ACTUAL

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>4D</b>		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3; vertical-align: top;"><b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated</td> <td style="background-color: #d9ead3; vertical-align: top;"><b>ACTUAL</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL</td> </tr> </table>	<b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated	<b>ACTUAL</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL
<b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated	<b>ACTUAL</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL		



<p>instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>	<p>students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>
<p><b>BUDGETED</b> No additional costs</p>	<p><b>ESTIMATED ACTUAL</b> No additional costs</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 4:** CELDT test was administered the result indicate a number of students were 2015-2016 Redesignated Rate 33%.

English Learners making yearly progress (AMAO 1), CELDT/ELPAC, English Learners attaining proficiency in English (AMAO 2), and the Increase Reclassification Rate, what were the results and how do they compare to last year (2014-2015 school year).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

L students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

- Implemented the English Learner Master Plan.
- Provided highly qualified and experienced teachers with appropriate EL authorization who were continuously monitor instruction and achievement of ELs.
- Provided New teacher assistance and support, specifically relating to ELs.
- Continued professional development activities initiated in 2014-2015 school year focused on CCSS implementation with ELs.
- EL students continued to have additional support in growth in CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers.
- Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4E</h2>	<p><b>Goal 4E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years’ goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

#### ACTUAL

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years’ goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support that includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action <b>4E</b></p>	<p><b>PLANNED</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP’s will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter School</b> will implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for</p>	<p><b>ACTUAL</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP’s will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter School</b> will implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers.</p>
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struggling readers.	
<b>BUDGETED</b> No additional costs	<b>ESTIMATED ACTUAL</b> No additional costs

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 4: Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b></p>
<p><b>Monitoring of reclassified to RFEP are verified in CALPADs.</b></p>
<p><b>No material difference</b></p>
<p><b>No material difference</b></p>

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 5A</h2>	<p><b>Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<p><u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.</p>	<p><u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.</p>
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 5A</h2>	<p><b>PLANNED</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the SMARTER BALANCE/CAASPP Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</p> <ul style="list-style-type: none"> <li>• EL students will continue to have additional support in</li> </ul>	<p><b>ACTUAL</b> Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction incorporated testing strategies in preparation for the Smarter Balance/CAASPP Continued professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs.</p> <ul style="list-style-type: none"> <li>• EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the</li> </ul>
<p>Actions/Services</p>		

<p>gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>	<p>classroom and direct ELD instruction 4 days/week.</p> <ul style="list-style-type: none"> <li>• Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>
<p><b>BUDGETED</b> \$59K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$61K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 5: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b></p>	
<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>No material difference</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>No material difference</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No material difference</p>



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 5B</h2>	<p><b>Goal 5B: School will retain and promote 5th through 8th grade students.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement</p>	<p>School offered an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process is in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <h2 style="margin: 0;">5B</h2>	<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Coordinator Staff will continue to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Coordinator and Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> </ul>
<p>Actions/Services</p>		

<ul style="list-style-type: none"> <li>School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>	<ul style="list-style-type: none"> <li>Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>
<p><b>BUDGETED</b></p> <p>\$44K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$44K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<b>Priority 5 Goal 5B: School will retain and promote 5th through 8th grade students.</b>	
	<ul style="list-style-type: none"> <li>• Coordinator and Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers conducted home visits and assist in monitoring of all student attendance</p>
	No material difference.
	No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">6</h3>	<p><b>Bert Corona Charter School</b> will maintain a low annual expulsion rate.</p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Expulsion rate will be maintained at less than 1%.	Expulsion rate will be maintained at less than 1%.
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action</h2> <h3 style="margin: 0;">6</h3>	<ul style="list-style-type: none"> <li>• <b>PLANNED</b> Program Coordinator and Compliance Director will monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers will be trained in the schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTUAL</b> Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers were provided trained in the schoolwide Behavior</li> </ul>
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Actions/Services

<p>Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension were considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
<p><b>BUDGETED</b> \$29K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$29K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 6: Bert Corona Charter School will maintain a low annual expulsion rate**

- Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers were provided trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension were considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

. No material difference

No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">7</h3>	<p><b>Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school’s charter</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

#### ACTUAL

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action</h2> <h3 style="margin: 0;">7</h3>	<p><b>PLANNED Bert Corona Charter School</b> will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across</p>	<p><b>ACTUAL Bert Corona Charter School</b> provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use</p>
<h2 style="margin: 0;">Actions/Services</h2>		



<p>the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>	<p>of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies included:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>
<p><b>BUDGETED</b> \$20K – Students and Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$98K – Students and Supplies, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 6-7:** Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school’s charter

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Bert Corona Charter School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

. No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

. No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 8</h2>	<p><b>Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

#### ACTUAL

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 8</h2>	<p><b>PLANNED</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. <b>Bert Corona Charter School</b> will devise and administer satisfaction surveys to parents, students, and teachers</p>	<p><b>ACTUAL</b> Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. <b>Bert Corona Charter School</b> will devise and administer satisfaction surveys to parents, students, and teachers annually.</p>
<p>Actions/Services</p>		

<p>annually.</p> <ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p><b>BUDGETED</b> \$26K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> No additional cost</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 7-8:</b> Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</p>
<p>Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. <b>Bert Corona Charter School</b> will devise and administer satisfaction surveys to parents, students, and teachers annually.</p> <ul style="list-style-type: none"> <li>• Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p>No material difference</p>
<p>No material difference</p>

# Stakeholder Engagement

LCAP Year

2017-18    2018-19    2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following meetings were held to support the LCAP process of including all stakeholders:

<b>YPICS LCAP 2016-2017 Planning Process &amp; Timeline Involving Parents, Teachers, Students and Administrators</b>	
Date	Topic/Actions
Week of August 25, 2016	LCAP Review-Reflecting On Previous Year
Week of October 17, 2016	LCAP Data Review- Preparing to plan forward
Week of January 26, 2017	LCAP Sketching: Review Goals, Strategies, and Plans
Week of March 20, 2017	Sketching: Review Parent, Student, and Teacher Surveys from Parent Conferences Begin to develop plan for 2017-2018
Week of May 15, 2017	Finalizing: Review Budget with Stakeholders
Board Meeting May 25, 2017	Finalizing: LCAPS Presented to the Board
Board Meeting June 29, 2017	Board to Approve Final LCAPS for all schools & Upload to county website

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## MPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The consultation process assisted in ensuring that all stakeholders were including. Analysis of ongoing Benchmarks, that identified progress and needs supported BCCS' staff and students in academic achievement. Progressively students grew and moved toward academic achievement. BCCS provided training and support in strategies known work with our students: project based learning, service learning integration, differentiated instruction, technology integration, and collaborative learning. Action research on standards based grading and an analysis of the standards to ensure that students had opportunities to participate and learn depth of thinking and learning required by the new standards. Areas of success already. The 2016-math SBAC exam, an overall 3% reduction of students who were scoring "Not Met" and had an 18% reduction of that number in our 8th grade class, showing strong growth over the 3 years students spend with us. On the SBAC test last year, BCCS continued to perform at the top of our local schools. In ELA we were ranked fourth in our results for students with special needs and number 2 for our results with English Learners. Overall for ELA BCCS was number 7 out of 16 local schools. In math, BCCS ranked 5th for students with special needs and 7th for ELs. Over the last two years, BCCS has seen strong growth on our NWEA MAPs test as a result of our efforts instructionally.



Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	<b><i>Basic Services</i></b> will be provided to all students.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

- A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification
- B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
- C. School facilities are maintained in good repair

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Rosters	2016-2017	100%	100%	100%
Retention of Teachers	2016-2017	90%	90%	90%
Professional Development	2016-2017	100% Participation	100% Participation	100% Participation
Master Schedule	2016-2017	100%	100%	100%
Invoice for purchases	2016-2017	100%	100%	100%
Classroom Materials	2016-2017	100%	100%	100%
Facility inspection	2016-2017	100%	100%	100%

documents				
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] <u>EL</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input checked="" type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>Implementation of <b>Bert Corona Charter School</b> English Learner Plan</li> <li>CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards,</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>Implementation of <b>Bert Corona Charter</b></li> </ul>

<p>and Social Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> <li>• <b>Bert Corona Charter School</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Bert Corona Charter School</b> will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.</li> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> </ul>	<p>curriculum/attain academic English</p> <ul style="list-style-type: none"> <li>• Implementation of <b>Bert Corona Charter School</b> English Learner Plan</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> <li>• <b>Bert Corona Charter School</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Bert Corona Charter School</b> will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</li> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> </ul>	<p><b>School</b> English Learner Plan</p> <ul style="list-style-type: none"> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• <i>Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</i></li> <li>• <b>Bert Corona Charter School</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Bert Corona Charter School</b> will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.</li> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> </ul>
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	<ul style="list-style-type: none"> <li>Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> </ul>	
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**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<p><b>Amount</b> \$478,000</p> <p><b>Source</b> LCFF</p> <p><b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>	<p><b>Amount</b> \$433,480</p> <p><b>Source</b> LCFF</p> <p><b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>	<p><b>Amount</b> \$433,480</p> <p><b>Source</b> LCFF</p> <p><b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 2</b>	Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
Professional Development-Curriculum design and implementation	100% Participation	100% Participation	100% Participation	100% Participation
<i>Weekly and mini benchmarks, Quarterly</i>	95%	95%	95%	95%

<i>Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>				
<i>Annually increase the number of students achieving proficiency in English Language Arts.</i>	CAASPP	2%	5%	8%
<i>Annually increase the number of students achieving proficiency in Mathematics</i>	CAASPP	2%	5%	8%
<i>Implementation of NEXT Generation Science</i>	CAASPP	2%	2%	2%
<i>Decrease the Number of long-term English Learners</i>	CAASPP	2%	5%	8%
<i>Monitor and provide services to Foster Care students</i>	CAASPP	2%	5%	8%
<i>Monitor and increase support for Students with Disability</i>	CAASPP	2%	5%	8%
<i>Use of technology in the classroom to support differentiated instruction</i>	CAASPP/ Proficiency	2%	5%	8%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	100% <input type="checkbox"/> [Specific Student Group(s)] <u>EL</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Bert Corona Charter School</u>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter School will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All program, and protocols.</li> </ul> <p><i>Blended Learning and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving Bert Corona Charter School unduplicated students and students with special needs. As part of our whole scholar approach to education, all</i></p>	<p><i>Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter School will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p>	<p><i>Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter School will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core,</i></p>



<p><i>students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>	<p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>	<p><i>NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</i></p>
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
<b>Amount</b>	\$118,000	<b>Amount</b>	\$118,000	<b>Amount</b>	\$118,000
<b>Source</b>	LCFF	<b>Source</b>	LCFF	<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	<b>Budget Reference</b>	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies,	<b>Budget Reference</b>	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies,

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 3

**Goal 3:** *Knowing that parents serve a critical role in a students' success, Bert Corona Charter School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide parent access to opportunities for participation and input on decision-making	2016-2017	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	2016-2017	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference.	2016-2017	95%	95%	95%
Participate in Survey	2016-2017	96%	96%	96%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$61,000	<b>Amount</b> \$61,000	<b>Amount</b> \$61,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 4</b>	<i>Bert Corona Charter School prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.</i>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. Statewide assessments
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC)-not applicable
- D. The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC
- E. English learner reclassification rate
- F. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts-Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP	2%	5%	8%

EL Reclassification	CAASPP	2%	5%	8%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <span style="float: right;">\$53,000</span>	Amount <span style="float: right;">\$53,000</span>	Amount <span style="float: right;">\$53,000</span>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 5</b>	Increase Pupil Engagement as measured by: D. School attendance rates; E. Chronic absenteeism rates, F. School dropout rates; G. High school graduation rates

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. Increase school attendance rates
- B. Decrease Chronic absenteeism rates,
- C. Monitor school dropout rates;
- D. Prepare students for high school graduation ra

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	2016-2017	≥96%	≥96%	≥96%
Chronic absenteeism rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
School dropout rates	2016-2017	≤ 1%	≤ 1%	≤ 1%



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter School</u></b>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team process that mirrors the School Support</li> </ul>

	<p>considered prior to administering consequences.</p> <ul style="list-style-type: none"> <li>School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>Team model.</p>
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$53,000	Amount	\$53,000	Amount	\$53,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 6</b>	Maintain School Climate applicable to the following: C. Pupil suspension rates; D. Pupil expulsion rate; and E. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Maintain and promote school climate to  
 A. Pupil suspension rates;  
 B. Pupil expulsion rate; and  
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
In-school pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
Pupil expulsion rate;	2016-2017	≤ 1%	≤ 1%	≤ 1%
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school	2016-2017	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)

connectedness				
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>5-8</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$54,000	Amount: \$54,000	Amount: \$54,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999	Budget Reference: 1000-1999 Certificated Salaries, 2000-2999	Budget Reference: 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999

Benefits

Classified Salaries, 3000-  
3999 Benefits

Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 7</b>	Course access addresses the extent to which pupils have access to and are enrolled in: C. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). D. Programs and services developed and provided to unduplicated pupils; and E. Programs and services developed and provided to individuals with exceptional needs.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Equity in providing students course access in the following:*  
 A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 B. Programs and services developed and provided to unduplicated pupils; and  
 C. Programs and services developed and provided to individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Equity and access to all course offerings Enrollment/ Transcripts	2016-2017	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter School</i></b>	<input checked="" type="checkbox"/> Specific Grade spans: <b><i>5-8</i></b>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$21,000	<b>Amount</b> \$21,000	<b>Amount</b> \$21,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits



## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 760,515

Percentage to Increase or Improve Services:

28.83 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: **Basic Services** will be provided to all students

Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics

Goal 3: *Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

- a. Pupil suspension rates;
- b. Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.



LCAP Year  2017-18  2018-19  2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	<b>Bert Corona Charter High School/ YPI Valley Public Charter High School</b>		
Contact Name and Title	Yvette King-Berg, Executive Director	Email and Phone	ykingberg@ypics.org <b>818 834-5805</b>

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

**Bert Corona Charter High School** serves 153 students in the San Fernando Valley area of Los Angeles County. Represented with 1.3% African American, 98.05% Latino, .65% Asian, 12.19% English Learners, 18.8% Students with Disabilities, and 84.3% of our students are on Free and Reduced Lunch.

### VISION

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

### MISSION

The **Bert Corona Charter High School** prepares urban students in grades 9-12 for academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. The **Bert Corona Charter High School** seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

## LCAP HIGHLIGHTS

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

### Areas of Demonstrated Strength and/or Progress

- The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing verified through the ESSA grid.
- The Governing Board monitors school performance and other data to inform decision-making as evidenced through the minutes, agendas and through CSD observation of their board meeting, items on agenda from the Director of Academic Achievement referencing student academic achievement as part of the standing agenda item on their board documents. This is also evident through agendas and minutes where the Director of Academic Achievement reported out a town hall meeting to address Common Core Standards. Refer to Analysis below.

Working closely with stakeholders throughout the school, the following goals were identified in 2016-2017:

LCAP Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.

State Priority 1: Standards aligned instructional materials

LCAP Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition

State Priority 1: School facilities are maintained in good repair

LCAP Goal 1C: Maintain a clean and safe school facility

State Priority 2: To provide for student academic achievement.

LCAP Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)

State Priority 2: To provide for student academic achievement

LCAP Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS

LCAP Goal 3 A: Maintain parent representation on the Parent Advisory Council (PAC)

LCAP Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC)

LCAP Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

LCAP Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

LCAP Goal 4C: Students are on track to be college and career ready

LCAP Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year,

LCAP Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

LCAP Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.

LCAP Goal 5 B: School will retain and promote 6th through 8th grade students.

LCAP Goal 6A: **Bert Corona Charter High School** will maintain a low annual expulsion rate.

LCAP Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter

LCAP Goal 8 A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

LCAP Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard

**The following LCAP Goals have been identified for focus within the next three years to improve outcomes for all students beginning with school year 2017-2018.**

*LCAP Goal 1: Basic Services* will be provided to all students. (Priority 1)

LCAP Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. (Priority 2, 4, 7)

LCAP Goal 3: *Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.* (Priority 1, 3, 5, 6)

LCAP Goal 4: **Bert Corona Charter School** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measure, English Learner testing. (Priority 2)

LCAP Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;

High school graduation rates-Not Applicable  
(Priority 5)

LCAP Goal 6: School Climate applicable to the following:

- A. Pupil suspension rates;
- B. Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 1, 5, 6)

LCAP Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

- A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

B. Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. (Priority 7, 8)

## REVIEW OF PERFORMANCE

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

<b>GREATEST PROGRESS</b>	<p><b>BCCHS</b> students need consistent support to be successful in math: on the MAPs test strong growth was realized in our 9th and 10th grade cohorts. In comparison with the national expected growth, 10th grade at <b>BCCHS</b> almost doubled the national expected growth. <b>BCCHS</b> students with special needs more than doubled the national expected growth and <b>BCCHS</b> EL students grew 4 times more than expected. <b>BCCHS</b> grades indicate the actual mastery and achievement level of students. As <b>BCCHS</b> students progress through the high school math courses, they tend to improve, <b>BCCHS</b>' plan is to continue providing interventions to ensure that students can master Algebra and move on to the higher level math.</p> <p><b>BCCHS</b> outcomes in science demonstrate mastery in Biology and Chemistry. In these courses the use of mastery grading and the vast majority of <b>BCCHS</b> students are meeting or exceeding expectations, many of them exceeding and earning an A</p> <p>Continue to provide support to 11th grade students, as this group of students did not attend <b>Bert Corona Charter High School</b> for 9th grade. Many of them arrived without having been enrolled in A-G courses during their 9th grade year.</p>
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Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

\*Per CDE: Recently opened schools are not included in Dashboard.(2017)

Refer to analysis above.

There are several areas for improvement that **BCCHS** needs to focus on for the 2017-2018 school year, including: reading and comprehension of expository text, persuasive writing, and using reflection to foster independent problem solving skills. According to periodic assessment data through NWEA MAPs, students need to have a universal or consistent capacity for reading on grade-level, and this is a significant concern at the high school level. Next year, many of our students will be taking Los Angeles Mission College courses and AP courses as a part of their daily instructional program, and the

ability to efficiently and effectively read for grade-level information is essential for success in these rigorous curricula. To support growth in this area, **BCCHS** will fund a full-time position for implementing Success for All (scripted reading intervention program) for all incoming 9th grade students as well as for those students who are reading below a 6th grade reading level (according to MAPS RIT data).

Additionally, students will be writing across the curriculum and using calibrated performance rubrics to assess similar skills in writing, regardless of the discipline. To jumpstart this process we ended our year this year with the first annual **BCCHS** writing contest.

An area of concentration is providing students support in attainment of grade-level skill in the area of reading for information has impacted students' writing capacity both by encouraging plagiarism and limiting writing endeavors to narrative and biographical scope. In order for students to succeed in college, the scope of students writing must mature to include response to nonfiction text, as well as indicators of research-based positions. **BCCHS** students will learn to use performance rubrics to reflect on solution steps, identifying and clearly articulating the rationale for each step in a sequence that either does or does not lead to a correct solution. While the use of cooperative group learning and small group instruction are key to our students' acquisition of common core content, independence is the key indicator of proficiency. A focus on reflection equips students to know and understand deeply how their thinking impacts their problem solving approach.

**BCCHS** currently has 20 students still classified as EL, with 4 of those slated for reclassification as soon as parent approval is received. An additional 1 student will qualify for reclassification once completed CELDT testing. EL data used to monitor student progress includes NWEA Maps periodic assessment, course grades in English, and ongoing CELDT testing results. Academic course grades are based on authentic assessment using specific skill-based rubrics, the grade actually serves as a knowledge-rich indicator of student progress.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

\*Per CDE: Recently opened schools are not included in Dashboard.(2017)

Professional Development plans and current status.

1. Authentic assessment measurement tool creation and calibration.  
**BCCHS** uses teacher-created performance rubrics that are anchored in Common Core State Standards, Next Generation Science Standards, and State Frameworks. The primary thrust of instructional program professional development is the creation and calibration of these tools. To date, all teachers have received training in Critical Friends calibration protocols so as to receive input on their rubric design.

Also, in order to monitor students' need for academic support, the faculty maintains a running inventory of the RTI status of every student on campus, and then creates personalized plans for intervention. These plans are updated as



interventions are attempted and evaluated for efficacy. Our work in RTI plan development has been a consistent theme of our professional development work throughout this academic year.

2. Targeted instructional practices that we will observe to support students with disabilities and English Language Learners (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).

Scaffolding / Differentiation

Small Group Instruction (teacher-led)

Use of Exemplars

Reflection (individual & whole-class)

Collaborative Group Learning w/roles

Think-Pair-Share

Computer-Based Adaptive Learning

Science Labs

Access to SpEd Learning Lab

### INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Services will continue as presented with additional support offered through these groups by:

During our early discussions about the systems we needed to have in place to help our students prepare for college, we decided that our citizen-scholars would need a specific time allocated in their schedule, a time designated specifically for those discussions that were needed to help students wrap their minds around what it means to be “College and Career Ready.” So we planned our college and career readiness course into the schedule for freshmen. In this course, students learn about the A-G requirements, discuss GPA, write practice college enrollment essays, and participate in mock interviews. They learn about organization and how the skills that are necessary in order to be successful. The college and career readiness class serves as a springboard to help our students jump into their other courses ready to learn and to be successful. In addition to this course, our participation in the LA Promise Neighborhoods grant provides us with on-campus partners who support our students in navigating the pathway to college. Our citizen-scholars receive counseling and support in tracking their progress towards college and through the grant we are able to take the students to visit a variety of colleges. While this is an amazing experience for our students, they don’t have to go far to get a real college experience. Once every week a college professor visits our campus to teach a college level course, allowing our citizen-scholars to earn college credit while learning about the level of academics that will be expected when they leave high school and enter college. Finally, our everyday lessons are based in college level, real world experiences that will help prepare our citizen-scholars for their future careers. **BCCHS** uses the UCCI courses to expose our students to career-oriented learning through courses like “Language Takes the Stage,” “Biology and Community Health,” and “Algebra for Business.” This way, the students don’t have to ask, “Why is this important?” The content is consistently connected to potential careers, resulting in a greater understanding of the importance of mastering high school course content.

### BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 2,984,488
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$821,246

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$ 2,547,037	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1A</h2>	<p><b>State Priority 1: Teacher Assignment</b></p> <p><b>Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching.</b></p>
	<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p><b>Verification of credential through the CA Commission on Teacher Credentialing</b></p>	<p>100% of teachers will hold ESSA required authorizations</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p>	<h2 style="margin: 0;">1A</h2>	<p><b>PLANNED</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesnia (HR), Ruben (HR-Director of Operations).</p>	<p><b>ACTUAL:</b> Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesnia (HR), Ruben (HR-Director of Operations).</p>
<p>Actions/Services</p>			

	BUDGETED	ESTIMATED ACTUAL
Expenditures	\$116K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)	\$109K – Salaries & Benefits(LCFF Base, LCFF Supplemental and Concentration)

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Priority 1: Basic Services A. Teachers at <b>Bert Corona Charter High School School</b> are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” 100% compliance
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	100% of teachers will hold ESSA required authorizations
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The budgeted expenditures added a _____. These positions were added to support students in mastery of learning and student advocacy.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	2017-2018 adding an additional RSP teacher to further support students who have an IEP.

# Annual Update

LCAP Year Reviewed:2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1B</h2>	<p><b>State Priority 1: Standards aligned instructional materials</b></p> <p><b>Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>	<p>100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p>
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1B**

Actions/Services

**PLANNED**

- Review standards-aligned publishers’ materials adopted by SBE as updated per Common Core implementation.
- Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.
- Purchase of CCSS, Next Generation materials for all students
- Purchase of ALEKS, Achieve3000, Illuminate

**ACTUAL**

- Review standards-aligned publishers’ materials adopted by SBE as updated per Common Core implementation. (Teachers were provide Professional Development)
- Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.
- Purchase of CCSS, Next Generation materials for all students
- Purchase of assessment tools and curriculum: Achieve3000, Illuminate, Rosetta Stone for English Learners.

Expenditures

**BUDGETED**

\$41K – Students Supplies (LCFF Supplemental & Concentration)

**ESTIMATED ACTUAL**

\$12K – Students Supplies (LCFF Supplemental & Concentration)

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 1: Basic Services A.** 100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**BCCHS** students need consistent support to be successful in math: on the NWEA MAPs test strong growth was realized in our 9th and 10th grade cohorts. In comparison with the national expected growth, 10th grade at **BCCHS** almost doubled the national expected growth. **BCCHS** students with special needs more than doubled the national expected growth and **BCCHS** EL students grew 4 times more than expected. **BCCHS** grades indicate the actual mastery and achievement level of students. As **BCCHS** students progress through the high school math courses, they tend to improve, **BCCHS’** plan is to continue providing interventions to ensure that students can master Algebra and move on to the higher level math.

**BCCHS** outcomes in science demonstrate mastery in Biology and Chemistry. In these courses the use of mastery grading and the vast majority of **BCCHS** students are meeting or exceeding expectations, many of them exceeding and earning an A

Continue to provide support to 11th grade students, as this group of students did not attend Bert Corona Charter High School for 9th grade. Many of them arrived without having been enrolled in A-G courses during their 9th grade year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures added Review standards-aligned publishers’ materials adopted by SBE as updated per Common Core implementation. • Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

Purchased of CCSS, Next Generation

Materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The expected outcome for student academic achievement was not realized; however, materials supplies were purchased and provided to support student learning.



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1C</b>	<b>State Priority 1: School facilities are maintained in good repair</b>	
	<b>Goal 1C: Maintain a clean and safe school facility</b>	
State and/or Local Priorities Addressed by this goal:		
STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10		
LOCAL _____		

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

### ACTUAL

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1C		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"><b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor</td> <td style="background-color: #d9ead3;"><b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was</td> </tr> </table>	<b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor	<b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was
<b>PLANNED</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor	<b>ACTUAL</b> Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was		

<p>nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> <ol style="list-style-type: none"> <li>1. Create Maintenance, Repair and Renovation scheduling procedures and protocols</li> <li>2. Conduct audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>	<p>urgent or a safety related corrections it was corrected immediately.</p> <ol style="list-style-type: none"> <li>1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols</li> <li>2. Conduct audit of facilities.</li> <li>3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</li> </ol>
<p><b>BUDGETED</b> \$32K - Salaries and Benefits, \$4K – Supplies ( LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$53K - Salaries and Benefits, \$34K – Other Services ( LCFF Supplemental &amp; Concentration)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Priority 1: Basic Services A. School facilities are maintained in good repair

Goal 1C: Maintain a clean and safe school facility

The budgeted expenditures were monitored and applied as needed.

Facilities were maintained, repairs were conducted as needed and the campus is in good condition.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2A</h2>	<p><b>State Priority 2: To provide for student academic achievement.</b></p> <p><b>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter High School** will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Coaching
- Textbooks and instructional materials.
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

#### ACTUAL

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona Charter High School** will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2A**

Actions/Services	PLANNED: Professional Development,	ACTUAL Professional Development,
Expenditures	<b>BUDGETED</b> \$177K – Salaries and Benefits, \$33K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)	<b>ESTIMATED ACTUAL</b> \$161K – Salaries and Benefits, \$15K – Travel And Consultants, (LCFF Base, LCFF Supplemental & Concentration)

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 2: Basic Services To provide for student academic achievement.**

**Goal 2A: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)**

Continued professional development activities initiated in 2015-2016 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

- Added Coordinator/Director of instruction position to site team
- Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments.
- Additional laptop purchases to support classroom implementation of CCSS and NGSS.
- Technology integrators are paid a stipend to provided classroom support for teachers
- Charter School staff participates in cultural proficiency training.
- Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS.
- All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Summary of beginning of school calendar is below; weekly PD on File, and extended support is provided where teachers participate individual or teams to LACOE, and local academic conferences. Less than half of teachers returned to BCCHS’ in 2016-2017 school year. Due to opening a high school in the general area and maternity leave the attrition was greater than usual. When you compare beginning student scores and benchmarks student’s academic progress was noted.

Monday, July 25, 2016

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>New Teacher Orientation</b>			
Team Building (name tags)	1 hour	Myers	J104
Mission and Vision Hallmarks and Outcomes	1 hour	Ryan and Rommel	J104
Writing Your Why	1 hour	Vashon	J104
Mastery Grading and the Faults in the Traditional Grading System	1 hour	Simonsen	J104
Lunch	1 hour	N/A	
WordPress Introduction and Site Creation	3 hours	Charles and Freddy	J104

\*\*Individual Meetings with Site COI to discuss teacher schedules

Tuesday & Wednesday, July 26-27:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)

1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator	Location
<b>SFA Reading Edge Initial Training (New Teachers Only)</b>			<b>J104</b>

Thursday, July 28:

Location: Monseñor Oscar Romero Charter School (co-located with Berendo MS)  
 1157 S. Berendo St, Los Angeles, CA 90006

Topics	Timeframe	Facilitator
<b>All Staff Training (New and Returning Teachers)</b>		
Breakfast and Team Building	30 min	Site Leads/Myers
Logistics	15 minutes	Myers
Welcome and ED Address	1 hour	Yvette King Berg
<i>Most Likely to Succeed (right before lunch)</i>	2 hours	Myers
Site Data Share	1 hour	Site Admin (Academic and Leads)
WordPress Page Creation	3 hours	Harvey and Bradford
New Teacher Google Classroom Setup		Zepeda, Arreola, Garcia

Friday, July 29:

Location: TBD

Topics	Timeframe	Facilitator
<b>Varied Sessions</b> <b>Lakeshore Trip: 4:30pm</b>		
<b>Math Teachers:</b> SFA Power Teaching Math	All Day	Kelly Cook
SPED Conference	All Day	N/A



<b>High School Teachers:</b> Illuminate Training	All Day	Larry Simonsen
Science Curriculum and Exhibition Discussion	All Day	Myers, Outside Trainer

Monday, August 1:

Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima, CA 91331

Topics	Timeframe	Facilitator
<b>Staff Meeting and Training</b> <b>Lakeshore Trip</b>		
Website Showcase	1 hour	Harvey and Bradford
Guided Unit Planning Time 1 hour split Work time in departments	1/2 day	Academic Team
Meal Program Training	1 hour	D. Gamez, K. Gamez
Handbook Training**	2 hours	D. Gamez, K. Gamez

\*Share overall academic goals for the organization, unit structure, and grading policy

\*Teachers who have finished their rubrics: Planning with goal setting and using digital tools

\*New Teachers: getting started with backwards design and mastery grading.

Tuesday, August 2:

Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		

DnA Illuminate Training	3 hours	Debra Russel
Teacher Planning and Work Time	1 hour	N/A
PBIS Training	3 hours day	Culture and Climate Team

**\*\*Include expectations for and responsibility for technology in the classroom**

Wednesday, August 3:

AM Location: Bert Corona Charter School  
9400 Remick Ave., Pacoima

PM Location: Site based

Topics	Timeframe	Facilitator
<b>Data Driven Instruction</b>		
Illuminate Operations	3 hours	Illuminate Trainer
Unit Planning and Work Time with one-on-one discussions with admin.  <b>(Rough Draft Due Tomorrow at 2pm)</b>	4 hours	Academic Team

Thursday, August 4:

Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin

Advisory Curriculum Training, Google Classroom Setup and University Selection	2 hours	Bradford/Zepeda
Unit Planning and Work Time with one-on-one discussions with admin.	2 hours	Academic Team
Critical Friends Feedback (Grade Levels) Ruben- 8th (BCCS) Kevin- 6th (MORCS) Ryan- 7th (BCCS) Freddy- 7th (MORCS) Castillo- 8th (MORCS) Gamez- 6th (BCCS)	1-2 hours	Bradford/Zepeda

\*Scheduled meetings with academic leaders to discuss the portfolio and which one of your projects will be geared towards the portfolio (can be CASA).

Friday, August 5:

Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1 hour	Site Lead Admin
EL Strategies Training EL Profiles	1 hour	Bradford/Zepeda
Setting Up Standards-Based Grading Gradebooks	1 hour	Bradford/Zepeda
Unit Planning and Work Time	4 hours	Academic Team
<b>PBIS Discussions with Castillo and Duenas (MORCS)</b>		

6th Grade	1pm-2pm	Castillo and Duenas
7th Grade	2pm-3pm	Castillo and Duenas
8th Grade	3pm-4pm	Castillo and Duenas

Saturday, August 6 (optional):  
 Location: Site Based  
 Office Hours for Executive Admin

Monday, August 8:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
PBIS (BCCS only)	1 hour	Duenas/Takeyama
Staff Meeting	1 hour	Bradford
Planning and Setup Work Time	Remainder of the day	N/A

Tuesday, August 9:  
 Location: Site Based

Topics	Timeframe	Facilitator
<b>Staff Meeting and Unit Preparation</b>		
Staff Meeting	1-2 hours	Site Lead Admin
Planning and Setup Work Time	Remainder of the day	N/A

Wednesday, August 10: **FIRST DAY OF SCHOOL!**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

NWEA Maps does reflect that students are achieving at greater than National Expected growth. Our findings indicate that BCCHS needs to implement a learning+ component that would infuse a more rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Recommended use of Achieve3000 with fidelity and increase writing across the curriculum.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2B</h2>	<p><b>State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.

#### ACTUAL

Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster

Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. Use of CAASSP Smarter Balanced, NWEA and other assessments.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action **2B**

Actions/Services

<p><b>PLANNED</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks <u>Action:</u> In addition to general implementation to all</p>	<p><b>ACTUAL</b> <u>Expected Annual Outcome:</u> To be measured by student academic results and ongoing benchmarks <u>Action:</u> In addition to general implementation to all students,</p>
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Expenditures

<p>students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p> <p>Use of RTI model and afterschool intervention.</p> <p>Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.</p>
<p><b>BUDGETED</b> \$3K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$1K – Student Supplies, (LCFF Supplemental &amp; Concentration)</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p><b>Priority 2: State Priority 2: To provide for student academic achievement</b></p> <p><b>Goal 2 B: All students gained academic content knowledge through the implementation of the CA CCSS</b></p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p><b>Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster, internal assessments and other results.</b></p> <p><b>Addressed above on 1B.</b></p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p><b>No material difference between Budgeted Expenditures and Estimated Actual Expenditures</b></p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p><b>Continue to provide support to teachers and students to promote academic achievement.</b></p>



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3A</h2>	<h3 style="margin: 0;">Goal 3 A: Maintain parent representation on the Parent Committee</h3>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<p><u>Expected Annual Outcome:</u> Parents will serve as participants in quarterly meetings</p> <p><u>Action:</u> Establish opportunities for parent exposure, participation and input on decision-making which will be measured by meeting agendas and sign-ins.</p>	<p><u>Expected Annual Outcome:</u> Parents served as participants in quarterly meetings</p> <p><u>Action:</u> Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.</p>
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3A**

Actions/Services

<p><b>PLANNED</b></p> <p><b>Need:</b> Parent Input: access to opportunities for participation and input on decision-making</p> <p><b>Metric:</b> To be measured by meeting agendas and sign ins.</p>	<p><b>ACTUAL</b></p> <p><b>Need:</b> Parent Input: access to opportunities for participation and input on decision-making</p> <p><b>Metric:</b> To be measured by meeting agendas and sign ins. Parents participated in activities with students</p>
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Expenditures

	Held informational meetings with parents
<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
No additional cost	No additional cost

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 2-3: Goal 3 A: Maintain parent representation on the Parent Committee**

Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.

- The Parent Coordinator continued to be staffed during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class, Student led conferences, and school performances.
- Parents were strongly encouraged to attend twice annual parent-teacher conferences.

2016-2017: No material differences

2016-2017: No material differences

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3B</h2>	<p><b>Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	
<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>	

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

To provide parent access to opportunities for participation and input on decision-making.

Metric: Documentation of parent meeting attendance and agendas; results of surveys.

#### ACTUAL

**Expected Annual Outcome:** At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.

**Action:** School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters
- Annual Parent/Student Handbook and academic calendar
- Monthly calendar of meetings and events.

The Parent Center will be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to participate in school committees.

	Employed a Parent Coordinator Coffee with the Principal Active recording of parent participation Employed a community liaison
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3B**

	<p><b>PLANNED</b>                  School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.</p>	<p><b>ACTUAL</b>                  School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensured continued parent representation in decision-making at all levels of school operations.</p>
Actions/Services		
	<p><b>BUDGETED</b>                  \$21K – Salaries &amp; Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$27K – Salaries &amp; Benefits, (LCFF Supplemental &amp; Concentration)</p>
Expenditures		

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 3-5: Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC).**

Parents and family members participated in family meetings and had 97% participation in Student Led Conferences.

No material difference.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4A</h2>	<p><b>Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

#### ACTUAL

**Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. **Bert Corona Charter High School** will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments

and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4A**

<p>Actions/Services</p>	<p><b>PLANNED</b> All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p><b>ACTUAL Bert Corona Charter High School</b> provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  \$111K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$7K – Consultants (LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$96K – Salaries &amp; Benefits, (SPED, LCFF Supplemental and Concentration)                  \$4K – Consultants (LCFF Supplemental and Concentration)</p>



ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Priority 1, 2, 4, 5, 6, 8 Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

In addition to activities above:

- Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.
- Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification.
- Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, NWEA MAP, ELD Folders, COST/SST meetings, and other assessments and protocols.
- Provided additional support and intervention services for students including counseling/psychosocial support, after-school tutoring and enrichments.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4B</h2>	<p><b>Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<p><b>Expected Annual Outcome:</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p><b>Expected Annual Outcome:</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Use of internal assessments to measure individual growth NWEA and other formal and informal assessments.</p>
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <h2 style="margin: 0;">4B</h2>	<p><b>PLANNED</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining</li> </ul>	<p><b>ACTUAL</b> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</p> <ul style="list-style-type: none"> <li>• Provide professional development activities to be initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will have additional support in gaining CCSS-aligned</li> </ul>
<p>Actions/Services</p>		

<p>CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> </ul>	<p>academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile.</li> <li>• Professional Development offered to support teacher direct instruction, setting of goals and coaching.</li> <li>• Addressing the needs of long-term English Learners.</li> </ul>
<p><b>BUDGETED</b> \$30K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$0K - Salaries &amp; Benefits, (Title I, LCFF Supplemental and Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 4: Goal 4B: School will meet the annual Accountability Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education**

**Bert Corona Charter High School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.

- Provided students with an array of learning (as described in the school’s charter) in science, technology, arts, and P.E.
- Provided technology integration lab
- Provided science program with science lab
- Provided psychomotor program (regularly scheduled physical education and physical fitness program), and equipment

No material difference

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4C</b>	<b>Goal 4C: Students are on track to be college and career ready.</b>	
State and/or Local Priorities Addressed by this goal:	STATE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
	COE	<input type="checkbox"/> 9 <input type="checkbox"/> 10
	LOCAL	_____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

### ACTUAL

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

CDE is in the process of identifying target growth for the state of California.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action</b>	<b>4C</b>	
<b>Actions/Services</b>	<b>PLANNED</b> Expected Annual Outcome: Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and	<b>ACTUAL</b> Expected Annual Outcome: Use Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on Accountability reports and interim benchmarks to ensure growth targets.

<p>interim benchmarks to ensure growth targets.  <u>Action:</u> Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p>	<p><u>Action:</u> Use Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visit and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals.</p> <ul style="list-style-type: none"> <li>• Students visited universities-USC, UCLA, UC Riverside and other UC Universities.</li> </ul>
<p><b>BUDGETED</b>                  \$7K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>	<p><b>ESTIMATED ACTUAL</b>                  \$5K – Trips and Supplies, (LCFF Supplemental &amp; Concentration, NCLR)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<b>Priority 5: Goal 4C: Students are on track to be college and career ready.</b>	
	Used Reading Strategies, Achieve 3000 or similar programs; assess Lexile Levels plus visits and partner with community colleges and universities. Students will participate in career planning, conducting self-evaluations, and setting goals. <ul style="list-style-type: none"> <li>Students visited universities-USC, UCLA, UC Riverside, and other UC Universities.</li> </ul>
	No material difference
	No material difference



# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 4D</b>	<b>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

**ACTUAL**

Expected Annual Outcome: EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action</b>	<b>4D</b>		
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; width: 50%;"><b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to</td> <td style="background-color: #d9ead3; width: 50%;"><b>ACTUAL</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic</td> </tr> </table>	<b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to	<b>ACTUAL</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic
<b>PLANNED</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to	<b>ACTUAL</b> Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. EL students will continue to have additional support in gaining CCSS-aligned academic		

<p>have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>	<p>content knowledge via differentiated instruction in the classroom and direct ELD instruction. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p>
<p><b>BUDGETED</b> No additional costs</p>	<p><b>ESTIMATED ACTUAL</b> No additional costs</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 4:** CELDT test was administered the result indicate a number of students were 2015-2016 Redesignated Rate 33%, CDE Dataquest does not provide a report for a school that has under 30 EL students.

English Learners making yearly progress (AMAO 1), CELDT/ELPAC, English Learners attaining proficiency in English (AMAO 2), and the Increase Reclassification Rate, what were the results and how do they compare to last year (2014-2015 school year).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

- Implemented the English Learner Master Plan.
- Provided highly qualified and experienced teachers with appropriate EL authorization who were continuously monitor instruction and achievement of ELs.
- Provided New teacher assistance and support, specifically relating to ELs.
- Continued professional development activities initiated in 2014-2015 school year focused on CCSS implementation with ELs.
- EL students continued to have additional support in growth in CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers.
- Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4E</h2>	<p><b>Goal 4E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years’ goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 12th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

#### ACTUAL

Expected Annual Outcome: School will use ILP and Cohort monitoring system to develop and review 3 years’ goal for all incoming 9th graders to achieve a cohort reclassification rate of 95% by the end of 12th grade. EL students will receive in-class instructional support that includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 4E</h2>	<p><b>PLANNED</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP’s will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter High School</b> will</p>	<p><b>ACTUAL</b> Student data will be monitored and reviewed by Administrators and grad level teams. ILP’s will be developed in coordination of each EL student.</p> <p><u>Action:</u> <b>Bert Corona Charter High School</b> will implement the EL English</p>
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Actions/Services

Expenditures

implement the EL English Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers.	Learner Master Plan and re-designated ELs via a multi-tiered system including support for struggling readers.
<b>BUDGETED</b> No additional costs	<b>ESTIMATED ACTUAL</b> No additional costs

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 4: Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.**

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Monitoring of reclassified to RFEP are verified in CALPADs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 5A</b>	<b>Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</b>
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.
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## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Action</b>	<b>5A</b>		
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3;"> <p><b>PLANNED</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation</p> </td> <td style="background-color: #d9ead3;"> <p><b>ACTUAL</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</p> <ul style="list-style-type: none"> <li>• EL students will continue to have additional support in gaining CCSS-</li> </ul> </td> </tr> </table>	<p><b>PLANNED</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation</p>	<p><b>ACTUAL</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</p> <ul style="list-style-type: none"> <li>• EL students will continue to have additional support in gaining CCSS-</li> </ul>
<p><b>PLANNED</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation</p>	<p><b>ACTUAL</b> Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</p> <ul style="list-style-type: none"> <li>• EL students will continue to have additional support in gaining CCSS-</li> </ul>		



<p>with ELs.</p> <ul style="list-style-type: none"> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>	<p>aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).</li> </ul>
<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
<p>\$23K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p>\$13K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Priority 5: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.**

Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families. • Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving

No material difference

No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 5B</h2>	<p><b>Goal 5B: School will retain and promote 9th through 12th grade students.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

#### ACTUAL

School offered an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process is in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action</p> <h2 style="margin: 0;">5B</h2>	<ul style="list-style-type: none"> <li><b>PLANNED</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> </ul>	<ul style="list-style-type: none"> <li><b>ACTUAL</b> Program Coordinator and School Climate &amp; Culture Staff will continue to monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of</li> </ul>
<p>Actions/Services</p>		

<ul style="list-style-type: none"> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>	<p>attendance and arriving at school on time each day.</p> <ul style="list-style-type: none"> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers will conduct home visits and assist in monitoring of all student attendance</p>
<p><b>BUDGETED</b></p> <p>\$15K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$15K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<b>Priority 5 Goal 5B: School will retain and promote 9th through 12th grade students.</b>	
	<ul style="list-style-type: none"> <li>• Coordinator and Staff continued to monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.</li> <li>• Continue to implement in-house suspension.</li> </ul> <p>Teachers conducted home visits and assist in monitoring of all student attendance</p>
	No material difference.
	No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">6</h3>	<p><b>Bert Corona Charter High School</b> will maintain a low annual expulsion rate.</p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

Expulsion rate will be maintained at less than 1%.	Expulsion rate will be maintained at less than 1%.
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### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action</h2> <h3 style="margin: 0;">6</h3>	<ul style="list-style-type: none"> <li>● <b>PLANNED</b> Attendance Manager will monitor student attendance and communicate with families.</li> <li>● Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>● School will implement Social emotional curriculum SWPBIS Training, and the</li> </ul>	<ul style="list-style-type: none"> <li>● <b>ACTUAL</b> Attendance Manager will monitor student attendance and communicate with families.</li> <li>● Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>● School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>● Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports,</li> </ul>
<h2 style="margin: 0;">Actions/Services</h2>		

<p>Responsive Classroom approach to teaching.</p> <ul style="list-style-type: none"> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>Administrators will work with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
<p><b>BUDGETED</b> \$32K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$31K - Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

<p><b>Priority 6: Bert Corona Charter High School will maintain a low annual expulsion rate</b></p>	
	<ul style="list-style-type: none"> <li>• Program Coordinator and Compliance Director continued to monitor student attendance and communicate with families.</li> <li>• Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving</li> <li>• Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.</li> <li>• School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers were provided trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension were considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>
	<p>. No material difference</p>
	<p>No material difference</p>





# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">7</h3>	<p><b>Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school’s charter</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

#### ACTUAL

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action</h2> <h3 style="margin: 0;">7</h3>	<p><b>PLANNED Bert Corona Charter High School</b> will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers</p>	<p><b>ACTUAL Bert Corona Charter High School</b> will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and</p>
<p>Actions/Services</p>		

<p>with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>	<p>project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Inter-disciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provide a fitness program</li> </ul>
<p><b>BUDGETED</b> \$58K – Students and Supplies, (PCSGP,LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> \$22K – Students and Supplies, (LCFF Supplemental &amp; Concentration)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 6-7:** Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school’s charter

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Bert Corona Charter High School** provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school’s charter, provides teachers with professional development to support in the development of CCSS standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instruction
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning
- Provide a fitness program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

. No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

. No material difference

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 8</h2>	<p><b>Goal 8: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</b></p>
<p>State and/or Local Priorities Addressed by this goal:</p>	<p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

#### ACTUAL

Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<h2 style="margin: 0;">Action 8</h2>	<p><b>PLANNED</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. <b>Bert</b></p>	<p><b>ACTUAL</b> Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. <b>Bert Corona Charter High School</b> will devise and administer satisfaction surveys to parents, students, and teachers</p>
<p>Actions/Services</p>		

<p><b>Corona Charter High School</b> will devise and administer satisfaction surveys to parents, students, and teachers annually.</p> <ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>	<p>annually.</p> <ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>
<p><b>BUDGETED</b> \$26K – Salaries and Benefits, (LCFF Supplemental &amp; Concentration)</p>	<p><b>ESTIMATED ACTUAL</b> No additional cost</p>

Expenditures

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Priority 7-8:** Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students actively participated throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhance family’s sense of belonging and community. **Bert Corona Charter High School** will devise and administer satisfaction surveys to parents, students, and teachers annually.

- Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.
- Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference



# Stakeholder Engagement

LCAP Year

2017-18  2018-19  2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The following meetings were held:

<b>YPICS LCAP 2016-2017 Planning Process &amp; Timeline Involving Parents, Teachers, Students and Administrators</b>	
Date	Topic/Actions
Week of August 25, 2016	LCAP Review-Reflecting On Previous Year
Week of October 17, 2016	LCAP Data Review- Preparing to plan forward
Week of January 26, 2017	LCAP Sketching: Review Goals, Strategies, and Plans
Week of March 20, 2017	Sketching: Review Parent, Student, and Teacher Surveys from Parent Conferences Begin to develop plan for 2017-2018
Week of May 15, 2017	Finalizing: Review Budget with Stakeholders
Board Meeting May 25, 2017	Finalizing: LCAPS Presented to the Board
Board Meeting June 29, 2017	Board to Approve Final LCAPS for all schools & Upload to county website

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

These consultations impacted our LCAP for the upcoming year as follows:

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	<i>Basic Services will be provided to all students.</i>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification
- B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
- C. School facilities are maintained in good repair

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Rosters	2016-2017	100%	100%	100%
Master Schedule	2016-2017	100%	100%	100%
Invoice for purchases	2016-2017	100%	100%	100%
Classroom Materials	2016-2017	100%	100%	100%
Facility inspection documents	2016-2017	100%	100%	100%
Retention of Teachers	2016-2017	90%	90%	90%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] <u>EL</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter High School</i></b>	<input checked="" type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter High School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>Implementation of <b>Bert Corona Charter High School</b> English Learner Plan</li> <li>CCSS curriculum implementation of ELA, ELD,</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter High School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- <b>Bert Corona Charter High School</b> will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training will be embedded into professional development meetings.</li> <li>Progress towards this goal will be measured through SARC report, documentation</li> <li>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> </ul>

<p>Mathematics, NEXT Generation Science Standards, and Social Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> <li>• <b><i>Bert Corona Charter High School will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona Charter High School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</i></b></li> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> </ul>	<p>Evaluation Process for teacher growth</p> <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of <b><i>Bert Corona Charter High School</i></b> English Learner Plan</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> <li>• <b><i>Bert Corona Charter High School will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona Charter High School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of <b><i>Bert Corona Charter High School</i></b> English Learner Plan</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> <li>• <b><i>Bert Corona Charter High School will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona Charter High School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</i></b></li> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> </ul>
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	<p><i>2017-18 school year.</i></p> <ul style="list-style-type: none"> <li>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.</li> <li>•</li> </ul>	
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$485,000	Amount	\$485,000	Amount	\$485,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 2</b>	Proficiency for all Students in English Language Arts, ELD, Mathematics, NGSS		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

*Students are receiving access to CCSS, English, ELD, Mathematics and NEXT Generation*

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
<i>Weekly and mini benchmarks, Quarterly Benchmarks results-</i>	95%	95%	95%	95%

<i>reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>				
<i>Annually increase the number of students achieving proficiency in English Language Arts</i>	CAASPP	2%	5%	8%
<i>Annually increase the number of students achieving proficiency in Mathematics</i>	CAASPP	2%	5%	8%
<i>Implementation of NEXT Generation Science</i>	CAASPP	2%	5%	8%
<i>Decrease the Number of long-term English Learners</i>	CAASPP	2%	5%	8%
<i>Monitor and provide services to Foster Care students</i>	CAASPP	2%	5%	8%
<i>Monitor and increase proficiency for Students with Disabilities</i>	CAASPP	2%	5%	8%
<i>Use of technology in the classroom to support differentiated instruction</i>	CAASPP/Outcomes	2%	5%	8%



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	100%	<input type="checkbox"/> [Specific Student Group(s)]	EL _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u><b>Bert Corona Charter High School</b></u>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>		

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income		
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b>	<input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____		

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><i>Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter High School will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All program, and protocols.</li> </ul> <p><i>Blended Learning and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p> <p><i>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving Bert Corona</i></p>	<p><i>Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter High School will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to</i></p>	<p><i>Curriculum is an important component in the effective implementation of CCSS. Bert Corona Charter High School will provide and/or maintain the following:</i></p> <ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.</li> <li>Supported by Success for All, and protocols.</li> </ul> <p><i>Blended Learning and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</i></p>

<p><b>Charter High School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school’s charter.</p>	<p>increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.</p> <p>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter High School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school’s charter.</p>	<p>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving <b>Bert Corona Charter High School</b> unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school’s charter.</p>
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$113,000	Amount	\$113,000	Amount	\$113,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 3</b>	<b><i>Goal 3: Knowing that parents serve a critical role in a students' success, Bert Corona Charter High School strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.</i></b>

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide parent access to opportunities for participation and input on decision-making	2016-2017	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	2016-2017	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference.	2016-2017	95%	95%	95%

Participate in Survey	2016-2017	95%	95%	95%
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter High School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$43,000	<b>Amount</b> \$43,000	<b>Amount</b> \$43,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 2000-2999 Classified Salaries, 3000-3999 Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 4</b>	<i>Bert Corona Charter High School prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing</i>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- A. Statewide assessments
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC)
- D. The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC
- E. English learner reclassification rate
- F. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts-Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP	2%	5%	8%

Reclassification	CAASPP/CalPads	2%	5%	8%



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><i>Bert Corona Charter High School</i></b>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</li> </ul>

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount <span style="float: right;">\$52,000</span>	Amount <span style="float: right;">\$52,000</span>	Amount <span style="float: right;">\$52,000</span>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 5</b>	Pupil Engagement as measured by: D. School attendance rates; E. Chronic absenteeism rates, F. School dropout rates; G. High school graduation rates-Not Applicable		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

A. School attendance rates;  
 B. Chronic absenteeism rates,  
 C. School dropout rates;  
 D. High school graduation rates-Not Applicable

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>Expected Annual Outcome:</u> School will continue to maintain a high ADA rate above 96%.	2016-2017	≥96%	≥96%	≥96%
Chronic absenteeism rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
School dropout rates	2016-2017	≤ 1%	≤ 1%	≤ 1%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 5**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <b><u>Bert Corona Charter High School</u></b>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered prior to administering consequences.</li> <li>School will use Family Support Team</li> </ul>

	<ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	process that mirrors the School Support Team model.
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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$51,000	Amount	\$51,000	Amount	\$51,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 6</b>	School Climate applicable to the following: C. Pupil suspension rates; D. Pupil expulsion rate; and E. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.		
<a href="#">State and/or Local Priorities Addressed by this goal:</a>	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____		
<a href="#">Identified Need</a>	A. Pupil suspension rates; B. Pupil expulsion rate; and C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.		

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil suspension rates	2016-2017	≤ 1%	≤ 1%	≤ 1%
Pupil expulsion rate;	2016-2017	≤ 1%	≤ 1%	≤ 1%
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2016-2017	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)	96% Survey completion and participation (Pupils, Parents, Teachers)

[PLANNED ACTIONS / SERVICES](#)

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u><b>Bert Corona Charter High School</b></u>	<input type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

BUDGETED EXPENDITURES

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$56,000	Amount	\$56,000	Amount	\$56,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Goal 7</b>	Course access addresses the extent to which pupils have access to and are enrolled in: C. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). D. Programs and services developed and provided to unduplicated pupils; and E. Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

*Equity in providing students course access in the following:*

A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 B. Programs and services developed and provided to unduplicated pupils; and  
 C. Programs and services developed and provided to individuals with exceptional needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Transcript	2016-2017	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u><b>Bert Corona Charter High School</b></u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>9-12</u>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$20,000	<b>Amount</b> \$20,000	<b>Amount</b> \$20,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits	<b>Budget Reference</b> 1000-1999 Certificated Salaries, 3000-3999 Benefits

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 422,871

Percentage to Increase or Improve Services:

19.91 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: **Basic Services** will be provided to all students

Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics

Goal 3: *Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Goal 5: Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

- a. Pupil suspension rates;
- b. Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

B. Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.



# Coversheet

## 2016 - 2017 YPICS Spring ConApp

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** E. 2016 - 2017 YPICS Spring ConApp  
**Purpose:** Vote  
**Submitted by:** Irina Castillo, ExED SVP of Finance  
**Related Material:** ConApp Spring 2016-17\_Bert Corona\_Draft.pdf  
ConApp Spring 2016-17\_Bert Corona High \_ Draft.pdf  
ConApp Spring 2016-17\_Monsenor\_draft.pdf

### BACKGROUND:

The Consolidated Application (ConApp) is the annual fiscal companion to the LEA/SSD Plan. The SBE approves initial LEA Plans and subsequent ConApp submissions. The ConApp is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Local Education Agencies (LEAs) must have an approved ConApp before federal funds can be apportioned to LEAs. As part of the Consolidated Application process, a Certification of Assurances must be approved by the Board and signed by the authorized representative of each school. Additionally, ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools, and a Protected Prayer Certification Statement must be approved by the Board annually. Finally, to receive specific categorical funds for a school year, each school must apply for the funding through the completion and submission of an Application for Funding also approved by the Board annually.

### RECOMMENDATION:

It is recommended that the Board of Directors approve the 2017-2018 Certification of Assurances, 2017-2018 Protected Prayer Certification, and 2017-2018 Application for Funding for MORCS, BCCS and BCCHS.

Bert Corona Charter (19 64733 0106872)

Status: None  
Date: None

**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

**CDE Program Contact:**

Joy Paull, [jpaul@cdca.gov](mailto:jpaul@cdca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative Signature Date	

**\*\*\*Warning\*\*\***

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## 2015-16 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through June 30, 2017.

**CDE Program Contact:**

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

2015-16 Title II, Part A entitlement	\$1,961
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**Professional Development Expenditures**

Professional development for teachers	\$1,961
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

**Exams and Test Preparation Expenditures**

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

**Recruitment, Training, and Retaining Expenditures**

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

**Miscellaneous Expenditures**

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,961
General Comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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Bert Corona Charter (19 64733 0106872)

Status: Draft  
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## 2015-16 Title III, Part A Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through June 30, 2017.

### CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
  - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
  - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
  - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2015-16 Title III, Part A Immigrant entitlement	\$349
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$349
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$349
2015-16 Unspent funds	\$0
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2015-16 Title III, Part A LEP YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through June 30, 2017.

### CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Required and Authorized LEP Sub-grantee Activities

#### Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

#### Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2015-16 Title III, Part A LEP entitlement	\$14,197
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$14,197
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$14,197
2015-16 Unspent funds	\$0
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2016-17 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2017.

### CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

2016-17 Title II, Part A entitlement	\$1,642
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### Professional Development Expenditures

Professional development for teachers	\$1,642
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

### Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

### Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

### Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,642
2016-17 Unspent Funds	\$0
General Comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2016-17 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov), 916-319-0383

### Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths
  
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
  - b) Includes a dispute resolution process
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison
  
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Diana
Homeless liaison last name	Gamez
Homeless liaison title	Director of Operations
Homeless liaison e-mail address (format: abc@xyz.zyx)	dgamez@coronacharter.org
Homeless liaison telephone number (format: 999-999-9999)	(818) 834-5805
Homeless liaison telephone extension	
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	No

**\*\*\*Warning\*\*\***

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Bert Corona Charter (19 64733 0106872)

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## 2016-17 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov), 916-319-0383

County	Yes
State	No
National	No

### Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	04/08/2013
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

### Title I, Part A Homeless Expenditures

2016-17 Title I, Part A Entitlement	\$138,736
2016-17 Title I, Part A direct or indirect services to homeless children reservation	\$101
Amount of 2016-17 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$0
No expenditures or encumbrances comment	No homeless students in FY 16-17
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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### 2016-17 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

**CDE Program Contact:**

Jane Liang, District Innovation and Improvement Office, [jliang@cde.ca.gov](mailto:jliang@cde.ca.gov), 916-319-0259  
 Jacqueline Matranga, District Innovation and Improvement Office, [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Bert Corona Charter	0106872	Y				2	2	100.00%			1

**\*\*\*Warning\*\*\***

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**2016-17 Title I, Part A School Program Improvement Activities**

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

**CDE Program Contact:**

Jacqueline Matranga, District Innovation and Improvement Office , [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), 916-445-4905  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

**Bert Corona Charter (19 64733 0106872)**

PI Year	5
<b>For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)</b>	
Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	The administrative positions were restructured. The position of principal was divided into two positions to allow for a greater focus on instruction.

**\*\*\*Warning\*\*\***

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## 2016-17 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire teachers that meet applicable State certification and licensure requirements to reduce class size.

**CDE Program Contact:**

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA Teacher Count
Bert Corona Charter	0106872	0	0	0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



Bert Corona Charter (19 64733 0106872)

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### 2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

### Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/29/2017
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2017-18 Application for Funding

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/29/2017
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**District English Learner Advisory Committee (DELAC) Review**

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address <small>Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a>). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	LEA has no EIA funds

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes
<b>Title III Part A English Learner</b> ESEA Sec. 3102 SACS 4203	Yes

**\*\*\*Warning\*\*\***

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Bert Corona Charter (19 64733 0106872)

Status: Draft  
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## 2017-18 Title III, Part A English Learner Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 English learner (EL) student program subgrant funds only per the Title III, Part A, English Learner Students Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

### CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Estimated Entitlement Calculation

Note: If the estimated entitlement amount does not meet the minimum \$10,000 program eligibility criteria for direct funding status, further action may be required. To receive instructions regarding the consortium application process, please contact Patty Stevens by phone at 916-323-5838 or by e-mail at [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov).

Estimated English learner per student allocation	\$93.37
Estimated English learner student count	101
Estimated English learner entitlement amount	\$9,430

### Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$9,430
Parent, family, and community engagement	\$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$9,430

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2017-18 Title III, Part A Immigrant Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 Immigrant Student Program Subgrant funds only per the Title III, Part A, Immigrant Student Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Estimated Entitlement Calculation

Note: Only LEAs that have 21 or more eligible immigrant students, and that have experienced a significant increase of two percent or greater growth in eligible immigrant student enrollment in the current year compared with the average of the two preceding fiscal years are eligible for Title III, Part A Immigrant Student Program Subgrant funds. Use your Immigration student count that was provided to the California Longitudinal Pupil Achievement Data System on census day of October 5, 2016.

Estimated Immigrant per student allocation	\$80.77
Estimated Immigrant student count	1
Estimated Immigrant entitlement amount	\$81

### Budget

Authorized activities	\$81
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$81

**\*\*\*Warning\*\*\***

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### 2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

### CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

### LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:

- Is a single school district
- Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

#### Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In
- k - Funded with EIA/SCE

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	83.87%
Grade Span 1 Low Income %	0.00%
Grade Span 2 Low Income %	0.00%

**\*\*\*Warning\*\*\***

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### 2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

Grade Span 3 Low Income % 0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible for Funding	Funding Required	Ranking	Fund Flag	Exception Reason
Bert Corona Charter	0106872		372	312	83.87	Y	Y	1	N	

**\*\*\*Warning\*\*\***

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Bert Corona Charter High (19 64733 0132126)

Status: None  
Date: None

**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

**CDE Program Contact:**

Joy Paull, [jpaul@cd.ca.gov](mailto:jpaul@cd.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative Signature Date	

**\*\*\*Warning\*\*\***

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## 2015-16 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through June 30, 2017.

**CDE Program Contact:**

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

2015-16 Title II, Part A entitlement	\$349
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**Professional Development Expenditures**

Professional development for teachers	\$349
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

**Exams and Test Preparation Expenditures**

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

**Recruitment, Training, and Retaining Expenditures**

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

**Miscellaneous Expenditures**

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$349
General Comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**California Department of Education****Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Draft  
Saved by: ExED Data Management  
Date: 5/25/2017 6:48 PM**2016-17 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2017.

**CDE Program Contact:**Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

2016-17 Title II, Part A entitlement	\$708
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**Professional Development Expenditures**

Professional development for teachers	\$708
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

**Exams and Test Preparation Expenditures**

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

**Recruitment, Training, and Retaining Expenditures**

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

**Miscellaneous Expenditures**

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$708
2016-17 Unspent Funds	\$0
General Comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Bert Corona Charter High (19 64733 0132126)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 6/7/2017 9:50 AM

## 2016-17 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov), 916-319-0383

### Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths
  
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
  - b) Includes a dispute resolution process
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison
  
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Larry
Homeless liaison last name	Simonsen
Homeless liaison title	Director of Instruction
Homeless liaison e-mail address (format: abc@xyz.zyx)	mrsimonsen@coronacharter.org
Homeless liaison telephone number (format: 999-999-9999)	818-834-5805
Homeless liaison telephone extension	
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	No

**\*\*\*Warning\*\*\***

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Bert Corona Charter High (19 64733 0132126)

Status: Draft  
Saved by: ExED Data Management  
Date: 6/7/2017 9:50 AM**2016-17 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**Leanne Wheeler, Coordinated School Health and Safety Office, [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov), 916-319-0383

County	Yes
State	No
National	No

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	04/08/2013
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Title I, Part A Homeless Expenditures**

2016-17 Title I, Part A Entitlement	\$60,906
2016-17 Title I, Part A direct or indirect services to homeless children reservation	\$101
Amount of 2016-17 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$0
No expenditures or encumbrances comment	No homeless students in FY 16-17
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**California Department of Education**

Bert Corona Charter High (19 64733 0132126)

**Consolidated Application**

Status: Draft  
 Saved by: ExED Data Management  
 Date: 6/7/2017 9:45 AM

**2016-17 Title I, Part A School Funded Staff Report**

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

**CDE Program Contact:**

Jane Liang, District Innovation and Improvement Office, [jliang@cde.ca.gov](mailto:jliang@cde.ca.gov), 916-319-0259

Jacqueline Matranga, District Innovation and Improvement Office, [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Bert Corona Charter High	0132126	Y	0	0	0	2	2	100.00%	0	0	0

**\*\*\*Warning\*\*\***

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## 2016-17 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire teachers that meet applicable State certification and licensure requirements to reduce class size.

### CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA Teacher Count
Bert Corona Charter High	0132126	0	0	0

### \*\*\*Warning\*\*\*

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Bert Corona Charter High (19 64733 0132126)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 6/7/2017 9:51 AM

### 2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

### Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Larry Simonsen
Authorized Representative Title	Director of Instruction
Authorized Representative Signature Date	06/29/2017
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2017-18 Application for Funding

### CDE Program Contact:

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/29/2017
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### District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	LEA has no EIA funds

### Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes
<b>Title III Part A English Learner</b> ESEA Sec. 3102 SACS 4203	Yes

**\*\*\*Warning\*\*\***

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Bert Corona Charter High (19 64733 0132126)

Status: Draft  
Saved by: ExED Data Management  
Date: 6/7/2017 9:55 AM**2017-18 Title III, Part A English Learner Student Program Subgrant Budget**

The purpose of this report is to provide a proposed budget for 2017-18 English learner (EL) student program subgrant funds only per the Title III, Part A, English Learner Students Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Estimated Entitlement Calculation**

Note: If the estimated entitlement amount does not meet the minimum \$10,000 program eligibility criteria for direct funding status, further action may be required. To receive instructions regarding the consortium application process, please contact Patty Stevens by phone at 916-323-5838 or by e-mail at [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov).

Estimated English learner per student allocation	\$93.37
Estimated English learner student count	20
Estimated English learner entitlement amount	\$1,867

**Budget**

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$1,867
Parent, family, and community engagement	\$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$1,867

**\*\*\*Warning\*\*\***

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## 2017-18 Title III, Part A Immigrant Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 Immigrant Student Program Subgrant funds only per the Title III, Part A, Immigrant Student Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

### CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Estimated Entitlement Calculation

Note: Only LEAs that have 21 or more eligible immigrant students, and that have experienced a significant increase of two percent or greater growth in eligible immigrant student enrollment in the current year compared with the average of the two preceding fiscal years are eligible for Title III, Part A Immigrant Student Program Subgrant funds. Use your Immigration student count that was provided to the California Longitudinal Pupil Achievement Data System on census day of October 5, 2016.

Estimated Immigrant per student allocation	\$80.77
Estimated Immigrant student count	1
Estimated Immigrant entitlement amount	\$81

### Budget

Authorized activities	\$81
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$81

**\*\*\*Warning\*\*\***

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Bert Corona Charter High (19 64733 0132126)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 5/25/2017 6:50 PM

### 2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

### CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

### LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:

- Is a single school district
- Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

#### Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In
- k - Funded with EIA/SCE

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	84.46%
Grade Span 1 Low Income %	0.00%
Grade Span 2 Low Income %	0.00%

**\*\*\*Warning\*\*\***

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### 2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

Grade Span 3 Low Income % 0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible for Funding	Funding Required	Ranking	Fund Flag	Exception Reason
Bert Corona Charter High	0132126		148	125	84.46	Y	Y	1	N	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: None  
Date: None

**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

**CDE Program Contact:**

Joy Paull, [jpaul@cded.ca.gov](mailto:jpaul@cded.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative Signature Date	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2015-16 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through June 30, 2017.

### CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

2015-16 Title II, Part A entitlement	\$1,812
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### Professional Development Expenditures

Professional development for teachers	\$1,812
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

### Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

### Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

### Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,812
General Comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2015-16 Title III, Part A Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through June 30, 2017.

### CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
  - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
  - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
  - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

- (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
- (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2015-16 Title III, Part A Immigrant entitlement	\$611
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$611
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$611
2015-16 Unspent funds	\$0
General comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft  
 Saved by: ExED Data Management  
 Date: 6/7/2017 10:04 AM

## 2016-17 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2017.

**CDE Program Contact:**

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

2016-17 Title II, Part A entitlement	\$1,631
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**Professional Development Expenditures**

Professional development for teachers	\$1,631
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

**Exams and Test Preparation Expenditures**

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

**Recruitment, Training, and Retaining Expenditures**

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

**Miscellaneous Expenditures**

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,631
2016-17 Unspent Funds	\$0
General Comment (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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### 2016-17 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

**CDE Program Contact:**

Jane Liang, District Innovation and Improvement Office, [jliang@cde.ca.gov](mailto:jliang@cde.ca.gov), 916-319-0259  
 Jacqueline Matranga, District Innovation and Improvement Office, [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Monsenor Oscar Romero Charter Middle	0114959	Y				2	2	100.00%			0

**\*\*\*Warning\*\*\***

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### 2016-17 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

**CDE Program Contact:**

Jacqueline Matranga, District Innovation and Improvement Office , [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), 916-445-4905  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

**Monsenor Oscar Romero Charter Middle (19 64733 0114959)**

PI Year	4
<b>For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)</b>	
Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructuring activities	The administrative positions were restructured. The position of principal was divided into two positions to allow for a greater focus on instruction.

**\*\*\*Warning\*\*\***

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## 2016-17 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire teachers that meet applicable State certification and licensure requirements to reduce class size.

**CDE Program Contact:**

Melissa Flemmer, Educator Excellence Office, [mflemmer@cde.ca.gov](mailto:mflemmer@cde.ca.gov), 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA Teacher Count
Monsenor Oscar Romero Charter Middle	0114959	0	0	0

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft  
Saved by: ExED Data Management  
Date: 6/7/2017 10:05 AM**2017-18 Protected Prayer Certification**

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789**Protected Prayer Certification Statement**

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/29/2017
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2017-18 Application for Funding

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/29/2017
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### District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address <small>Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a>). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	LEA has no EIA funds

### Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes
<b>Title III Part A English Learner</b> ESEA Sec. 3102 SACS 4203	Yes

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft  
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 Date: 6/7/2017 10:07 AM

### 2017-18 Title III, Part A English Learner Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 English learner (EL) student program subgrant funds only per the Title III, Part A, English Learner Students Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Estimated Entitlement Calculation

Note: If the estimated entitlement amount does not meet the minimum \$10,000 program eligibility criteria for direct funding status, further action may be required. To receive instructions regarding the consortium application process, please contact Patty Stevens by phone at 916-323-5838 or by e-mail at [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov).

Estimated English learner per student allocation	\$93.37
Estimated English learner student count	114
Estimated English learner entitlement amount	\$10,644

### Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$10,644
Parent, family, and community engagement	\$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$10,644

**\*\*\*Warning\*\*\***

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### 2017-18 Title III, Part A Immigrant Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 Immigrant Student Program Subgrant funds only per the Title III, Part A, Immigrant Student Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Patty Stevens, Language Policy and Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Estimated Entitlement Calculation

Note: Only LEAs that have 21 or more eligible immigrant students, and that have experienced a significant increase of two percent or greater growth in eligible immigrant student enrollment in the current year compared with the average of the two preceding fiscal years are eligible for Title III, Part A Immigrant Student Program Subgrant funds. Use your Immigration student count that was provided to the California Longitudinal Pupil Achievement Data System on census day of October 5, 2016.

Estimated Immigrant per student allocation	\$80.77
Estimated Immigrant student count	1
Estimated Immigrant entitlement amount	\$81

### Budget

Authorized activities	\$81
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$81

**\*\*\*Warning\*\*\***

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### 2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

**CDE Program Contact:**

Julie Brucklacher, Financial Accountability and Info Srv Office, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

### CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

### LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:

- Is a single school district
- Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

#### Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In
- k - Funded with EIA/SCE

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	93.47%
Grade Span 1 Low Income %	0.00%
Grade Span 2 Low Income %	0.00%

**\*\*\*Warning\*\*\***

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### 2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

Grade Span 3 Low Income % 0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible for Funding	Funding Required	Ranking	Fund Flag	Exception Reason
Monsenor Oscar Romero Charter Middle	0114959		337	315	93.47	Y	Y	1	N	

**\*\*\*Warning\*\*\***

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# Coversheet

## Credit Cards for Executive Administrators and Leads

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** F. Credit Cards for Executive Administrators and Leads  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Credit card II.pdf

June 19, 2017

Board approval is requested so that the following positions will be issued credit cards with the amounts listed.

<b>New Position</b>	<b>Name</b>	<b>Limit</b>
MORCS Executive Administrator	Kevin Myers	\$5,000
BCCHS Executive Administrator	Larry Simonsen	\$5,000
BCCS Operations Administrator	Diana Gamez	\$1,000
MORCS Operations Administrator	Karina Gamez	\$1,000
BCCHS Operations Administrator	Yolanda Fuentes	\$1,000
Director of Technology	Charles Harvey	\$1,000

# Coversheet

## Homeless Education Policy for MORCS, BCCS, and BCCHS

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** H. Homeless Education Policy for MORCS, BCCS, and BCCHS  
**Purpose:** Vote  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** BCCHS Homeless Education Policy Final 2017-2018.docx  
BCCS Homeless Education Policy Final2 2017-2018.docx  
MORCS Homeless Education Policy Final 2 2017-2018.docx

### BACKGROUND:

While the Elementary and Secondary Education Act (ESEA) of 1965 has been reauthorized as the Every Student Succeeds Act (ESSA) and signed into law by President Barack Obama on December 10, 2015, most of the provisions of the ESSA will not take effect until the 2017–18 school year. The Local Educational Agency (LEA) Plan process remains the same at this time. Title I, Part A, ESEA sections 722(g)(1)(I), 722(g)(1)(J)(i), 722(g)(1)(C), 722(g)(3)(E), and 722(g)(1)(J)(iii), defines the regulations of the Homeless Education Policy for schools participating in the federal Every Student Succeeds Act. Each year, the policies for each school must be approved by the Board of Directors.

### RECOMMENDATION:

It is recommended that the Board of Directors approve the 2017-2018 Homeless Education Policies for MORCS, BCCS, and BCCHS.



# YPI CHARTER SCHOOLS

## Bert Corona Charter High School

### Homeless Education Policy

Bert Corona Charter High School has designated Larry Simonsen as the liaison for homeless children and youths. He may be reached at [mrsimonsen@coronacharter.org](mailto:mrsimonsen@coronacharter.org) (818) 480-6810.

Bert Corona Charter High School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding. Bert Corona Charter High School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter High School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

#### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care. <sup>[1]</sup><sub>[SEP]</sub>
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings. <sup>[1]</sup><sub>[SEP]</sub>
- Children and youth who are living in a car, park, public space, abandoned

building, substandard housing, bus or train station, or similar setting. [L] [SEP]

- Migratory children and youth who are living in a situation described above. [L] [SEP] A child or youth will be considered to be homeless for as long as he or she is in a living situation [L] [SEP] described above. [L] [SEP] *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.
- *Enroll* and *enrollment* means attending school and participating fully in all school activities.
- *Immediate* means without delay.
- *Parent* means a person having legal or physical custody of a child or youth.
- *Local liaison* is the staff person designated by Bert Corona Charter High School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## Identification

Children and youth who qualify as homeless in Bert Corona Charter High School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter High School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## School Selection

Each child and youth enrolled at Bert Corona Charter High School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Bert Corona Charter High School and services under federal and other programs, will not be considered in determining feasibility.

## Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

1. Proof of residency [L] [SEP]
2. Transcripts/school records (Bert Corona Charter High School must contact the student's previous [L] [SEP] school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.) [L] [SEP]
3. Immunizations or immunization/health/medical/physical records (If



necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)  
[[L]]  
[[SEP]]

4. Proof of guardianship [[L]]  
[[SEP]]
5. Birth certificate [[L]]  
[[SEP]]
6. Unpaid school fees [[L]]  
[[SEP]]
7. Lack of clothing that conforms to dress code [[L]]  
[[SEP]]
8. Any factor related to the student’s living situation [[L]]  
[[SEP]] Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison. [[L]]  
[[SEP]] **Services** [[L]]  
[[SEP]] Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter High School including: [[L]]  
[[SEP]]
9. Transportation [[L]]  
[[SEP]]
10. Title I, Part A services - Children and youth identified as homeless are automatically eligible for [[L]]  
[[SEP]] Title I, Part A services [[L]]  
[[SEP]]
11. Educational services for which the student meets eligibility criteria, including special education [[L]]  
[[SEP]] and related services and programs for English language learners [[L]]  
[[SEP]]
12. Vocational and technical education programs [[L]]  
[[SEP]]
13. Gifted and talented programs [[L]]  
[[SEP]]
14. Before- and after-school programs [[L]]  
[[SEP]]
15. Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter High School must submit the student’s name to its food service program coordinator for immediate eligibility. [[L]]  
[[SEP]]

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth’s living situation will be excused. [[L]]  
[[SEP]]

**Disputes** [[L]]  
[[SEP]] If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter High School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending. [[L]]  
[[SEP]]

Bert Corona Charter High School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter High School and is receiving other services to which he

or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute.

The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter High School's decision as provided in Bert Corona Charter High School 's formal dispute resolution process. [L] [SEP]

**Training** [L] [SEP] The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter High School.

**Coordination** [L] [SEP] The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter High School in implementing this policy. [L] [SEP]



# YPI CHARTER SCHOOLS

## Bert Corona Charter School

### Homeless Education Policy

Bert Corona Charter School has designated Ruben Duenas as the liaison for homeless children and youths. He may be reached at [mrduenas@coronacharter.org](mailto:mrduenas@coronacharter.org) (818) 834-5805.

Bert Corona Charter School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding. Bert Corona Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

#### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care. <sup>[1]</sup><sub>[SEP]</sub>
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings. <sup>[1]</sup><sub>[SEP]</sub>
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting. <sup>[1]</sup><sub>[SEP]</sub>

- Migratory children and youth who are living in a situation described above. A child or youth will be considered to be homeless for as long as he or she is in a living situation described above. *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.
- *Enroll* and *enrollment* means attending school and participating fully in all school activities.
- *Immediate* means without delay.
- *Parent* means a person having legal or physical custody of a child or youth.
- *Local liaison* is the staff person designated by Bert Corona Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

### **Identification**

Children and youth who qualify as homeless in Bert Corona Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

### **School Selection**

Each child and youth enrolled at Bert Corona Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Bert Corona Charter School and services under federal and other programs, will not be considered in determining feasibility.

### **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

1. Proof of residency
2. Transcripts/school records (Bert Corona Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
3. Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)

- [L]  
[SEP]
4. Proof of guardianship [L]  
[SEP]
  5. Birth certificate [L]  
[SEP]
  6. Unpaid school fees [L]  
[SEP]
  7. Lack of clothing that conforms to dress code [L]  
[SEP]
  8. Any factor related to the student’s living situation [L]  
[SEP] Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison. [L]  
[SEP] **Services** [L]  
[SEP] Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter School including: [L]  
[SEP]
  9. Transportation [L]  
[SEP]
  10. Title I, Part A services - Children and youth identified as homeless are automatically eligible for [L]  
[SEP] Title I, Part A services [L]  
[SEP]
  11. Educational services for which the student meets eligibility criteria, including special education [L]  
[SEP] and related services and programs for English language learners [L]  
[SEP]
  12. Vocational and technical education programs [L]  
[SEP]
  13. Gifted and talented programs [L]  
[SEP]
  14. Before- and after-school programs [L]  
[SEP]
  15. Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter School must submit the student’s name to its food service program coordinator for immediate eligibility. [L]  
[SEP]

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth’s living situation will be excused. [L]  
[SEP]

**Disputes** [L]  
[SEP] If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending. [L]  
[SEP]

Bert Corona Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the

resolution of the dispute.

The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter School's decision as provided in Bert Corona Charter School's formal dispute resolution process. <sup>[[L]]</sup><sub>[[SEP]]</sub>

**Training** <sup>[[L]]</sup><sub>[[SEP]]</sub> The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter School.

**Coordination** <sup>[[L]]</sup><sub>[[SEP]]</sub> The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter School in implementing this policy. <sup>[[L]]</sup><sub>[[SEP]]</sub>



## YPI CHARTER SCHOOLS

### Monseñor Oscar Romero Charter School

#### Homeless Education Policy

Monseñor Oscar Romero Charter School has designated Kevin Myers as the liaison for homeless children and youths. He may be reached at [mrmymers@romerocharter.org](mailto:mrmymers@romerocharter.org) (213) 413-9600. Monseñor Oscar Romero Charter School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding. Monseñor Oscar Romero Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Monseñor Oscar Romero Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

#### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care. <sup>[1]</sup><sub>[SEP]</sub>
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings. <sup>[1]</sup><sub>[SEP]</sub>
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting. <sup>[1]</sup><sub>[SEP]</sub>

- Migratory children and youth who are living in a situation described above. A child or youth will be considered to be homeless for as long as he or she is in a living situation described above. *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.
- *Enroll* and *enrollment* means attending school and participating fully in all school activities.
- *Immediate* means without delay.
- *Parent* means a person having legal or physical custody of a child or youth.
- *Local liaison* is the staff person designated by Monseñor Oscar Romero Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

### **Identification**

Children and youth who qualify as homeless in Monseñor Oscar Romero Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Monseñor Oscar Romero Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

### **School Selection**

Each child and youth enrolled at Monseñor Oscar Romero Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Monseñor Oscar Romero Charter School and services under federal and other programs, will not be considered in determining feasibility.

### **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

1. Proof of residency
2. Transcripts/school records (Monseñor Oscar Romero Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
3. Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with



- obtaining immunizations and/or immunization and other medical records.)
4. Proof of guardianship
  5. Birth certificate
  6. Unpaid school fees
  7. Lack of clothing that conforms to dress code
  8. Any factor related to the student's living situation  
Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison. **Services** Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Monseñor Oscar Romero Charter School including:
  9. Transportation
  10. Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
  11. Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
  12. Vocational and technical education programs
  13. Gifted and talented programs
  14. Before- and after-school programs
  15. Free meals - On the day a child or youth identified as homeless enrolls in school, Monseñor Oscar Romero Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

**Disputes** If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Monseñor Oscar Romero Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Monseñor Oscar Romero Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Monseñor Oscar Romero Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The

parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute.

The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Monseñor Oscar Romero Charter School's decision as provided in Monseñor Oscar Romero Charter School 's formal dispute resolution process. [L] [SEP]

**Training** [L] [SEP] The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Monseñor Oscar Romero Charter School.

**Coordination** [L] [SEP] The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Monseñor Oscar Romero Charter School in implementing this policy. [L] [SEP]

## Coversheet

### Notice to Authorizing District, LAUSD, to Reserve the Right of YPICS Schools to Leave LAUSD SELPA

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** I. Notice to Authorizing District, LAUSD, to Reserve the Right of YPICS Schools to Leave LAUSD SELPA  
**Purpose:** Vote  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** Collective LAUSD Intent to Exit 2017 - Final with signatures.pdf

#### BACKGROUND:

In 2011, the Los Angeles Unified School District (LAUSD) reorganized its Special Education Local Plan Area (SELPA) to provide charter schools with a continuum of options for serving students with disabilities. The continuum spans from the least autonomous Option 1 to the most autonomous Charter Operated Program: Option 3 (COP3). Since the reorganization, 139 independent charter schools have embraced autonomy and responsibility in special education through COP3. This new autonomy has resulted in a steady increase in the percentage and range of students with disabilities. Although the relationship with the District and the results achieved by the charter schools in COP3 have been positive, the COP3 members recognize that special education arrangements with the LAUSD SELPA are subject to change. For this reason, charter schools must take steps necessary to preserve their autonomy and infrastructure by maintaining the ability to exit the SELPA should such action be in the best interest of the charter school and their students. The Fenton Charter Public Schools, along with the other COP3 member schools, will submit a letter as notification that all (or selected) schools in COP3 reserve the right to exit the LAUSD SELPA effective July 1, 2018.

#### RECOMMENDATION:

It is recommended that the Board of Directors approve the submission of the notice to the authorizing district, LAUSD, to reserve the right of YPICS to leave LAUSD SELPA.

June 1, 2017

Beth Kauffman  
Associate Superintendent  
Division on Special Education  
Los Angeles Unified School District  
333 South Beaudry Ave, 17th Floor  
Los Angeles, CA 90017  
Beth.kauffman@lausd.net

Dear Ms. Kauffman,

Over the past several years, the partnership between the Los Angeles Unified School District ("LAUSD") and charter schools in the area of special education has become an extraordinary model in innovation and collaboration. On behalf of the charter schools participating in the Charter Operated Program, Option 3 ("COP3"), I am writing to express our gratitude for this ongoing collaboration.

Since its implementation, COP3 has led to the development of a local charter school special education infrastructure which has enabled participating charter schools to provide an expanded range of innovative and high-quality special education services and to increase the number and range of students with disabilities that they serve. The percentage of students with disabilities served by the 139 participating charter schools has increased over 40% since its inception (11.5% of total enrollment in 2016-17), and the relative proportion of students with low incidence disabilities has increased by over 90% since its inception (2.3% of total enrollment in 2016-17). This data demonstrates the strength in the partnership as well as supports the fact that increased autonomy leads to an increase in both the numbers and the range of disabilities represented.

Nevertheless, we recognize that special education arrangements within the LAUSD SELPA are subject to change. For this reason, charter schools must take steps necessary to preserve their autonomy and infrastructure by maintaining the ability to exit the SELPA should such action be in the best interest of the charter schools and their students.

Please accept this letter as notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2018.

Please note that this notice is not binding upon the undersigned charter schools. If, in consideration of all options, the charter schools find that it is not in the best interest of their students to exit the SELPA, they will remain with the LAUSD SELPA for the 2018-19 fiscal year.

We look forward to ongoing engagement and collaboration.




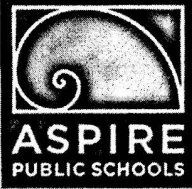

Brian Bauer  
Board President  
LAUSD Charter Operated Program, Option 3  
Executive Director, Granada Hills Charter High School

CC: Jose Cole-Gutierrez, Charter Schools Division, LAUSD  
Members of the LAUSD Board of Education  
Alexa Slater, California Department of Education  
Gina Plate, CA Charter Schools Association

**Charter Leader Signatures**

Date: June 15, 2017








**Signatures:**

 <p>DocuSigned by: <i>Johnathan Williams</i> B327E98068854E2...</p> <p>Johnathan Williams Co-Founder and CEO The Accelerated Schools</p>	 <p>Where <b>Exceptional</b> is the Rule DocuSigned by: <i>Dan Katzir</i> 445DD893BDC7495...</p> <p>Dan Katzir President &amp; CEO Alliance College-Ready Public Schools</p>	 <p>DocuSigned by: <i>Carolyn Hack</i> 1BF54867B8924FE...</p> <p>Carolyn Hack Chief Executive Officer Aspire Public Schools</p>
 <p>APEX ACADEMY ACADEMIC PERFORMANCE EXCELLENCE ACADEMY</p> <p>Cesar Lopez, Director APEX Academy</p> <p>DocuSigned by: <i>Cesar Lopez</i> B2F8A276797D490...</p>	 <p>Arts in Action COMMUNITY CHARTER SCHOOL</p> <p>Glenda Aleman Executive Director Arts in Action</p> <p>DocuSigned by: <i>Glenda Aleman</i> 323C4036133F446...</p>	<p>Bill Parks Executive Officer / Principal Birmingham Community Charter High School</p>  <p>DocuSigned by: <i>Bill Parks</i> 1B2748024DFD4FD...</p>
 <p>Camino Nuevo Charter Academy</p> <p>Ana Ponce Executive Director Camino Nuevo Charter Academy</p> <p>DocuSigned by: <i>Ana Ponce</i> FCBB5997C71C483...</p>	 <p>Quality Education for All CHIME INSTITUTE</p> <p>Erin Studer Executive Director CHIME Institute</p> <p>DocuSigned by: <i>Erin Studer</i> 2DE5CEDF45DC496...</p>	 <p>C.A.T.C.H. HIGH SCHOOL</p> <p>Patricia Smith Founder and Director Crenshaw Arts/Tech Charter High (C.A.T.C.H.)</p>
 <p>Discovery Charter Preparatory School</p> <p>Karen Smith, Ed. D. Principal Discovery Charter Preparatory School</p> <p>DocuSigned by: <i>Karen Smith</i> 04CBE124272A4B9...</p>	 <p>ednovate</p> <p>DocuSigned by: <i>Oliver Sicat</i> C8E99F8CCA546F...</p> <p>Oliver Sicat, CEO Ednovate/ USC Hybrid High</p>	 <p>El Camino Real Charter High School</p> <p>Executive Director El Camino Real Charter High School</p> <p>*see attached sig.</p>





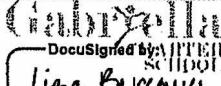








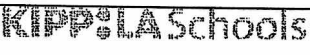

Charter Leader Signatures

Date: June 15, 2017





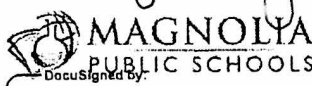










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 <p><b>Camino Nuevo Charter Academy</b></p> <p>Ana Ponce Executive Director Camino Nuevo Charter Academy</p> <p>DocuSigned by: <i>Ana Ponce</i> FCBB5997C71C483...</p>	 <p>DocuSigned by: <i>Erin Studer</i> 2DE8CEDF450C486...</p> <p>Erin Studer Executive Director CHIME Institute</p>	 <p>DocuSigned by: <i>Patricia Smith</i></p> <p>Patricia Smith Founder and Director Crenshaw Arts/Tech Charter High (C.A.T.C.H.)</p>
 <p>DocuSigned by: <i>Karen Smith</i> 04C8E124272A480...</p> <p>Karen Smith, Ed. D. Principal Discovery Charter Preparatory School</p>	 <p>DocuSigned by: <i>Oliver Sicat</i> CBE00F8CCAE648F...</p> <p>Oliver Sicat, CEO Ednovate/ USC Hybrid High</p>	 <p>DocuSigned by: <i>David Hussey</i></p> <p>David Hussey Executive Director El Camino Real Charter High School</p>

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 <p><b>Green Dot</b> Public Schools</p> <p>Cristina de Jesus President and CEO Green Dot Public Schools: California</p> <p>DocuSigned by: <i>Cristina de Jesus</i></p>	 <p><b>HTLA</b> High Tech Los Angeles</p> <p>Marsha Rybin Principal High Tech LA</p> <p>DocuSigned by: <i>Marsha Rybin</i> 869A530333BE45C...</p>	 <p><b>icef</b> ICEF Public Schools</p> <p>DocuSigned by: <i>Parker Hudnut</i> DB0CD480E84A449...</p> <p>Parker Hudnut CEO ICEF Public Schools</p>
 <p><b>IVY ACADEMIA</b></p> <p>Caroline Wesley Executive Director Ivy Academia</p>	 <p><b>IVY BOUND</b> ACADEMY</p> <p>Michelle Pacifici Executive Director Ivy Bound</p> <p>DocuSigned by: <i>Michelle Pacifici</i> ACD04C8948DC480...</p>	 <p><b>INGENIUM</b> Schools</p> <p>DocuSigned by: <i>David Langford</i> FAE67C106704493...</p> <p>David Langford Executive Director Ingenium</p>
 <p><b>JAMES JORDAN</b> MIDDLE SCHOOL CHARACTER. COLLEGE. COMMUNITY</p> <p>DocuSigned by: <i>Myranda Marsh</i> 076636D6224E4ED...</p> <p>Myranda S. Marsh, Ed.D. Executive Director/Founder James Jordan Middle School</p>	 <p><b>KIPP LA</b> Schools</p> <p>Marcia Aaron Executive Director KIPP LA Schools</p> <p>DocuSigned by: <i>Marcia Aaron</i> DD826C7635EB42A...</p>	 <p><b>LOS ANGELES</b> LEADERSHIP ACADEMY</p> <p>DocuSigned by: <i>Arina Goldring</i> D33ED88E0C77415...</p> <p>Arina Goldring Executive Director LA Leadership Academy</p>

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 <p>DocuSigned by: <i>Sylvia Fajardo</i> A1427FB29E52406...</p> <p>Sylvia Fajardo Director Pacoima Charter School</p>	 <p>DocuSigned by: <i>Pam Magee</i> 44498B3847A41A...</p> <p>Pam Magee, Ed. D. Executive Director/Principal Palisades Charter High School</p>	<p>Partnerships to Uplift Communities</p>  <p>DocuSigned by: <i>Nik Orlando</i> 967F75FF2273410...</p> <p>Nik Orlando Regional Superintendent PUC Schools</p>
 <p>DocuSigned by: <i>Meg Palisoc</i> 4789B6D6480641B...</p> <p>Meg Palisoc, Ed.D. Co-Founder and CEO Synergy Academies</p>	 <p>Anita Zepeda Executive Director Vaughn Next Century Learning Center</p> <p>DocuSigned by: <i>Anita Zepeda</i> D5235B241CE34B1...</p>	 <p>DocuSigned by: <i>Don Wilson</i> 2A849D63E6344DF...</p> <p>Don Wilson Executive Director Vista Charter Schools</p>
 <p>Gene Fisher Board President Watts Learning Center</p> <p><i>*see attached w/ sig</i></p>	 <p>WISH Charter Westside Innovative School House</p> <p>DocuSigned by: <i>Shawna Draxton</i> B5C3AE182795469...</p> <p>Shawna Draxton Executive Director WISH</p>	 <p>DocuSigned by: <i>Yvette King-Berg</i> F09112541B6D4BC...</p> <p>Yvette King-Berg Executive Director YPI Charter Schools</p>



 <p>Amy Held Executive Director Larchmont Charter School</p>	 <p>Yolanda Jiménez Los Angeles Academy of Arts and Enterprise</p>	 <p>Matt Albert Executive Director New Los Angeles Charter Schools</p>
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 <p>Sylvia Fajardo Director Pacoima Charter School</p>	 <p>Pam Magee, Ed. D. Executive Director/Principal Palisades Charter High School</p>	 <p>Nik Orlando Regional Superintendent PUC Schools</p>
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 <p>Gene Fisher Board President Watts Learning Center</p>	 <p>Shawna Draxton Executive Director WISH</p>	 <p>Yvette King-Berg Executive Director YPI Charter Schools</p>

June 20, 2017

2016-17 Charter Operated Program 3 Member Schools - Intent to Exit			
LC	School	LC	School
2013	ACCELERATED ELEMENTARY (CHARTER)	8885	HIGH TECH LA (CHARTER)
5202	ALLIANCE COL RDY #12(CHARTER)	2126	ICEF DANTZLER (LOU) PREPARATORY EL (CHARTER)
7685	ALLIANCE COL RDY #16(CHARTER)	2125	ICEF Innovation Los Angeles Charter (CHARTER)
7623	ALLIANCE COL RDY #20(CHARTER)	2016	ICEF VIEW PK PREP ACC EL
5200	ALLIANCE COL RDY #8(CHARTER)	8653	ICEF VIEW PK PREP ACC HS(CHARTER)
5160	ALLIANCE COL RDY MA4(CHARTER)	8460	ICEF VIEW PK PREP ACC MS(CHARTER)
7686	Alliance COLLEGE READY HS #18(CHARTER)	2127	ICEF VISTA EL ACAD(CHARTER)
8647	ALLIANCE COLLINS HS	8004	ICEF VISTA MIDDLE ACADEMY(CHARTER)
5161	ALLIANCE CRMA #5(CHARTER)	5203	INGENIUM CH MS(CHARTER)
8823	ALLIANCE DR. OLGA MOHAN HS (CHARTER)	2133	INGENIUM CHT EL(CHARTER)
8215	Alliance ENVIRONMNTL SCI&TECH(CHARTER)	4672	IVY ACADEMIA (CHARTER)
8626	Alliance GERTZ-RESSLER ACAD HS(COLLEGE READY H.S.)(CHARTER)	8121	IVY BOUND AC MST MS(CHARTER)
8213	ALLIANCE HEALTH SERVICES ACADEMY HS(CHARTER)	5196	IVY BOUND AC MST MS2(CHARTER)
8646	ALLIANCE JUDY BURTON TECH HS (HERITAGE COL RDY)	8195	JAMES JORDAN MIDDLE SCHOOL (CHARTER)
5201	ALLIANCE LEADERSHIP MIDDLE ACADEMY(CHARTER)	8458	KIPP ACADEMY OF OPPORTUNITY (CHARTER)
7694	ALLIANCE LUSKIN ACAD(CHARTER)	2159	KIPP COMIENZA COM PR(CHARTER)
7591	ALLIANCE MARINE 6-12	2264	KIPP EL #5(CHARTER)
8824	ALLIANCE NEUWIRTH HS	2158	KIPP EMPOWER ACADEMY
8115	Alliance SKIRBALL MS(CHARTER)	2081	KIPP IGNITE ACAD
7684	ALLIANCE SMIDT TECH(CHARTER)	2261	KIPP ILUMINAR ACAD(CHARTER)
8826	ALLIANCE STERN(MARC & EVA) MATH/SCIENCE (CHARTER)	8457	KIPP LA COLLEGE PREP (CHARTER)
7760	ALLIANCE TENNENBAUM(CHARTER)	5197	KIPP MS #6(CHARTER)
8825	ALLIANCE WILLIAM & CAROL OUCHI HS (CHARTER)	5188	KIPP PHILOSOPHERS AC
5181	ANIMO CHARTER MS #3(CHARTER)	2080	KIPP PROMESA PREP
5180	ANIMO CHARTER MS #4(CHARTER)	2043	KIPP RAICES ACADEMY(CHARTER)
7693	ANIMO COLLEGE PREP(CHARTER)	5187	KIPP SCHOLAR ACADEMY(CHARTER)
8818	ANIMO JACKIE ROBINSON SENIOR HIGH (JEF#2)(CHARTER)	5189	KIPP SOL ACADEMY(CHARTER)
8087	ANIMO LOCKE HS #1(CHARTER)	8756	LA LEADERSHIP ACA CS
8504	ANIMO PAT BROWN HIGH SCHOOL (CHARTER)	2252	LA LEADERSHP PRIM AC(CHARTER)
8505	ANIMO SOUTH LOS ANGELES SENIOR HIGH (CHARTER)	4783	LARCHMONT CS
8822	ANIMO WATTS #2 (CHARTER)	8461	MAGNOLIA SCI ACAD #2(CHARTER)
8690	APEX ACADEMY(CHARTER)	8464	MAGNOLIA SCI ACAD #3(CHARTER)
2258	ARTS IN ACTION CC(CHARTER)	8011	MAGNOLIA SCI ACAD #4(CHARTER)
5194	ASPIRE CENTENNIAL CP	8012	MAGNOLIA SCI ACAD #5(CHARTER)
2161	ASPIRE FIRESTN ACAD(CHARTER)	8013	MAGNOLIA SCI ACAD #6(CHARTER)

2162	ASPIRE GATEWAY ACAD(CHARTER)	8014	MAGNOLIA SCI ACAD #7(CHARTER)
2255	ASPIRE INSKEEP ACAD(CHARTER)	5166	MAGNOLIA SCI-BELL@SR(CHARTER)
7733	ASPIRE PACIFIC ACAD(CHARTER)	8454	MAGNOLIA SCIENCE ACADEMY (CHARTER)
2253	ASPIRE SLAUSON ACAD(CHARTER)	8214	MEDIA ARTS&ENTERTAIN(CHARTER)
2254	ASPIRE TATE ACAD EL	3550	MULTICULTURAL LEARNING CENTER (CHARTER)
8054	BERT CORONA CS	2023	NEW ACADEMY OF SCIENCE & ARTS (CHARTER)
8557	BIRMINGHAM SH(CHARTER)	8015	NEW LOS ANGELES CS
5987	CAMINO NUEVO ACAD #2(CHARTER)	5902	OUR COMMUNITY CS
2251	CAMINO NUEVO ACAD #4(CHARTER)	5973	PACOIMA ELEMENTARY (CHARTER)
2017	CAMINO NUEVO CA	8798	PALISADES CHS
2157	CAMINO NUEVO EL #3(CHARTER)	8154	PUC CALIF ACADEMY FOR LIBERAL STUDIES MS (CHARTER)
7624	CAMINO NUEVO HS #2(CHARTER)	2282	PUC COMM CEL
2257	CELERITY CARDINAL CS(CHARTER)	8453	PUC COMM CMS & CHS
2116	CELERITY DYAD CS	7687	PUC EARLY COLL ACAD(CHARTER)
2925	CELERITY NASCENT CS	5221	PUC INSPIRE CA
5985	CELERITY OCTAVIA CHT(CHARTER)	8212	PUC LAKEVIEW CA
5184	CELERITY PALMATI CHT(CHARTER)	7732	PUC LAKEVIEW CHS
2118	CELERITY TROIKA CS	5313	PUC MILAGRO CH EL
2020	CHIME SCHWARZENEGGER(CHARTER)	7779	PUC NUEVA ESPERANZA ACAD(CHARTER)
2279	CLEMENTE CS	7778	PUC SANTA ROSA CHT ACAD(CHARTER)
8654	CRENSHAW ARTS - TECHNOLOGY HIGH SCHOOL (CHARTER)	8426	PUC TRIUMPH ACADEMY (CHARTER)
8605	DISCOVERY CH PREP #2	8196	Romero
7595	EDNOVATE-USC ECP	6548	SANTA MONICA BLVD CO
8617	EL CAMINO REAL CH HS(CHARTER)	7029	SYNERGY CA
5163	ENDEAVOR COLL PREP(CHARTER)	8018	SYNERGY KINETIC ACAD(CHARTER)
2154	EQUITAS ACAD CHT SCH(CHARTER)	7692	SYNERGY QUANTUM ACAD(CHARTER)
5190	EQUITAS ACADEMY 2(CHARTER)	2015	THE ACCELERATED
2024	EXCEL ACADEMY (CHARTER)	7672	USC HYBRID HS
2256	EXTERA PUBLIC SCHOOL(CHARTER)	7452	VAUGHN NEXT CENTURY LEARNING CENTER (CHARTER)
2078	FENTON ACAD FOR SEL	5984	Vista MS
2079	FENTON ACAD STEM	8828	WALLIS ANNENBERG HIGH SCHOOL (CHARTER)
3747	FENTON AVENUE ELEMENTARY (CHARTER)	7620	WATTS LEARNING CENTER SCHOOL (CHARTER)
3746	FENTON PC(CHARTER)	7756	WESTSIDE INNOV SCH(CHARTER)
4034	GABRIELLA Charter School 1	7598	YPI CORONA CH
TBD	GABRIELLA Charter School 2		
8681	GRANADA HILLS HIGH SCHOOL (CHARTER)		

# Coversheet

## 17-18 YPICS Board Calendar

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** J. 17-18 YPICS Board Calendar  
**Purpose:** Vote  
**Submitted by:** Yvette King-Berg, Executive Director  
**Related Material:** 20172018 YPICS Board Calendar.docx

### BACKGROUND:

A schedule of meetings dates for regular board meetings is presented at the end of each school year to ensure board members are able to fully participate in all meetings. The 2016-2017 board meeting dates were used as a guide in developing the 2017-2018 schedule of meetings, and some board members are asked for input regarding these dates. We will revisit these dates once again later this year to confirm that all members can make the majority of these meetings in person.

### RECOMMENDATION:

Recommendation that the board review these dates for approval at the next meeting.



**YPI Charter Schools  
Board of Directors  
Board Meeting Dates 2017-2018**

<b>Date</b> All board meetings are held on Monday and begin at 6:00 p.m	<b>Location</b>
August 28, 2017 <i>Board Call &amp; Academic Achievement Committee Meeting</i>	<b>YPICS Central Office</b> 10660 White Oak Avenue Granada Hills, CA 91344
September 25, 2017	<b>Bert Corona Charter School</b> 9400 Remick Avenue Pacoima, CA 91331
October 23, 2017	<b>Monsenor Oscar Romero Charter School</b> 1157 S. Berendo Street Los Angeles, CA 90006
November 13, 2017 <i>Finance Committee Meeting</i>	<b>YPICS Central Office</b> 10660 White Oak Avenue Granada Hills, CA 91344
December 11, 2017	<b>Bert Corona Charter High School (YPIVPCHS)</b> 12513 Gain Street Pacoima, CA 91331
January 22, 2018 <i>Academic Achievement Committee</i>	<b>YPICS Central Office</b> 10660 White Oak Avenue Granada Hills, CA 91344
January 29, 2018	<b>YPICS Central Office</b> 10660 White Oak Avenue Granada Hills, CA 91344
February 26, 2018	<b>YPICS Central Office</b> 10660 White Oak Avenue Granada Hills, CA 91344
March 26, 2018 <i>Finance Committee</i>	<b>YPICS Central Office</b> 10660 White Oak Avenue Granada Hills, CA 91344
April 23, 2018	<b>Bert Corona Charter School</b> 9400 Remick Avenue Pacoima, CA 91331
May 21, 2018	<b>Monsenor Oscar Romero Charter School</b> 1157 S. Berendo Street Los Angeles, CA 90006
June 25, 2018 Academic Achievement Committee	<b>YPICS Central Office</b> 10660 White Oak Avenue Granada Hills, CA 91344
June 28, 2018 <b>Thursday</b>	<b>Bert Corona Charter High School (YPIVPCHS)</b> 12513 Gain Street Pacoima, CA 91331