

# Youth Policy Institute Charter Schools (YPICS)

## Board Meeting

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### Date and Time

Monday June 17, 2019 at 6:00 PM PDT

### Location

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

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Meeting Call In Number: (605) 313-5086, Access# 1004153.

Board Members calling in from 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 17037 Chatsworth Street, Granada Hills, California 91344.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A. Record Attendance and Guests</b>		Yesenia Zubia	1 m
<b>B. Call the Meeting to Order</b>		Mary Keipp	
<b>C. Flag Salute</b>			1 m
<b>D. Additions/Corrections to Agenda</b>		Mary Keipp	1 m
<b>E. Approval of May 28, 2019 Board Meeting Minutes</b>	Approve Minutes	Mary Keipp	1 m
<b>II. Communications</b>			<b>6:04 PM</b>
Academic Excellence			

	Purpose	Presenter	Time
<b>A. Presentations from the Public</b>	FYI	Mary Keipp	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 2670 W 11th 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 (818) 480-6810 or at [info@coronacharter.org](mailto:info@coronacharter.org), [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

**III. Items Scheduled For Information 6:09 PM**

<b>A. Facilites Update</b>	FYI	Ruben Duenas	5 m
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This update is for all of the YPICS' schools.

<b>B. Bert Corona Executive Administrator Report</b>	FYI	Ruben Duenas	5 m
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<b>C. Monsenor Oscar Romero Executive Administrator Report</b>	FYI	Rene Quon	5 m
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	Purpose	Presenter	Time
<b>D. Bert Corona Charter High School Executive Administrator Report</b>	FYI	Yolanda Fuentes	5 m
<b>E. Executive Director's Report</b>	FYI	Yvette King-Berg	5 m
<b>F. YPICS BOARD OF DIRECTORS'S MEETINGS FOR 2019-2020</b>	Discuss	Yvette King-Berg	5 m

**IV. Consent Agenda Items**

**6:39 PM**

Audit

<b>A. Background</b>	FYI
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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. Consent Items</b>	Vote	Yvette King-Berg	5 m
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1. Recommendation to approve 2019-2020 calendars
2. Recommendation to approve the ExED CAL PADS Contract 2019-2020
3. Recommendation to approve the ExED General Contract 2019-2020
4. Recommendation to approve YPICS Fiscal Policies and Procedures
5. Recommendation to approve 2019-2020 Homeless Education Policies for BCCS, MORCS and BCCHS
6. Recommendation to approve 2019-2020 Consolidated Application Certification of Assurances Statements & Application for Categorical Programs for BCCS, MORCS, BCCHS
7. Recommendation to approve E-Rate Consulting Renewal Proposal for FY 2019-2020 from Learning Tech.org

**V. Items Scheduled For Action**

**6:44 PM**

<b>A. Recommendation to approve the May 2019 YPICS Financials and Check Registers</b>	Vote	Irina Castillo	10 m
<b>B. Recommendation to approve 2019-2020 budgets for BCCS, MORCS, and BCCHS</b>	Vote	Irina Castillo	10 m

	Purpose	Presenter	Time
<b>C.</b> Recommendation to approve 2019-2020 technology upgrades and software licenses	Vote	Yvette King-Berg	5 m
<b>D.</b> Recommendation to approve Education Protection Act spending Plans and Resolutions for 2019-2020	Vote	Irina Castillo	5 m
<b>E.</b> Recommendation to approve LCAP and ESSA Federal addendums for BCCS, MORCS, and BCCHS	Vote	Yvette King-Berg	5 m

Recommendation to approve 2019-2020 Local Control and Accountability Plans (LCAPs) and Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendums for BCCS, MORCS, and BCCHS

<b>F.</b> Recommendation to approve Performance Indicator Review Improvement Plans for BCCS, MORCS, and BCCHS	Vote	Yvette King-Berg	5 m
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Recommendation to approve Performance Indicator Review (PIR) Improvement Plans for BCCS, MORCS, and BCCHS

<b>G.</b> Recommendation to approve 2019-2020 Salary Schedules	Vote	Yvette King-Berg	5 m
<b>H.</b> Recommendation to receive revised costs for illuminate Education, Inc Software Licenses for 2019-202	Vote	Yvette King-Berg	5 m

**VI. Announcements 7:34 PM**

<b>A.</b> Closing Announcements	FYI	Yvette King-Berg	2 m
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**VII. Closing Items 7:36 PM**

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

## Approval of May 28, 2019 Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** E. Approval of May 28, 2019 Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on May 28, 2019

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Board Meeting

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#### Date and Time

Tuesday May 28, 2019 at 6:00 PM

#### Location

Monsenor Oscar Romero Charter School - 2670 W. 11th Street, Los Angeles CA 90006

Meeting Call In Number: (605) 313-5086, Access# 1004153.

Board Members calling in from 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 17037 Chatsworth Street, Granada Hills, California 91344.

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#### Trustees Present

C. Lopez, J. Lucente, M. Green (remote), M. Keipp, S. Mendoza

#### Trustees Absent

A. Reza, C. Vaquerano

#### Trustees who arrived after the meeting opened

S. Mendoza

#### Guests Present

F. Zepeda, I. Castillo, Jennifer Archer, Jesse Noonan, K. Gamez, R. Duenas, R. Quon, Shawn Bolton, Vitoria Meira, Y. Fuentes, Y. King-Berg, Y. Zubia

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### I. Opening Items

#### A. Record Attendance and Guests

#### B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Tuesday May 28, 2019 at 6:11 PM.

#### C. Flag Salute

#### D. Additions/Corrections to Agenda

The Board voted unanimously to move Section V, item I to closed session. Joe Lucente motioned and Cesar Lopez seconded.

#### E.

### **Approval of April 22, 2019 Board Meeting Minutes**

J. Lucente made a motion to approve minutes from the Board Meeting on 04-22-19 Board Meeting on 04-22-19.

C. Lopez seconded the motion.

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

#### **Roll Call**

J. Lucente	Aye
M. Green	Aye
C. Lopez	Aye
C. Vaquerano	Absent
M. Keipp	Aye
S. Mendoza	Absent
A. Reza	Absent

## **II. Communications**

### **A. Presentations from the Public**

There were no presentations from the public.

## **III. Items Scheduled For Information**

### **A. School Climate Grant Update**

Jesse Noonan, YPI grant manager and Shawn Bolton, School Climate manager gave the Board an update on the grant.

The grant is coming to a close , but a new three year grant, housed by New Village Girls Academy, will provide Monsenor, Bert Corona Middle, and Bert Corona high school with a social worker on site once a week.

### **B. YPICS Fiscal Policies and Procedures Manual**

As the high school prepares for submitting their petition in July, the fiscal policy needs to be reviewed and approved no more than 60 days prior to submission. The fiscal policy will be brought back as an action item at the next meeting.

### **C. Update from AD HOC Health Benefits Committee**

The update will be given in Section V, item D.

### **D. LCAP Update**

The LCAPs will be brought to the Board in June.

### **E. Committee/ Council Reports**

There were no reports this month.

### **F. Facilities Update**

MORCS - the LAUSD gym project has started and beams are up.

BCCS - SB 740 reimbursements will decrease making the budget tighter. The school's priority will be keeping the inside of classrooms dry.

BCCHS - Currently, YPICS is working with a local developer on finding properties to house the high school. The Boys and Girls club of Pacoima is still a prospective location.

#### **G. Bert Corona Executive Administrator Report**

This month the 8th graders went on their Knights by the Sea field trip, a Bert tradition. As the year comes to an end, the focus is on the 5th grade promotion ceremony, 8th awards night and culmination.

#### **H. Monsenor Oscar Romero Executive Administrator Report**

There are a lot of end of the year events happening from awards to parent celebrations to culmination. Twenty 8th graders received non-culminating notices due to grades, behavior and/or attendance. These students will have a change to appeal the decision in the next weeks before culmination.

#### **I. Bert Corona Charter High School Executive Administrator Report**

The high school remains at having five suspensions for the school year and parent involvement increasing. Parent meetings have been a success with 30 parents in attendance. LAPD has helped put on some of these informational meetings which parents want more of. Lastly, 90% of the 12th graders will be graduating in June.

#### **J. Executive Director's Report**

Ms. King-Berg's report was made available to the Board via Board On Track and highlighted current legislation locally and nationally.

### **IV. Consent Agenda Items**

#### **A. Background**

#### **B. Consent Items**

J. Lucente made a motion to approve the consent agenda items.

C. Lopez seconded the motion.

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

#### **Roll Call**

C. Vaquerano	Absent
A. Reza	Absent
M. Green	Aye
J. Lucente	Aye
M. Keipp	Aye
C. Lopez	Aye
S. Mendoza	Absent

### **V. Items Scheduled For Action**

#### **A. APRIL 2019 YPICS Financials**

C. Lopez made a motion to approve the YPICS' April 2019 financials and check registers as submitted.

J. Lucente seconded the motion.

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



**Roll Call**

J. Lucente Aye  
S. Mendoza Absent  
M. Keipp Aye  
M. Green Aye  
C. Vaquerano Absent  
A. Reza Absent  
C. Lopez Aye

**B. FY 18/19 Spring ConApp**

J. Lucente made a motion to approve the Application of Funding for Title I, II, III and IV funding for FY19-20.

C. Lopez seconded the motion.

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

**Roll Call**

M. Keipp Aye  
C. Vaquerano Absent  
A. Reza Absent  
M. Green Aye  
S. Mendoza Absent  
C. Lopez Aye  
J. Lucente Aye

**C. FY 19/20 Preliminary Budget**

The preliminary budget will be brought back at the next board meeting. The finance committee will be meeting next week to work on the budget.

**D. Recommendation to approve 2019-2020 Kaiser Permenante and Medical Plans for Benefitted Employees**

C. Lopez made a motion to approve the FY19-20 health benefit plans including a move to only Kaiser as the medical carrier.

J. Lucente seconded the motion.

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

**Roll Call**

S. Mendoza Absent  
J. Lucente Aye  
M. Keipp Aye  
A. Reza Absent  
C. Vaquerano Absent  
M. Green Aye  
C. Lopez Aye

**E. Recommendation to approve extension of contract with Better 4 You Meals**

J. Lucente made a motion to extend the Better 4 You Meals contract for the 2019-2020 school year.

C. Lopez seconded the motion.

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

**Roll Call**

M. Green Aye  
S. Mendoza Absent  
C. Lopez Aye  
C. Vaquerano Absent

**Roll Call**

J. Lucente Aye  
M. Keipp Aye  
A. Reza Absent

**F. Recommendation to approve continued membership in the California Charter Schools Association**

J. Lucente made a motion to approve the continued CCSA membership for the 2019-2020 school year.

C. Lopez seconded the motion.

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

**Roll Call**

S. Mendoza Absent  
J. Lucente Aye  
M. Keipp Aye  
C. Vaquerano Absent  
A. Reza Absent  
M. Green Aye  
C. Lopez Aye

**G. Recommendation to approve AD HOC Committee to nominate YPICS Board Members for the 2019-2020**

S. Mendoza arrived.

J. Lucente made a motion to approve the AD Hoc Board Member Committee with the following members: Mary Keipp, Sandra Mendoza, Cesar Lopez, and Yvette King-Berg.

S. Mendoza seconded the motion.

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

**Roll Call**

C. Vaquerano Absent  
C. Lopez Aye  
M. Keipp Aye  
S. Mendoza Aye  
M. Green Aye  
J. Lucente Aye  
A. Reza Absent

**H. Recommendation to receive and file LAUSD Annual Performance-Based Oversight Visit Available Reports**

S. Mendoza made a motion to receive and file the LAUSD oversight reports available.

C. Lopez seconded the motion.

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

**Roll Call**

M. Green Aye  
C. Vaquerano Absent  
M. Keipp Aye  
C. Lopez Aye  
A. Reza Absent  
S. Mendoza Aye  
J. Lucente Aye

**I. Review Executive Director Salary Study**

This item was moved to a Closed Session item.

**J.**

**Recommendation to approve GEAR UP MOU with YPI**

J. Lucente made a motion to approve the GEAR Up Memorandum of Understanding.  
S. Mendoza seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

A. Reza	Absent
C. Lopez	Aye
M. Green	Aye
C. Vaquerano	Absent
M. Keipp	Aye
S. Mendoza	Aye
J. Lucente	Aye

**VI. Closed Session**

**A. Matters to be discussed are those permitted by Government Code Section 54957 and 54956.9**

The Board moved into Closed Session at 7:40 PM.

**B. Government code 54957**

**C. Government code 54956.9**

**VII. Open Session**

**A. Items Scheduled for Action**

The reconvened Open Session at 8:25 PM.  
No action was taken in Closed Session.

**VIII. 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 8:25 PM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Bert Corona Executive Administrator Report

**Section:** III. Items Scheduled For Information  
**Item:** B. Bert Corona Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BCCS Dashboard 2019-20.pdf



## 2019-2020 BCCS Dashboard (Draft- Not Completed)

v.6.14.19

### Section 1: Global/Summative School Success Data (Updated Annually):

[BCCS Dashboard](#)

[LAUSD Dashboard](#)

[California State Summary](#)

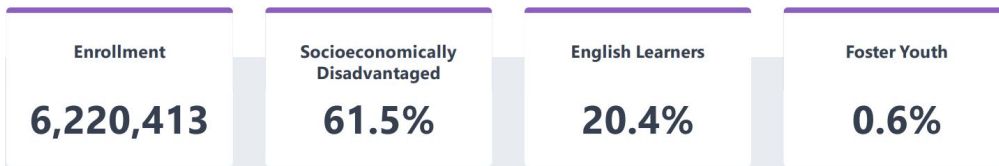
#### BCCS Population



#### LAUSD Population



#### State Population



### BCCS Performance

#### Chronic Absenteeism

All Students State



Orange

6.7% chronically absent

Increased 1.5% Ⓢ

#### EQUITY REPORT

Number of Student Groups in Each Color

0	4	0
Red	Orange	Yellow
0	0	
Green	Blue	

#### Suspension Rate

All Students State



Green

6.7% suspended at least once

Declined 1.7% Ⓢ

#### EQUITY REPORT

Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow
3	0	
Green	Blue	

#### English Language Arts

All Students State



Orange

62.5 points below standard

Declined 9.8 Points Ⓢ

#### Mathematics

All Students State



Red

100.6 points below standard

Declined 11.4 Points Ⓢ

#### English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed  
26.5%

Level 3 - Moderately Developed  
36.1%

Level 2 - Somewhat Developed  
26.5%

Level 1 - Beginning Stage  
10.8%

EQUITY REPORT  
Number of Student Groups in Each Color

2	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

EQUITY REPORT  
Number of Student Groups in Each Color

4	0	0
Red	Orange	Yellow
0	0	
Green	Blue	

### LAUSD Performance

#### Chronic Absenteeism



Orange

#### Suspension Rate



Blue

#### English Language Arts



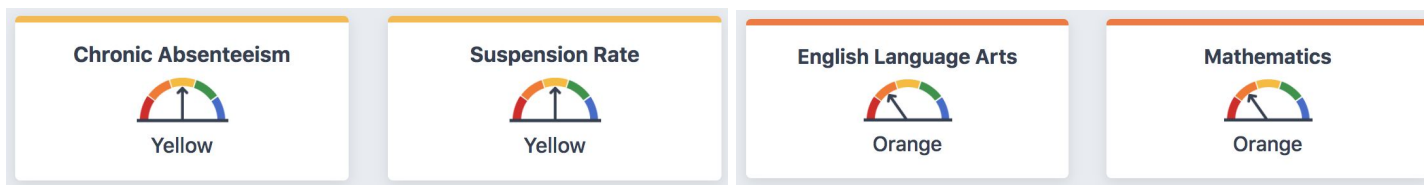
Yellow

#### Mathematics



Yellow

### State Performance Overview



18-19 CAASPP Results:

Schoolwide 2018-2019				
17-18	ELA/Literacy Achievement Level			
2.46%	2%	8	376	Standard Exceeded
25.68%	14%	54	376	Standard Met
30.60%	31%	118	376	Standard Nearly Met
41.26%	52%	196	376	Standard Not Met
Schoolwide 2018-2019				
17-18	Mathematics Achievement Level			
3.01%	2%	8	376	Standard Exceeded
14.48%	9%	35	376	Standard Met
29.51%	23%	88	376	Standard Nearly Met
53.01%	65%	245	376	Standard Not Met

Oversight Visit Results (2018-2019):

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	2	3	3
(same as previous year)	(same as previous year)	(same as previous year)	(same as previous year)

**2017-18 BCCS Reclassification Rate**

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
<a href="#">Bert Corona Charter</a>	19647330106872	367	85 ( 23.2 %)	183 ( 49.9 %)	12 ( 11.9 %)
<a href="#">District Total:</a>		621,414	143,196 ( 23.0 %)	218,752 ( 35.2 %)	31,718 ( 20.1 %)
<a href="#">County Total:</a>		1,492,652	305,310 ( 20.5 %)	424,365 ( 28.4 %)	55,811 ( 16.9 %)
<a href="#">State Total:</a>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

**2016-17**

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
<a href="#">Bert Corona Charter</a>	19647330106872	381	87 ( 22.8 %)	199 ( 52.2 %)	23 ( 27.1 %)
<a href="#">District Total:</a>		0	123,579 ( 20.3 %)	222,355 ( 36.6 %)	32,647 ( 22.8 %)
<a href="#">County Total:</a>		1,464,002	272,914 ( 18.6 %)	426,824 ( 29.2 %)	53,901 ( 17.7 %)
<a href="#">State Total:</a>		6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	175,746 (13.8%)

**SECTION 2: SCHOOLWIDE GOALS FOR 2019-20 SCHOOL YEAR (updated annually):**

**Key Areas of Need 2018-19:**

1. Low student CAASPP proficiency in Math and English Language Arts
2. Low reclassification rate
3. High chronic absenteeism
4. Reduce Major vODR

**Priority Goals / Initiatives for 2019-20 School Year (Big Rocks):**

GOAL	Area of Need Addressed	Led by	Details	Link to Action Plan / Resources
1. Math Intervention	1	EA, Math Teachers	Taught during school day during Enrichment period by math teachers, focusing on small classes (15) of students at "Standard Nearly Met" level of CAASPP	Math Intervention: Action Plan & Resources (MORCS 19-20)
2. Enhanced Instructional Training & Support for all teachers	1	LIT Team	Support and Feedback provided for: <ul style="list-style-type: none"> <li>● CCSS-aligned Long Range Plans in all content areas</li> <li>● Weekly lesson plans</li> </ul> Observations/Coaching provided for all teachers on weekly/bi-weekly basis Updated PD Calendar w/Instructional Focus & Weekly Collaboration Time (GL/PLC/Content/Committee)	Enhanced Instructional Support: Action Plan & Resources (MORCS 19-20)
3. Enhanced	2	Cultur	Effectively designed, communicated, and executed	Enhanced Behavioral



Behavioral Expectations/ Systems		Team	behavioral systems at the school-wide, grade-level, and classroom level	Systems: Action Plan & Resources (MORCS 19-20)
4. Restorative Practices	3	EA, RJ Coordinator, SCC	Community Circles, Conflict Circles, and Reintegration circles Conducted for Students/Staff	Restorative Practices: Action Plan & Resources (MORCS 19-20)
5. SEL Learning (in advisory)	2, 3	EA, Advisory Lead	SEL Learning (ie. Edge): student lessons on bullying, healthy relationships, being drug-free, healthy use of social media, bullying, dealing with trauma, etc (Assemblies / guest speakers?)	SEL Learning: Action Plan & Resources (MORCS 19-20)

**Additional Goals/Initiatives for 2019-20:**

- Updated Bell Schedule
- New Math Curriculum Adoption
- New Assessment/Diagnostic Program (iReady)
- Updated Support for: ELD, Electives, Advisory, SFA
- Committee Restructuring (LIT Team, Culture Team, Parent Committee, Attendance Committee, and Student/Staff Recognition Committee)
- End-of-Year GL Trips

**SECTION 3: GOAL-BASED SCHOOL SITE DATA (updated quarterly):**

**BCCS Goal 1 - Math Intervention**

Instructions: What formative data will demonstrate progress for this goal? (Create chart-with data points at beginning of year (baseline), end of year (summative), and by quarter)

- Goal 1 - Indicator 1

Baseline (Summer 2019)	Q1	Q2	Q3	Q4 (End of Year)

**BCCS Goal 2 - Enhanced Instructional Support**

**BCCS Goal 3 - Enhanced Behavioral Systems**

**BCCS Goal 4 - Restorative Practices**

**BCCS Goal 5 - SEL Learning**

**SECTION 4: COMMITTEE GOALS:**

<b>Team</b>	<b>Goal(s) 2019-20</b>	<b>Details</b>	<b>Link to Action Plan / Resources</b>
LIT Team			
Culture Team			
Student/Staff Recognition			
College Ready (Parent)			
Attendance			
Grade Level Lead Team			
MORCS Leadership Team			

# Coversheet

## Monsenor Oscar Romero Executive Administrator Report

**Section:** III. Items Scheduled For Information  
**Item:** C. Monsenor Oscar Romero Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** MORCS Dashboard 2019-20.pdf



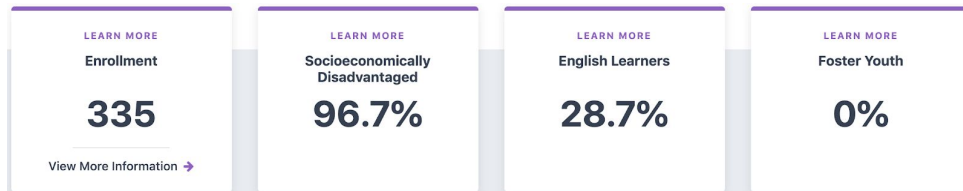
## MORCS Dashboard 2019-2020

v.6.10.19

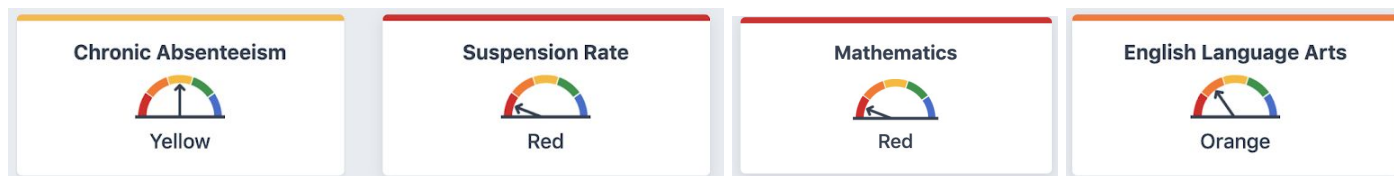
### SECTION 1: GLOBAL/SUMMATIVE SCHOOL SUCCESS DATA (updated annually):

[CA School Dashboard 2018:](#)

School Population:



School Performance:



[CAASPP Results:](#)

Grade Level	Math		ELA	
	% Scored (as of 6.10.19)	% Met or Exceeded	% Scored (as of 6.10.19)	% Met or Exceeded
6th Grade	100%	18%	100%	23%
7th Grade	100%	11%	99%	21%
8th Grade	97%	2%	97%	20%
Overall	99%	10%	98%	21%

[Oversight Visit Results \(2018-2019\):](#)

Summary of Rating			
4 = Accomplished 3 = Proficient 2 = Developing 1 = Unsatisfactory			
Governance	Student Achievement	Organizational Management, Programs, and Operations	Fiscal Operations
3 (same as 2017-18)	2 (down from 2017-18)	2 (same as 2017-18)	3 (same as 2017-18)

**SECTION 2: SCHOOLWIDE GOALS FOR 2019-20 SCHOOL YEAR (updated annually):**

**Key Areas of Need 2018-19:**

1. Low Student CAASPP Proficiency (especially in Math)
2. Large number of referrals / misbehavior / classroom distractions
3. High Suspension Rate (large number of fights)

**Priority Goals / Initiatives for 2019-20 School Year (Big Rocks):**

<b>GOAL</b>	<b>Area of Need Addressed</b>	<b>Led by</b>	<b>Details</b>	<b>Link to Action Plan / Resources</b>
1. Math Intervention	1	EA, Math Teachers	Taught during school day during Enrichment period by math teachers, focusing on small classes (15) of students at "Standard Nearly Met" level of CAASPP	Math Intervention: Action Plan & Resources (MORCS 19-20)
2. Enhanced Instructional Training & Support for all teachers	1	LIT Team	Support and Feedback provided for: <ul style="list-style-type: none"> <li>● CCSS-aligned Long Range Plans in all content areas</li> <li>● Weekly lesson plans</li> </ul> Observations/Coaching provided for all teachers on weekly/bi-weekly basis Updated PD Calendar w/Instructional Focus & Weekly Collaboration Time (GL/PLC/Content/Committee)	Enhanced Instructional Support: Action Plan & Resources (MORCS 19-20)
3. Enhanced Behavioral Expectations / Systems	2	Culture Team	Effectively designed, communicated, and executed behavioral systems at the school-wide, grade-level, and classroom level	Enhanced Behavioral Systems: Action Plan & Resources (MORCS 19-20)
4. Restorative Practices	3	EA, RJ Coordinator, SCC	Community Circles, Conflict Circles, and Reintegration circles Conducted for Students/Staff	Restorative Practices: Action Plan & Resources (MORCS 19-20)
5. SEL Learning (in advisory)	2, 3	EA, Advisory Lead	SEL Learning (ie. Edge): student lessons on bullying, healthy relationships, being drug-free, healthy use of social media, bullying, dealing with trauma, etc (Assemblies / guest speakers?)	SEL Learning: Action Plan & Resources (MORCS 19-20)

**Additional Goals/Initiatives for 2019-20:**

- Updated Bell Schedule
- New Math Curriculum Adoption
- New Assessment/Diagnostic Program (iReady)
- Updated Support for: ELD, Electives, Advisory, SFA
- Committee Restructuring (LIT Team, Culture Team, Parent Committee, Attendance Committee, and Student/Staff Recognition Committee)
- End-of-Year GL Trips

**SECTION 3: GOAL-BASED SCHOOL SITE DATA (updated quarterly):**

**MORCS Goal 1 - Math Intervention**

Instructions: What formative data will demonstrate progress for this goal? (Create chart-with data points at beginning of year (baseline), end of year (summative), and by quarter)

- **Goal 1 - Indicator 1: IReady Math Scores**

Baseline (Summer 2019)	Q1	Q2	Q3	Q4 (End of Year)

- **Goal 1 - Indicator 2: Math Grades**

Baseline (Summer 2019)	Q1	Q2	Q3	Q4 (End of Year)

**MORCS Goal 2 - Enhanced Instructional Support**

- **Goal 2 - Indicator 1: Frequency of providing lesson plan feedback**

Baseline (Summer 2019)	Q1	Q2	Q3	Q4 (End of Year)

- **Goal 2 - Indicator 2: Frequency of providing observations and feedback**

Baseline (Summer 2019)	Q1	Q2	Q3	Q4 (End of Year)

**MORCS Goal 3 - Enhanced Behavioral Systems**

- **Goal 3 - Indicator 1: Suspensions**

Baseline	Q1	Q2	Q3	Q4

(Summer 2019)				(End of Year)

- **Goal 3 - Indicator 2: SWIS Data (ODRs)**

<b>Baseline</b> (Summer 2019)	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b> (End of Year)

**MORCS Goal 4 - Restorative Practices**

- **Goal 4 - Indicator 1: Number of Circles**

<b>Baseline</b> (Summer 2019)	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b> (End of Year)

- **Goal 4 - Indicator 2: Number of Suspensions**

<b>Baseline</b> (Summer 2019)	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b> (End of Year)

**MORCS Goal 5 - SEL Learning / Support**

- **Goal 5 - Indicator 1: Frequency of Counseling Services (ie. YPI etc)**

<b>Baseline</b> (Summer 2019)	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b> (End of Year)

- **Goal 5 - Indicator 2: Student Survey Feedback regarding various areas of SEL learning**

<b>Baseline</b> (Summer 2019)	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b> (End of Year)





**SECTION 4: COMMITTEE GOALS:**

<b>Team</b>	<b>Goal(s) 2019-20</b>	<b>Details</b>	<b>Link to Action Plan / Resources</b>
LIT Team	Enhanced Instructional Support	School Goal, listed above	
Culture Team	Enhanced Behavioral Systems	School Goal, listed above	
Student/Staff Recognition			
College Ready (Parent)			
Attendance			
Grade Level Lead Team			
MORCS Leadership Team			

# Coversheet

## Bert Corona Charter High School Executive Administrator Report

**Section:** III. Items Scheduled For Information  
**Item:** D. Bert Corona Charter High School Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board BCCHS Dashboard 2019-20.pdf

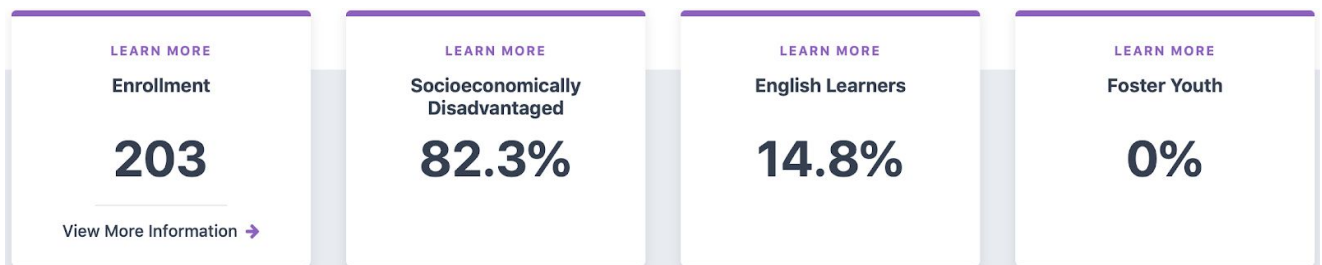


# BERTCORONA CHARTER HIGH SCHOOL

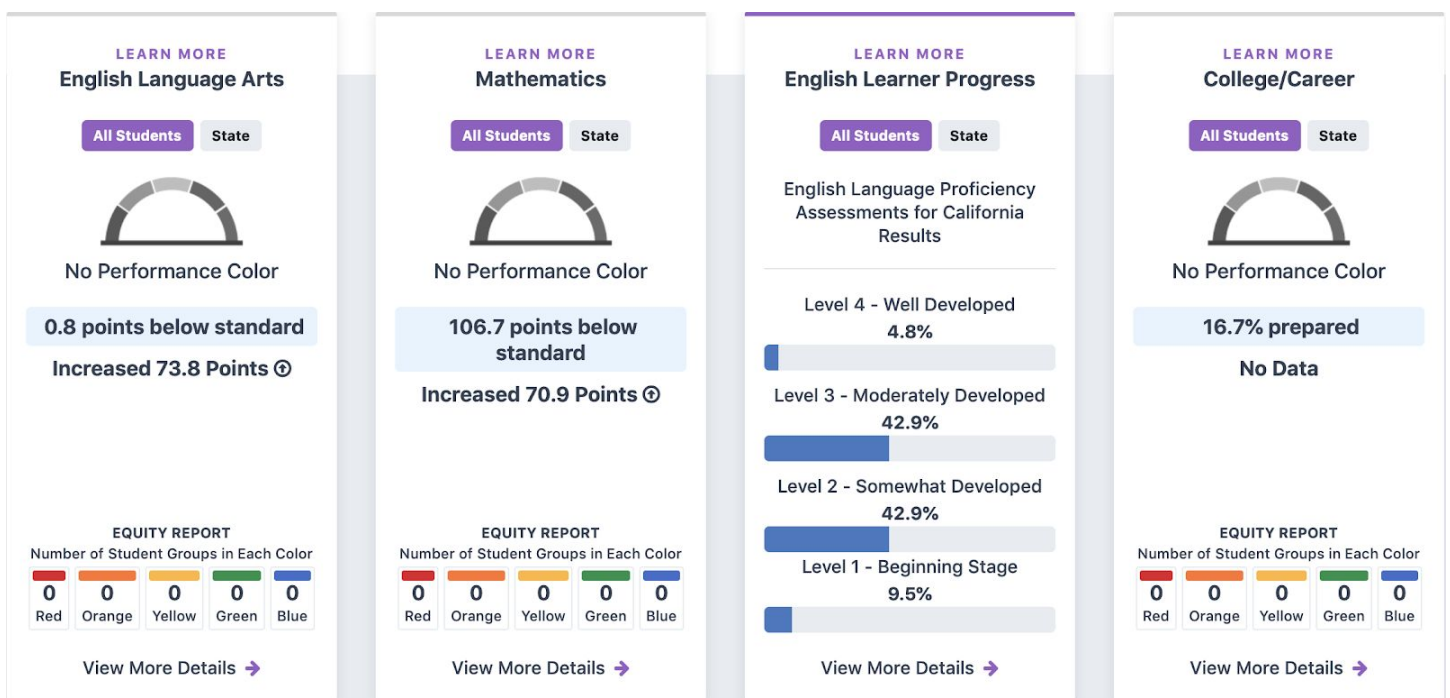
## BCCHS Dashboard 2019-2020

### SECTION 1: GLOBAL/SUMMATIVE SCHOOL SUCCESS DATA (updated annually):

[CA School Dashboard 2018:](#)



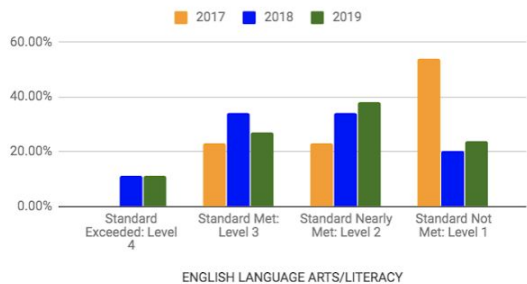
### School Performance:



## BCCHS SBAC ASSESSMENTS

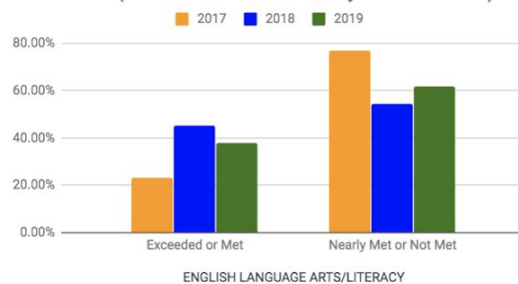
ENGLISH LANGUAGE ARTS/LITERACY	2017	2018	2019
<b>Standard Exceeded: Level 4</b>	0.00%	11.36%	11.00%
<b>Standard Met: Level 3</b>	23.08%	34.09%	27.00%
<b>Standard Nearly Met: Level 2</b>	23.08%	34.09%	38.00%
<b>Standard Not Met: Level 1</b>	53.85%	20.45%	24.00%

2017, 2018 and 2019



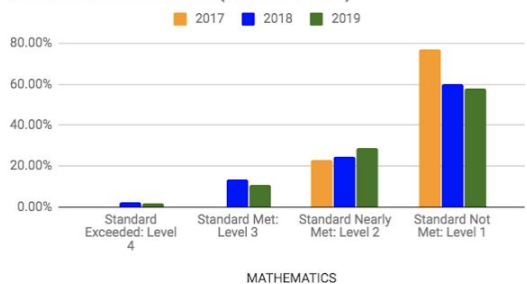
ENGLISH LANGUAGE ARTS/LITERACY	2017	2018	2019
<b>Exceeded or Met</b>	23.08%	45.45%	38.00%
<b>Nearly Met or Not Met</b>	76.93%	54.54%	62.00%

SBAC ELA (Exceeded/Met vs Nearly Met/Not Met)



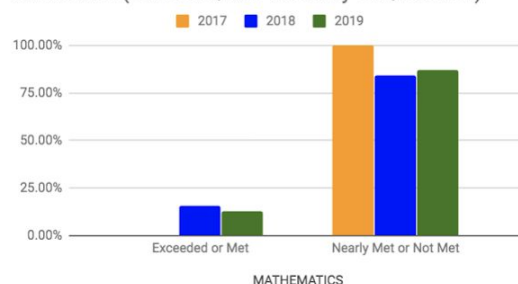
MATHEMATICS	2017	2018	2019
<b>Standard Exceeded: Level 4</b>	0.00%	2.22%	2.00%
<b>Standard Met: Level 3</b>	0.00%	13.33%	11.00%
<b>Standard Nearly Met: Level 2</b>	23.08%	24.44%	29.00%
<b>Standard Not Met: Level 1</b>	76.92%	60.00%	58.00%

BCCHS Mathematics (Levels 1 to 4)

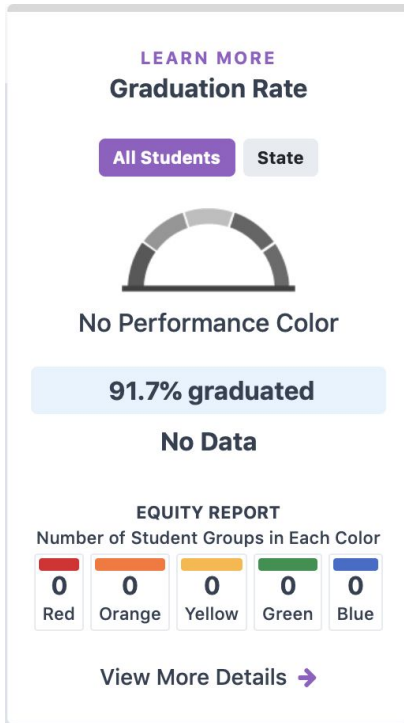


MATHEMATICS	2017	2018	2019
<b>Exceeded or Met</b>	0.00%	15.55%	13.00%
<b>Nearly Met or Not Met</b>	100.00%	84.44%	87.00%

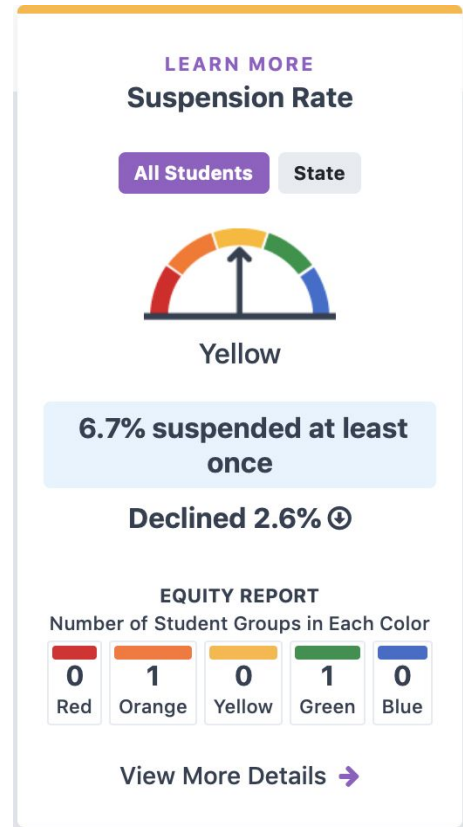
SBAC Math (Exceeded/Met vs Nearly Met/Not Met)



**Academic Engagement:**



**Conditions & Climate:**



[Oversight Visit Results \(2017-2018\):](#)

Summary of Rating 4 = Accomplished 3 = Proficient 2 = Developing 1 = Unsatisfactory			
Governance	Student Achievement	Organizational Management, Programs, and Operations	Fiscal Operations
3	2	2	3

We are still waiting for the 2018-2019 LAUSD Oversight Report.

**SECTION 2: SCHOOLWIDE GOALS FOR 2019-20 SCHOOL YEAR (updated annually):**

**Key Areas of Need 2018-19:**

1. Students will read at least 6 complete works of literature each school year.
2. All students should be able to write a 5 page paper each semester.
3. Create an intentional form of math intervention that shows appropriate growth for each student.

4. Each student will have one Project Based Learning presentation per semester.

**Priority Goals / Initiatives for 2019-20 School Year (Big Rocks):**

Additional Goals/Initiatives for 2019-20:

# Coversheet

## Executive Director's Report

**Section:** III. Items Scheduled For Information  
**Item:** E. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPICS ED Report June 2019 17 Final.pdf





## **YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT**

**June 17, 2019**

*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:

**May 30, 2019**

**SACRAMENTO, CA** – In an updated response, CCSA President and CEO Myrna Castrejón issued the following statement after both Assembly Bill (AB) 1506 and Senate Bill (SB) 756 were defeated and moved to the inactive file:

"Charter public school families' voices were heard loud and clear by Sacramento politicians: We cannot and will not accept legislation that limits access to great public schools. Today, the collective power of charter school leaders, teachers, families and students defeated this extreme legislation and with their voices, we'll continue to do all we can to defend great public schools throughout California."

Charter public school families were outraged by a package of legislation that threatened to rip opportunities and public schools from families throughout California. [Authored by Assemblymember Kevin McCarty \(D-Sacramento\), AB 1506](#) would have imposed a district-level cap on the opening of new charter public schools, while [SB 756 by Senator Maria Elena Durazo \(D-Los Angeles\)](#) would have imposed a two-year moratorium on the opening of new charter public schools.

AB 1506 moved to the inactive file earlier this morning, while SB 756 moved to the inactive file yesterday afternoon.

State:

*From School Services of California –*

**“The Charter School Policy Task Force’s Recommendations For  
Charter School Reform”**

With Since coming into office, Governor Gavin Newsom has signaled his willingness to consider additional accountability measures for charter schools. In Addition to signing Senate Bill 126 (Chapter 3/2019), which increased transparency for charter schools by explicitly making them subject to the same transparency laws that apply to all public agencies, in early 2019, he tasked State Superintendent of Public Instruction Tony Thurmond with convening a Charter School Policy Task Force (Task Force) to examine the financial impact of charter school growth on school district budgets and thin inconsistencies in how charter schools are authorized throughout California.

On June 6, 2019, Superintendent Thurmond submitted a report of the Task Force’s recommendations to the Governor. With its report, the Task Force was seeking to “put forward recommendations that address the issues of fiscal impact and authorization, and to do so in a way that is in the beset interest of California students.” The Task Force ultimately reached consensus on four recommendations, with an additional nine proposal discussed. The four agreed upon recommendations are as follows:

1. **Extend the timeline for approval or denial of a new charter school petition.**  
Current law requires school districts to either approve or deny a charter school petition within 60 days of receipt (or 90 days for a county board of education), with an additional 30 days if both parties agree. The Task Force agrees with authorizers across the state that 60 days is an insufficient amount of time to conduct a thorough review of a charter school petition. Therefore, the Task Force recommends that the review of a new charter school petition be extended by an additional 30 days.
2. **Create a statewide entity to:**
  - a. **develop standards, used by authorizers, for providing oversight to charter schools.** Between school districts, county offices of education, and the State Board of Education (SBE), there are over 1,000 entities with the ability to authorize charter schools in California. While the Education Code outlines the responsibilities of authorizing agencies, it does not establish any standards by which these entities should provide oversight As a result, practices vary wildly from authorizer to authorizer. Therefore, the Task Force recommends that statewide oversight standards be developed.
  - b. **provide training for authorizers.** In order for authorizers to provide consistent oversight as noted in a. above, authorizers need themselves to understand the review and oversight process. Therefore, the Task Force recommends that authorizers be provided training and additional resources

to support their practices.

3. **Provide a one-year hold harmless for school districts when students transfer from a school district to a charter school.** Currently, when a student transfer to a charter school, the school district must recognize the loss of the student when calculating its average daily attendance (ADA) for the respective fiscal year. For other ADA losses, a school district is provided with a on-year hold harmless (i.e., they have the ability to utilize either current-year or prior-year ADA, whichever is higher). Therefore, the Task Force recommends that the existing hold harmless provision be extended to include the students transferring to charter schools. While not addressing all fiscal impacts experienced by school districts, this change would provide some additional funding to school districts and help mitigate the los of ADA experience by the establishment of charter schools.
4. **Provide additional discretion to authorizers when considering a new charter school petition and amend the California Department of Education’s (CDE) role in the oversight process.** The first part of this recommendation pertains to providing authorizers with broader discretion to consider community impacts when determining whether to approve or deny a petition for the establishment of a new charter school. The task Force agreed that authorizers should be allowed to consider the following three factors:
  - a. Saturation, including both numbers of schools and overall enrollment in those schools
  - b. Academic outcomes and offering-offered by both traditional schools and charter schools
  - c. A statement of need—based on academic outcomes and offerings

The second part of this recommendation pertains to the CDE role as the entity providing oversight for SBE-authorized charter schools. The Task Force also agreed that the CDE should no longer be responsible for oversight of these charter schools, but did not elaborate with regards to who should take on this role.

The Task Force discussed nine other proposals, but was unable to reach consensus. Several of the proposals were supported by the majority, while two others were either opposed by the majority or did not move to a vote. Many of these proposals are similar to the proposals included in the various pieces of legislation that have been working their way through the California state Senate and Assembly.

1. One-year moratorium on the establishment of new virtual charter schools
2. Remove the SBE from the appeals process
3. Limit authorization of new charter schools to local school districts with limited appeals to county boards of education
4. Prohibit school districts from authorizing charter schools located outside the authorizing district’s boundaries
5. Allow authorizers to consider fiscal impact as part of the authorization process

6. Establish clear guidelines for new charter petitions
7. Update the Education Code to reflect current state accountability requirements (e.g., remove references to the Academic Performance Index)
8. Implement a plan for managing charter school growth
9. Allow, rather than require, the approval of charter school petitions and renewals

The recommendations and additional proposals have been provided to Governor Newsom by the Task Force. The Governor, and several legislators, have expressed a desire to receive these recommendation prior to moving forward with the various bills currently making their way through the legislature. We will keep you posted as those debates continue.

***From California Association of School Business Officials (CASBO)-***

**Assembly Subcommittee on Education Finance Adopts  
Proposition 98 Package**

*By Sara C Bachez and Elizabeth Esquivel, Governmental Relations*

Yesterday, May 22, 2019, the Assembly Budget and Fiscal Review Subcommittee No. 2 on Education Finance adopted their education package. This report compares the Governor’s Budget Proposals with each legislative house’s proposals on education policy.

**Proposition 98**

The Senate Budget plan aligns with the Governor’s May Revision of Proposition 98 funding levels for the 2017-2018 through 2019-20 fiscal years. The assembly’s budget generates a slightly higher Proposition 98 in the budget year as they do not adopt the Governor’s proposed tax conformity proposals that generates \$1.7 billion of new revenues in 2019-20.

According to the Assembly, their plan maintains the similar Proposition 98 levels, which results in the less available General Fund revenues, which would not require a deposit into the Public School Systems Stability Account (PSSSA). Governor Newsom’s May Revision would make a \$389.3 million deposit into the PSSSA and the Senate plan would reduce that allocation to \$241.9 million due to their proposed Special Education Early Intervention Grant program, which adds Transitional Kindergarten to the Average daily attendance (ADA).

**Proposition 98 General Fund**

(Dollars in Millions)

	2017-18	2018-19	2019-20
<b>Governor’s Budget Proposal</b>	<b>\$75,576</b>	<b>\$78,146</b>	<b>\$81,069</b>

**Local Control Funding Formula**

For the Local Control Funding Formula (LCFF), the Senate aligns with the Governor’s

\$1.9 billion adjustment to the formula for a 3.26 percent cost of living adjustment (COLA) and average daily attendance (ADA) changes. However, the Senate plan would use less on-time funds to cover LCFF costs.

The Assembly plan would include \$2.3 billion in ongoing Proposition 98 funds for a 3.88 percent COLA an increase of \$372 million above the Governor's May Revision Proposal. The Assembly plan would approve the Governor's proposed funding level for the LCFF for county offices of education. They would also adopt legislative intent language to set aspirational LCFF base grant targets to meet the national average pre-pupil funding level, adopting AB39 (Muratsuchi) in the budget process as follows:

- \$12,194 for kindergarten and grades 1-3
- \$12,377 for grades 4-6
- \$12,745 for grades 7-8
- \$14,768 for grades 9-12

### **Proposition 98 Certification**

In January, the Governor had proposed three changes to the Proposition 98 Certification Process, which was established in the 2018 Budget Act, as follows:

- Eliminate the cost allocation schedule.
- Prohibit the state from adjusting Proposition 98 funding levels for a prior fiscal year.
- Create a cap on the increases to LCFF related to the continuous appropriation of LCFF COLA

The Assembly plan would reject the Governor's proposal to eliminate the cost allocation schedule and prohibit the state from making any downward adjustments to the Proposition 98 funding level once a fiscal year is over. The Assembly justifies their position as maintaining legislative discretion over these decisions in the annual budget process.

The Senate plan would approve the Governor's proposal.

### **Special Education**

Governor Newsom's special education proposal would appropriate \$696.2 million in ongoing Proposition 98 funds to local educational agencies that have an unduplicated pupil count higher than 55 percent and special education enrollment as a percentage of total district enrollment above the statewide average of 10.9 percent. For eligible LEAs, the funding will be based on the three-year average number of students with disabilities above the statewide average.

The Assembly plan would reject the Governor's proposal and provides a total of \$593 million in ongoing Proposition 98 funding. Of this total, \$333 million will be provided to equalize special education rates to the 90<sup>th</sup> percentile and \$260 million will be provided to add an estimate of preschool ADA to the AB 602 funding formula.

The Senate plan would reject the Governor’s special education funding distribution proposal and instead allocate \$533 million in ongoing funds for special education services in the following manner:

- \$33 million to equalize the AB502 funding rates to the 90<sup>th</sup>
- \$200million to provide a Special Education Early Intervention Grant of \$4000 per student to schools of residence for each child receiving Individualized Education Program (IEP) services that is also enrolled in a mainstream early education settings pursuant to their IEP. The grant is intended to cover costs associated with providing IEP services within the district.
- Expand Transitional Kindergarten eligibility to include 4-year old children with IEPs who turn 5 years old after December 2 but within the same school year.

Both Senate and Assembly plans would approve the Governor’s proposal of \$500,000 in one-time non-Proposition 98 General Fund to convene the Department of Education, Department of Health Care Services, and Department of Development Services, and local education agencies to improve the transition of 3-year olds with disabilities from regional centers to school districts. The plan would expand the focus to also include non-special education services relating to accessing federal funds and the use of Medi-Cal Billing Option Program and the School-based Medi-Cal Administrative Activities Program.

**Pensions**

The Governor’s May Revision would provide an additional \$150 million, for a total of \$850 million, in one-time non-Propositions 98 General Fund to reduce the school employer’s rate contributions in the 2019-20 from 18.13% to 16.7 % and in 2020-21 from 19.1% to 18.1%. In January, the Governor had also included \$2.3 billion to reduce the employer’s share of the unfunded liability and reduce employer contribution rates long term by an estimated 0.5 percent.

The Assembly plan would approve the Governor’s May Revision CalSTRS proposal and provide \$1.5 billion in one-time Proposition 98 General Fund for CalPERS to prefund school employers’ payments. Of this amount, \$350 million would reduce school employers’ contribution payment in 2019-20 and 2020-21 (\$175 million per year) and \$1.15 billion would reduce the employers’ long-term unfunded liability.

The Senate plan would provide an additional \$1 billion above the Governor’s May Revision to both CalPERS and CalSTRS cost over a 2-year period. The Senate generates these available resources by forgoing the Governor’s proposal to repay portion of state debt. The Senate plan would reduce school employers’ rate contribution for both CalPERS and CalSTRS as follows:

<b>2019-20 Fiscal Year</b>	<b>2020-21 Fiscal Year</b>
----------------------------	----------------------------

	Current Law	Governor	Senate		Current Law	Governor	Senate
CalSTRS	18.13%	16.70%	16.33%		CalSTRS	19.10%	17.30%
CalPERS	20.73%	20.73%	18.93%		CalPERS	23.60%	21.80%

**Career Technical Education**

The Governor’s budget would maintain the %150 million for Career Technical Incentive Grant Program and %150 million for the Strong Work force Program.

The Assembly plan would shift eh %150 million in ongoing Proposition 98 funding from the K-12 component of the Strong Workforce Program that is administered by the California Community Colleges Chancellor’s Office to the Career Technical Education Incentive Grant Program, for a total of \$300 million for CTE purposes. This proposal would eliminate the k-12 Technical Assistance Providers within the Strong Workforce Program and authorize the Department of Education to use up to 2 percent of the grant funding to contract with county offices of education (COE) to provide technical assistance to grantees.

The Senate plan did not make any changes to the CTE Incentive Grant Program.

**Charter Schools**

The Governor’s May Revision included four policy proposals on improving accountability and transparency for school districts and charter schools, as follows:

- Prohibits charter schools from discouraging students from enrolling in a charter school or encouraging student to disenroll from a charter school on the basis of academic performance or student characteristic, such as special education status.
- Prohibits charter schools from requesting a pupil’s academic records or requiring that a pupil’s records be submitted to the charter school prior to enrollment.
- Creates a process for families of prospective and current charter school students to report concerns to the relevant authorizer.
- Requires the Department of Education to examine the feasibility of using data from the California Longitudinal Pupil Assessment Data System to identify charter school enrollment disparities that ay warrant inquiry and intervention by corresponding authorizers.

The Assembly plan would defer the Governor’s proposals to the policy process and instead prohibit charter schools from discouraging students from enrolling in a charter school or encouraging students to disenroll from a charter school on the basis of academic performance or characteristic, or from obtaining specified student information prior to enrollment. The Assembly would require the Department of Education to conduct a study

on the feasibility of using student enrollment data from the California Longitudinal Pupil Assessment Data System to identify potential instances where charter schools have discouraged students from enrolling in their schools.

The Senate plan would adopt the Governor's charter school LCAP transparency and enrollment practices proposals.

### **Educator Workforce Investment Grant**

The Governor's May Revision provided \$89.8 million in one-time General Fund for 4,500 loan repayments of up to \$20,000 for newly credentialed teachers working in high-need schools for at least 4-years. The proposal would also direct \$44.8 million in on-time General Fund to provide training and resources for educators and \$13.9 million in one-time federal funds for professional development for school administrators.

The Assembly plan would approve the Governor's May Revision proposal to provide \$34.8 million in one-time General Fund for the Educator Workforce Investment Grant. The Assembly makes an amendment to include training for ethnic studies courses. The Assembly would also exempt a school district with ADA of more than 400,000 from administrator to teacher ratio penalties for the 2019-20 through 2011-2022 fiscal years. However, the Assembly plan would reject the loan repayment program and instead fund the Golden State Teacher Grant Program with the 89.9 million.

The Senate plan would approve the Governor's proposal of \$34.8 million in on-Proposition 98 funds for teacher training services, but requires the focus of professional development to support English learners and incorporate the principles and policies described in the California English Learner Roadmap State Board of Education Policy; Educational Programs and Services for English Learners as passed by the State Board of Education in July 2017; and various other inclusive practices to support English Learners and student with disabilities. The Senate plan also redirects \$4.2 million in on-time Proposition 98 funds to be used over a 3-year period to support the Health curriculum framework.

The Senate plan would modify the loan repayment program to 1) require applicants to have student loan debt 2) require awardees to each at specified priority schools, 3) require reporting to appropriate policy and fiscal committees of the Legislature regarding outcome of the program.

### **Facilities**

The Assembly and Senate plan would approve the Governor's proposal to release \$1.5 billion in Proposition 51 bond funds in 2019-20 and the funding for 10 positions for the Office of Public School Construction.

### **After School Education & Safety**

The Assembly plan would reject the Governor's proposal to use \$80.5 million in



Proposition 64 funding for alternative payment childcare vouchers. Instead, the Assembly would dedicate these funds to increase rates for the After School Education and Safety (ASES) program.

The Senate plan would provide \$100 million in additional ongoing Proposition 98 funding to increase the daily per pupil rate for the ASES program. In 2002, voters approved Proposition 49 to establish a \$550 million dedicated funding level to support these programs but funds have not adjust to recognize the cost of living change, and rising minimum wage increases and cost of operations.

### **Early Education**

Listed below are the key actions from Senate and Assembly on early education proposals.

**Preschool Expansion.** The Senate and Assembly plan would approve the Governor's proposed 10,000 full-day State Preschool slots for non-local educational agencies, beginning in April 1, 200. However, the Senate would add a reporting requirement on utilization of slots and prioritization of services to working families.

**Kindergarten Facilities Grant.** The Assembly plan would approve the Governor's Full-Day Kindergarten Facilities Grant Proposal with major modifications, as follows:

- \$200 million in on-time General Fund (instead of \$600 million)
- Expand eligibility to include facilities for LEAs to expand full-day State Preschool programs
- Reject the Governor's proposal to increase the state share of the facility grant from 50 percent to 75 percent
- Clarify that this program does not impact a district's eligibility for School Facility Program.

The Senate would reduce the funding appropriation to \$150 million in on-time General Fund to fund this program over a 2-year period (instead of 3-years) and limit grants exclusively to schools serving low-income students to convert from part-day to full-day kindergarten programs. It retains the proposal to increase the state share of the facility grant from 50 percent to 75 percent for school converting from part-day to full-day kindergarten programs. The Senate plan would redirect the funds to the Mental Health Student Services Act.

The Assembly and Senate would reduce the Governor's proposed \$10 million to \$5 million to establish an early learning and care master plan.

Both Assembly and Senate adopted significant policy proposals on early education to expand services and address reimbursement rates, which will be in conference committee for reconciliation.

**Settle-Up Funds** (The distribution comparison chart details the use of settle-up funds.)

	Governor Newsom's May Revision Proposal	Senate Budget Plan	Assembly Budget Plan
Cover some 2019-20 LCFF costs with on-time funds	\$98.5 million	\$58 million	\$98.5 million
Cover some 2018-19 LCFF costs with on-time funds	\$368.4 million	\$368.4 million	\$368.4million
CCC Deferred maintenance	\$34.7 million	\$37.5 million	\$34.7 million
Classified Employee Assistance Plan	\$36 million	\$36 million	\$36million
Backfill San Francisco Unified for previous misallocation of property tax	\$149 million	\$149 million	\$149 million
Senate Mendocino College Construction CTE Start Up Cost		\$1 million	
Senate CCC HBCU Transfer Program		\$81,000	
Senate CCC Hunger and Basic Needs		\$15 million	
Senate CCC Re-entry programs		\$5 million	
Senate Community College Teacher Credentialing Partnership Pilot Program		\$1.5 million	
Senate: Veterans Resource Centers		\$15 million	
<b>Total</b>	<b>\$686.6 million</b>	<b>\$686.6 million</b>	<b>\$686.6 million</b>

**What to Expect Next**

Yesterday, May 22, 2019, the Senate Budget & Fiscal Review adopted their full budget package. Once the full Assembly Budget Committee adopts its state budget plan, the Legislature will reconcile their budgetary difference in the Budget Conference Committee process prior to a final budget deal that is sent to Governor Newsom, by June 15, 2019. WE will continue to share information on the development of the state budget as events and further analysis warrant.

*From School Services of California*

**“Top Legislative Issues for 2019-May 31, 2019**

The deadline for bills with fiscal implication to be acted upon by the Appropriations Committee was May 17, 2019. Numerous bills fell victim to the process and, barring any rule waivers, will progress no further in 2019. However, since we are in the first year of the two-year legislative session, those bills that have stalled in 2019 can potentially be revived next year. For many of those bills that did make it out the Appropriations Committee, there were amendments to address concerns, and add coauthors, or reduce cost.

Those amendments occurred as the bills moved to the net step in the process: floor votes. By the end of Friday, May 31, 2019, bills must be approved and voted out of their house of origin and on to the second house. For legislators who don't sit on a specific policy committee or the Appropriations Committee, this will be their first opportunity to weigh in on a bill. With hundreds of bills to make it through this step in a matter of days, both houses have held marathon-length sessions in hopes to meet the deadline ahead of schedule and go back to their districts without a Friday floor session.

### **Accountability and Assessments**

**Assembly Bill (AB) 751 (O'Donnell, D-Long Beach)**—Pupil Assessments: Pathways to College Act. The Pathways to college Act would require the State Superintendent of Public Instruction (SPI) to approve a nationally recognized high school assessment that local educational agencies (LEAs) and charter schools could administer, commencing with the 2021-22 school year, in lieu of the consortium summative assessment in English Language arts and mathematics for grade 11.

**SSC Comment: AB 751** passed out of the Assembly on Tuesday, Mays 28, with a 75-0 vote and will now go to the Senate where it will be referred to the Senate Education Committee. As a reminder this bill is a reintroduction of last year's AB 1951 , which passed out of the Legislature without a single no vote, but was vetoed by Governor Jerry Brown.

### **Charter Schools**

**AB 1505 (O'Donnell) Charter Schools: Petitions.** AB 1505 makes significant changes to the charter school authorization, renewal, and revocation process. The bill survived a tough vote on the Assembly Floor only after Assembly Member O'Donnell committed to continue to work on additional amendments to further refine the appeal process establish by AB 1505 after concerns were raised by various Assembly Members. The current version of the bill allows for petitioner to appeal only to the county boar of education and only for procedural violations. Appeals would no longer be considered by the State Board of Education (SBE). AB 1505 is now in the Senate for consideration.

**AB 1506 (McCary, D-Sacramento) \_\_ Charter Schools: Statewide Total: Authorization Restrictions.** AB 1506 would establish caps on the number of charter schools in line with the number of charter schools in existence on January 1, 2020. AB 1506 was not taken up on the Assembly Floor in time for this week's house of orgin deadline, and as a result, the bill will need rule waivers to proceed this year.

**AB 1507 (Smith, D-Santa Clarita)—Charter Schools: Location Resource Center.** AB 1507 Prohibits a school district from approving a petition for a charter school that will operate outside the district's boundaries. AB 1507 is now in the Senate for consideration.

### **Facilities**

**AB 48 (O’Donnell)—Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022.** As amended on May 17, 2019, AB48 would place a \$13 billion statewide school bond on the March 2020 ballot and an unspecified amount for the November 2022 ballot that includes funding for traditional school facilities projects such as New Construction, Modernization, Career Technical Education, and Charter Schools. Additionally, the 2020 bond would provide state resources to mitigate lead in water, disaster and small school district assistance, a replacement program for school buildings that are 75 years old or older, and for the first time , preschool facilities for LEAs operating preschool programs.

AB 48 requires a two-thirds vote and passed out of the Assembly with 69 “aye” votes and on “no” vote.

**Senate Bill (SB) 14 (Glazer, D-Orinda) –Education Finance: Higher Education Facilities Bond Act of 2020.** As amended on April 22, 2019, SB 14 would place an \$8 billion statewide bond on the March 2020 ballot to provide funds for higher education facilities. Historically, bonds for their education facilities have been included in statewide bond initiatives for k-2 and community college facilities; however the 2006 bond (Proposition 1d) was the last statewide bond that contained a higher education facilities provision.

SB 14 requires a two-thirds voted and passed out of the Senate with 34 “aye” votes and four “no” votes.

### **Governance and District Operations**

**SB 328 (Portantino, D-La Cañada Flintridge) –Pupil Attendance: School Start Time.** This bill would require the school-day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2020-22, or the date in which a district’s collective bargaining agreement that is operative on January 1, 2020, expires whichever is later. The measure further specifies that “school-day” has the same meaning as defined by the school district or charter school for purposes of calculating average daily attendance in order to compute any apportionments of state funding. This start time restriction would not apply to rural school districts, which are not defined in the bill.

**SSC Comment:** This bill as originally reintroduces was the same as last year’s SB 328, which was vetoed by Governor Brown who state that these types of decision should be decide at the local level.

### **Instruction**

**AB 28 (Oberholte, R-Big Bear Lake)—High School Diplomas: State Seal of Stem.** This bill would establish as State Seal of STEM to recognize high school graduates who have attained a high level of proficiency in science technology, engineering, and mathematics fields. The bill would require the SPI to provide to participating school districts an insignia

to be affixed to pupil diplomas or transcripts and would require participating school districts to affix the insignia to diplomas or transcripts of recipient pupils. The bill would become operative only if both of the following occur: (1) data from the state-wide administration of specified state science assessments are available, and (2) the SBE, in a public meeting makes specified declarations.

**AB 331 (Medina, D-Riverside)—Pupil instruction: High school Graduation Requirements: Ethnic Studies.** This bill would add the completion of a one-semester course in ethnic studies to the high school graduation requirements commencing with the 2024-2025 school year. The added course would be based on the model curriculum in ethnic studies developed by the Instructional Quality Commission. The bill would further authorize LEAs to require a full-year course in ethnic studies at their discretion, as specified. Finally, this bill would explicitly subject students enrolled in charter schools to the same high school graduation requirements as they pertain to non-charter school students.

### **Miscellaneous**

**SB 2 (Glazer)---Statewide Longitudinal Student Database.** This bill would require the Office of Higher Education Coordination, Accountability, and Performance (Office), as proposed to be established by SB 3 (Allen, D-Santa Monica), to assume the responsibilities previously assigned to the now defunct California Postsecondary Education Commission and to convene a review committee to advise the Office regarding the creation of a statewide longitudinal student database. The bill would require that every education segment (early childhood education, California department of education (CDE), California Community Colleges, California State University, and University of California) include a representative on the review committee.

**SSC Comment:** This bill passed out of the Senate on Tuesday, May 28, with a 37-0 vote and will now go to the Assembly where it will likely be double referred to the Assembly Education and Assembly Higher Education committees. This bill is contingent upon the passage of SB 3, which also passed out of the Senate meaning that if SB 3 stalls, then this bill would also stall.

Both Governor Newsom and the Legislature have proposed \$10 million (one-time, non-Proposition 98) to establish a statewide longitudinal data system that connects the education segments, but have different views on the establishment of the workgroup and implementation of the system, meaning the provisions of this bill could be a part of final budget negotiations.

### **School Safety and student Discipline**

**SB 390 (Umberg, D-Santa Ana)—School Districts and Community College Districts: School Security Officers and Security Guards.** Under existing law, every school security officer employed by a school district, and every security guard working on the property of a school district pursuant to a contract with a private licensed security agency,

who works more than 20 hours a week as a school security officer or security guard, is required to complete a course of training developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training.

This bill would require those school security officers, commencing July 1, 2021, and security guards to complete that training course regardless of the number of hours worked per week. The bill would also require school district to provide the training required for their school security officer employees during regular work hours.

### **Special Education**

**AB 428 (Medina)—Special Education Funding.** This bill would implement several recommendations from the California Special Education Task Force and provide support to California’s students with special needs by:

- Establishing support for Special Education preschool programs by adding funding for preschoolers to the AB 602 formula
- Addressing long-standing inequities by equalizing Special Education funding rates to the 95<sup>th</sup> percentile.
- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled.
- Amending the current AB 602 calculation to allow the greater of the current or prior school year average daily attendance (ADA) for each district in a multiple district Special Education Local Plan Area (SELPA) to be used in determining total SELPA ADA

**SSC Comment:** The Assembly version of additional funding for Special Education in the 2019-2020 State Budget is based on AB 428, but provides equalization to the 90<sup>th</sup> percentile instead of the 95<sup>th</sup> and resources for four-year-old preschoolers with disabilities instead of three- and four-year-olds as proposed in AB 428. The bill itself would cost more than \$1.3 billion, so these changes make the proposal fit within the resources being discussed for Special Education in 2019-20.

### **State Budget, Education Finance, LCFF**

**AB 39 (Muratsuchi, D-Torrance)—Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports.** This bill would express the Legislature’s intent, as of the 2020-21 fiscal year, to set new, aspirational Local Control Funding Formula (LCFF) per-student base grants at k-12 schools. Specifically, the new aspirational grade span adjusted base grants would be equal to the following amounts to meet the national average per-pupil funding level:

- Kindergarten and grades 1 to 3: \$12,188
- Grades 4 to 6: \$12,377
- Grades 7 to 8: 12,194

- Grades 9 to 12: 14,768

In addition, the bill would require, beginning July 1, 2020, that the SPI publish, in addition to information about supplemental and concentration grants at each LEA and charter school, information about each LEA and charter school's base grant and counts of low-income, English learner and foster youth students.

**SSC Comment:** AB 39 passed out of the Assembly on Wednesday, May 22, with a 74-0 vote and has been referred to the Senate Education Committee. The Assembly adopted almost identical intent language its version of the State Budget and that language will be a part of the Budget Conference Committee negotiations, which may result in the intent language being included in the final version of the 2019-20 State Budget.

**AB 1233 (Smith)—Advance Placement Examinations: Fees.** This bill would, subject to a one-time appropriation, create a five-year grant program beginning with the 2021-22 school year for the CDE to award grants to school districts, charter schools, and county offices of education to cover the costs of Advance Placement (AP) exam fees for low-income and foster youth students. The bill specifies that the grant awards would not be allowed to supplant existing funds dedicated to lowering the costs of AP exams for low-income students.

**SSC Comment:** This bill passed out of the Assembly on Wednesday, May 29, with a 78-0 vote and has been sent to the Senate where it will be referred to the Senate Education Committee. The original version of this bill would have lowered the AP exams for low-income and foster youth student to \$5, but the Assembly Appropriations Committee amended the bill so that the total cost of the test would be covered.

District:

*From School Services of California-June 4, 2019*

### **“Los Angeles Parcel Tax”**

The efforts to implement the first parcel tax (Measure EE) in LAUSD's history was easily defeated last night. Parcel taxes require a supermajority (two-thirds) vote from constituents, and Measure EE received less than 46% of the vote (45.68%).

The measure would have levied a \$0.16 per square foot parcel tax, which would have raised approximately \$500 million annually for LAUSD to fund educational improvements, instruction, and programs.

The agreement reached by LAUSD and the United Teachers Los Angeles (UTLA) earlier this year, which ended a seven-day strike for the state's largest district, included a 6% raise for teachers. In a letter addressed to the LAUSD Board President, the Los Angeles County Office of Education expressed concerns that LAUSD would not be able to afford the commitments made in the contract.

However, both LAUSD and UTLA were confident that Measure EE would provide the necessary funds for the commitments made in the contract. They were hopeful that the measure would pass after results from a LAUSD-commissioned survey showed that more than two-thirds of respondents said they would support a parcel tax. However, the survey was taken before the strong opposition campaign of the business and real estate community, including the Los Angeles Area Chamber of Commerce.

Despite the defeat, there is a chance that LAUSD will come back with another parcel tax plan for the 2020 election, which would yield greater turnout due to the presidential campaign.

### YPICS:

The schools have experienced higher challenges this year than in years past. Students are in greater need of social-emotional supports today than previously. The lack of models of civility and bullying in leadership, communicated in the daily news that our families regularly source has created a highly stressed everyday living environment. Survival is the core to the thinking of our students. “Ms. King-Berg, We don’t always want to be, or act tough or be bad, but we have to be that in order to get from school to home without getting beat up. You have to be tough to survive our streets. If not, weak people don’t survive. We don’t want to be this way. We come to school everyday and we try to start over but bad habits are hard to break.”-A YPICS student.

Teachers reported through several mini surveys provided throughout the school year during YPICS-wide PDs that they felt that needed more support with PBIS strategies in the classroom. The increases in adverse behavior incidents made it challenging to remain focused and intentional to instruction periodically. They also reported that they need more consistent and regular feedback on teaching throughout the year. And they want to engage in additional instructional rounds during the 2019-2020 school year.

As a result of reviewing all available data formative, summative, and surveys to date, YPICS is awaiting the Youth Truth Survey results and analysis, YPICS will focus on the following areas for the 2019-2020 school year:

- Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership PD)
- Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership PD)
- Weekly observation and feedback to teachers (Relay GSE Instructional Leadership PD)
- Focus on Data, Data, Data
- Joy

Goals:



- Decrease Chronic Absenteeism to below 5% (students out of school don't grow academically)
- Decrease suspensions and expulsions below 3 %
- Become the fastest growing middle and high schools in increasing student academic achievement in ELA and Math (including ELs and students with IEPs) by 5%+.

System Changes to support the above:

- Changed bell schedules to ensure in-school intervention with teachers for both Math and ELA
- Adopted new YPICS (grades 5<sup>th</sup>-12<sup>th</sup>) Benchmark Assessment-iReady, which will replace NWEA Maps to better support teachers with the data analysis and guidance on what the students are ready to learn next.
- Middle School Math Adoption of Ready Math with Curriculum Associates
- Clarified and redefined the composition (members), scope of work, and direct data outcomes for the YPICS' Instructional Teams, School Climate and Culture Teams, and Parent & Community Teams.
- Ensure a viable rigorous curriculum is available for all subject areas (middle schools subjects other than math-Achievement First, and the high school will continue to use UC doorways approved UCI curriculum aligned to the CTE pathways). Middle Schools Math Adoption is Ready Math.

We will continue to provide social-emotional support to our students through the following counseling services:

- Luminarias Counseling Services
- Part-Time Social Worker
- PUC MFT Counseling Services

The above 2019-2020 YPICS Plan includes both first and second order changes. 8 Members (Executive Director, Executive Administrators, Directors of Instruction, Special Education Director) of the YPICS Instructional will be attending the first Relay Instructional Leadership PD in Los Angeles July 14-19, 2019.

We will submit the Bert Corona Charter High School Renewal Petition in July as planned and are on track to do so. We will provide you with updates throughout the summer.

We are eagerly looking forward to the year ahead!



# Coversheet

## YPICS BOARD OF DIRECTORS'S MEETINGS FOR 2019-2020

**Section:** III. Items Scheduled For Information  
**Item:** F. YPICS BOARD OF DIRECTORS'S MEETINGS FOR 2019-2020  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** YPICS Proposed Board Meeting Dates 2019-20.20 - 2- 2docx.docx



**YPI Charter Schools  
Board of Trustees  
Board Meeting Dates - 2019-2020**

August 19, 2019  
(If Needed)

September 23, 2019

October 28, 2019

November 18, 2019  
(Ad Hoc Fiscal)

December 9, 2019

February 10, 2020

March 10, 2020  
(AD Hoc Fiscal)

March 16, 2020

April 27, 2020

May 26, 2020  
(Tuesday)

June 1, 2020

June 17, 2020

**All board meetings begin at 6:00 p.m. and are located at:**

**Monsenor Oscar Romero  
YPICS Learning & Support Center**

# Coversheet

## Consent Items

**Section:** IV. Consent Agenda Items

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

YPICS - ExED CALPADS Contract 2019-20.pdf

Board Brief YPICS Recommendation to Approve 2019-2020 Homeless Education Policies for BCCS BCCHS MORCS.pdf

YPICS Fiscal Policies and Procedures 7-27-18BM.pdf

19-20 YPICS Calendar. Instructional Minutes. Bell Schedule.xlsx.pdf

YPICS - ExED Contract 2019-20.pdf

BCCS Homeless Education Policy 2019-2020.pdf

Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 20192020 from Learning tech.org.pdf

Recommendation to approve 20192020 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for BCCS MORCS and BCHS.pdf

MORCS Homeless Education Policy 2019-2020.pdf

BCHS Homeless Education Policy 2019-2020.pdf

E-Rate Consulting Renewal Proposal YPICS\_2019\_2020\_ff\_renewal.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 2019 (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 2019. 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. CBEDS data are reported through an Online Reporting Application called CBEDS-ORA. The purpose of CBEDS is to collect data about schools and districts, as well as some aggregate data on students and staff.
- 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 (Student Information System) application.
    - (2) Provide ExED Data Management Team Lead a CALPADS account with LEA Admin level access. LEA Admin account is the master account and allows for the creation of users and resetting of passwords.
    - (3) Provide ExED with Designated Point Person to facilitate requests for records verification in order to troubleshoot and clear errors in CALPADS data or other systems for which CALPADS certification is dependent upon (e.g., Special Education Data System – SEDS)
    - (4) Client staff will not directly change CALPADS data without first communicating to and coordinating with ExED.
    - (5) Client staff understands their responsibility to ensure compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g).

- 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: [datamanagement@exed.net](mailto:datamanagement@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) Provide guidance in managing the rollover process in SIS for 2019-2020.
    - (2) Support set up of new academic terms in SIS and instruct Client on calendar set up for attendance or facilitate communication with SIS vendor for troubleshooting.
  - (vi) Client responsibility.
    - (1) **Client is responsible for the integrity of their data.**
    - (2) Pupil records continue to be the property of and under the control of the Client.
    - (3) Provide an overview to ExED of Client’s data management structure and current processes for the collection, validation, and reporting of data.
    - (4) Provide time for the appropriate staff to meet to review processes with ExED.

- (5) 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.
- (6) Client is responsible to notify ExED if enrolled students have a mid-year grade-level change once enrolled.
- (7) Client is responsible to notify District of Residence of exited student pursuant to Ed Code §47605(d)(3).
- (8) 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 as requested and within the timeframe established in the request for set up of Client's SIS system.
- (9) Client is responsible for follow-up with any data discrepancies and notifying ExED once resolved.
- (10) Client will provide ExED any requested 2019-2020 academic year dates and notify ExED of any changes when they occur.
- (11) Client will provide ExED next year school and next year grade information for returning students, including any retained students as required in their SIS.
- (12) 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 review of CALPADS data entered into Client SIS.
  - (7) Secure Client sign-off and approval of CALPADS data prior to submitting for final certification by Client's SELPA (Special Education Local Plan Area).
  - (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 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 and key staff
    - (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 \$25,719 for the 2019-20 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 \$150 per month without written authorization from Client.

(2) Invoicing. ExED will invoice Client \$2,143.25 monthly from July 1st, 2019, through June 30, 2020, as well as for out-of-pocket expenses incurred not to exceed \$150 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 \$122.50 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 AND SECURITY**

- 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 may directly access information regarding Special Education eligibility programs and services if deemed necessary and acceptable. Such information shall be considered Confidential Information to the extent it contains any personally-identifiable information under FERPA.
- e. ExED may directly access staff employment data if deemed necessary and acceptable. Such information shall be considered Confidential Information to the extent it contains any personally-identifiable information.
- f. 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.
- g. ExED will not use any information in the pupil record for any purpose other than those required or specifically permitted by this Schedule.
- h. ExED staff responsible for ensuring pupil records security and confidentiality will participate in FERPA training and designated PTAC trainings.
- i. Upon termination of this contract, should Client choose not to renew CALPADS Data Management and Data Reporting Services, ExED will transfer any data files containing pupil records to the Client via Box within 60 days of the termination of this contract.

- j. ExED will not share nor use personally identifiable information in pupil records to engage in targeted advertising.

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

- a. **Authorized Personnel.** The Board 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 any Client Administrator and the presiding officer of the Board.
- b. **Principal Contact.** The Board 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 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, any Client Administrator and the presiding officer of the Board 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 systems (e.g. CAASPP/TOMS, CASEMIS, SEDS, Cal-SAAS).
- 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, 2019, until June 30, 2020.

- a. 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.
- b. 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.
- c. Failure to comply with the requirements of Ed Code 49073.1(a-b) shall render this contract void if, upon notice and a reasonable opportunity to cure, the noncompliant party fails to come into compliance and cure any defect. Written notice of noncompliance may be provided by any party to the contract. All parties subject to a contract voided under this subdivision shall return all pupil records in their possession to the local educational agency (Client).

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
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>



## YPI CHARTER SCHOOLS

June 28, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve 2019-2020 Homeless Education Policies for BCCS, BCCHS, and MORCS**

### 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 continue to be finalized. The Local Educational Agency (LEA) Plan has been supplemented with an Addendum to the LCAP at the state level, which describes how federal funds are to be expended in support of goals expressed in the LCAP.

### ANALYSIS

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 2018-2019 Homeless Education Policies for BCCS, BCCHS, and MORCS.

**Attachments: 2019-2020 Homeless Education Policies for BCCS, BCCHS, and MORCS**

# **YPI Charter Schools Inc. (YPICS) Fiscal Policies & Procedures**

Approved 7-27-2018



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## Introduction

The Governing Board of YPI Charter Schools Inc. (YPICS) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of YPI Charter Schools Inc. to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

## Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

### Basis of Accounting

**Policy:** The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

#### Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

### Bank Reconciliations

**Policy:** Bank reconciliation and approval will occur on a monthly basis.

#### Procedures:

- The ExED Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation.
- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.

## Record Keeping

**Policy:** Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

**Procedures:**

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation at its site until the prior year audit has been completed.
- ExED will deliver financial records to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Executive Director, certain documentation may be maintained for a longer period of time.
- Financial records will be shredded at the end of their retention period.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

## Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted.

## Lines of Authority

**Governing Board**

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Executive Director.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the monthly check register and the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Executive Director's performance annually and establishes the salary.
- Reviews and approves all contracts over \$50,000.
- Reviews and approves all non-budgeted expenditures over \$50,000 and any irregular expenditures.
- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Approves the annual financial audit by December 15.

- Appoints someone else to perform the duties of the Executive Director in the case of absence.

#### **Executive Director**

- Is responsible for all operations and activities related to financial management.
- Develops the annual budget with ExED.
- Reviews and approves all contracts under \$50,000.
- Reviews and approves all expenditures under \$50,000.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

#### **Chief Operations Officer**

- Serves as the designee for the Executive Director.
- Assist with the development of the annual budget with Executive Director and ExED.
- Approves payroll
- Oversees budgets

#### **Executive Administrator**

- Is responsible for the daily operations and activities related to financial management
- Manage site budgets
- Approve site payroll

### **Segregation of Duties**

**Policy:** The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

#### **Procedures:**

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

## **Financial Planning & Reporting**

### **Budgeting Process**

**Policy:** In consultation with the Executive Director and Finance Committee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

#### **Procedures:**

- The Executive Director will work together with the Chief Operations Officer and Executive Administrators to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.

- ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED will present a draft budget to the Finance Committee prior to the end of the fiscal year.
- The Finance Committee shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

## Internal Financial Reports

**Policy:** The organization reviews regular financial reports at scheduled board meetings.

### Procedures:

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also present a check register at each board meeting.
- ExED and/or the Board Treasurer will present the financial reports to the Governing Board at each meeting.

## Audit

**Policy:** The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies Audit Guide* (which can be found at <http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/>), in order to properly conduct the audit engagement.

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020).

### Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and approve the audit no later than December 15.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15.

## Tax Compliance

### Exempt Organization Returns

**Policy:** The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

#### Procedures:

- ExED will work with the tax preparer to complete the organization's tax returns.
- The Executive Director will review the tax returns before submitting to the Governing Board for final approval prior to May 15.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

### Quarterly/Annual Payroll Reports

**Policy:** ExED will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

#### Procedures:

- ExED will prepare employee W2s by January 31 each year.
- ExED will file quarterly payroll tax reports (941 and DE9) by the filing deadline.

## Revenue & Accounts Receivable

### Cash Receipts

**Policy:** Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

#### Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Chief Operations Officer or Executive Administrator will designate a site administrator to be responsible for managing the process to collect and hold all cash and checks related to the event.
- A staff designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.

- A staff designee shall give the cash, checks, deposit summary, and any related supporting documentation to the designated site administrator immediately.
- The designated site administrator and the staff designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval. The designated site administrator will immediately put the funds in a secure, locked location.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the designated site administrator.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.
- Once a week, the Accounts Payable Department will log cash or checks received. Copies of Cash Receipt records should be sent to ExED for posting into the general ledger.
- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

## Deposits

**Policy:** The Chief Operations Officer, Executive Administrator or designee is responsible for making bank deposits. Deposits will be **made with in ten business days**.

### Procedures:

- The Accounts Payable Department will restrictively endorse each check received (e.g. For Deposit Only YPIE Charter Schools, Bert Corona Charter School, Monseñor Oscar Romero Charter School, or Bert Corona Charter High School).
- The Accounts Payable Department or designated site administrator will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The deposit packet will include a copy of each check and a bank deposit slip.
- The Chief Operations Officer or Executive Administrator will review and approve the deposit packet.
- The Accounts Payable Department or designated site administrator will make the deposit and attach the deposit receipt to the deposit packet.
- The Accounts Payable Department will forward the deposit packet to ExED.
- ExED will reconcile the cash receipts to the deposit slip and the bank statement as part of the monthly close process.

## Expense & Accounts Payable

### Payroll

**Policy:** Employees are paid on a semi-monthly basis (15<sup>th</sup> and end of month). Under the

supervision of the Executive Director, ExED will be responsible for processing payroll through a third-party provider.

### **Time Sheet Preparation & Approval**

**Policy:** All employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

**Procedures:**

- Employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each employee will approve (verify) his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and provide final approval of his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.
- Supervisors will return, either physically or via the payroll system, incomplete timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet.
- Employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

### **Payroll Additions, Deletions, and Changes**

**Policy:** The Executive Director, ~~or~~ Chief Operations Officer, or Executive Administrator is authorized to approve all payroll changes within the scope of his/her budget authority.

**Procedures:**

- Chief Operations Officer or Coordinator of Accounts Payable will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline.

### **Payroll Preparation & Approval**

**Policy:** ExED will prepare payroll in accordance with the organization's payroll calendar.

**Procedures:**

- Five days prior to each check date, the Executive Director or Chief Operations Office will:
  - Review electronic time cards within the payroll system to ensure that they are complete and approved for that pay period.
  - The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll upon notification from the Executive Director or Chief Operations Officer that payroll for that pay period is approved.
  - Once processed, the payroll processor ExED Accounting Manager (AM) or Vice President (VP), School Finance will review the Payroll Review Report for accuracy and



completeness and will review the Employee Change Report to verify the appropriateness of all changes.

- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3<sup>rd</sup> party payroll provider for check (if applicable) and direct deposit processing.
- The 3<sup>rd</sup> party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date (if applicable).
- The Executive Director or Chief Operations Officer will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing check (if applicable).
- The Executive Director or Chief Operations Officer will distribute pay stubs to employees on the check date (if applicable).

### Pay Upon Termination

**Policy:** Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

#### Procedures:

- The Executive Director or Chief Operations Officer will inform ExED of any involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- The Executive Director, Chief Operations Officer, or Coordinator of Human Resources will inform ExED of any voluntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED will prepare the final check and provide to the school in accordance with the timelines required by law. The organization is responsible for creating and obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

### Purchases & Procurement

**Policy:** All purchases must be authorized by the Executive Director, Chief Operations Officer, or Executive Administrator. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80— Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

The Governing Board must approve any contract over \$50,000.

**Procedures:**

- All purchases over \$500 require a purchase requisition.
- The Executive Director, Chief Operations Officer, or Executive Administrator will approve the purchase requisition after determining:
  - If the expenditure is budgeted.
  - If funds are available for the expenditure.
  - If the expenditure is allowable under the appropriate revenue source.
  - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
  - If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures during each board meeting through the review of a check register that will list all checks written since the Governing Board's last meeting and will include the check #, check date, payee, and check amount.

**Contracts**

- The Executive Director or Chief Operations Officer , or Executive Administrator will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Operations Officer or Executive Administrator will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over \$10,000.
- The Chief Operations Officer or Executive Administrator will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management ([www.sam.gov](http://www.sam.gov)). The Chief Operations Officer or Executive Administrator will keep a record of all searches.
- The Chief Operations Officer or Executive Administrator will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- The Executive Director, Chief Operations Officer, or Executive Administrator will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Executive Director, Chief Operations Officer, or Executive Administrator will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

## Credit Cards

**Policy:** Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditures.

**Procedures:**

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director, Chief Operations Officer, or Executive Administrator.
- Should the Executive Director be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board. Should the Chief Operations Officer be required to complete a “missing receipt” form, authorization must be granted by the Executive Director. Should an Executive Administrator be required to complete a “missing receipt” form, authorization must be granted by the Executive Director or Chief Operations Officer.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. Use of such points or discounts is at the discretion of the Executive Director and should be used for the benefit of the organization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the Executive Director or Chief Operations Officer.

## Debit Cards

**Policy:** Organization debit cards are not permitted.

**Procedures:**

If a debit card is automatically issued by the bank, the Executive Director or Chief Operations Officer will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

## Independent Contractors

**Policy:** The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

**Procedures:**

- The Executive Director and the Chief Operations Officer have the authority to establish a contract with an independent contractor and are responsible for verifying that the person is

appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.

- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

## Invoice Approval & Processing

**Policy:** The Executive Director, Chief Operations Officer, or Executive Administrator may approve all invoices within the scope of their respective budget authorities. The following procedures will be performed either manually or electronically.

### Procedures:

- The Accounts Payable Department will open and review invoices and bills and will notify the Executive Director, Chief Operations Officer of any unexpected or unauthorized expense.
- When receiving tangible goods from a vendor, the designated office staff at the school will trace the merchandise to the packing list and note any items that were not in the shipment.
- The Accounts Payable Department will code invoices to the correct budget line.
- Invoices are then routed to the Executive Director or Chief Operations Officer for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Accounts Payable Department will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

## Cash Disbursements

**Policy:** Bank checks will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

### Procedures:

- Once an invoice is approved by the Executive Director or Chief Operations Officer for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Executive Director's facsimile signature stamp, which is maintained in a secured location when not in use.
- ExED will distribute the check as follows:
  - Original – mailed or delivered to payee
  - Duplicate or voucher – attached to the invoice and filed by vendor name by an ExED accountant.

- Should a check need to be voided, “VOID” will be written in ink on the signature line of the check.

## Petty Cash

**Policy:** The Executive Administrator will keep a petty cash box not to exceed \$500. Petty cash will be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (No personal use).

### Procedures:

- The Executive Administrator will manage the petty cash fund.
- The Executive Administrator will maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the Executive Administrator and the petty cash recipient.
- Within 48 hours of the petty cash withdrawal, the petty cash recipient will submit an original receipt to the Executive Administrator who will attach the receipt to the petty cash slip and store in the petty cash box.
- At all times the petty cash box must contain receipts, petty cash slips, and cash totaling ~~\$100~~ \$500.
- When the petty cash balance is low the Executive Administrator will prepare a petty cash reimbursement form, totaling all the petty cash disbursements and attaching the original petty cash slips and receipts to the form. The Executive Director or Chief Financial Officer will review and approve the petty cash reimbursement form and supporting documentation.
- The Accounts Payable Department will forward the petty cash reimbursement form and original supporting documentation to ExED.
- The ExED Accounting Analyst will record the petty cash disbursements in the general ledger and issue a check made payable to the Program Coordinator in the amount of the total petty cash disbursement.
- It is the Executive Administrator’s responsibility to cash the check and to keep track of funds in the box. Reconciliation must occur when funds are replenished, and/or at a minimum, annually.
- ExED will conduct surprise counts of the petty cash fund.
- Loans will not be made from the petty cash fund.

## Employee and Volunteer Expense Reimbursements

**Policy:** The organization will reimburse pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Executive Director, or Chief Financial Officer, or Executive Administrator may incur school-related expenses without pre-approval.

### Procedures:

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Executive Director, Chief Operations Officer, or Executive Administrator.

- Employees will submit signed expense reports monthly, as necessary, to the Chief Operations Officer or Executive Administrator for approval. Original receipts or other appropriate documentation (e.g. email receipt) must be attached to the expense report.
- All expense reports must be submitted within the fiscal year which the expense is incurred.
- Executive Administrator expense reports must be approved by the Executive Director or Chief Operations Officer.
- Chief Operations Officer expense reports must be approved by the Executive Director.
- Executive Director expense reports must be approved by a member of the board.
- The Accounts Payable Department will submit the approved expense report and supporting documentation to ExED.
- ExED will issue a reimbursement check within 15 business days of receipt of appropriate and complete documentation.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.

### Travel Expenses

**Policy:** The Executive Director must pre-approve all school related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

#### Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- A per diem will be provided at the per diem rate found at ([http://www.gsa.gov/portal/category/100120-US Government Rates](http://www.gsa.gov/portal/category/100120-US%20Government%20Rates)) for any breakfast, lunch, dinner, or incidental expense for items not included in the fee for the event. Employees will be responsible for any excess expenses beyond the established per diem rate. Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis may be more economical. Employees should choose between long-term parking or a taxi based on whichever is the more economical for the organization. Reimbursements will be provided for ground transportation travel expenses directly related to the event, not including transportation from home to airport.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Chief Operations Officer or Executive Administrator for approval and then on to ExED for processing.

### Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Executive Director and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

## Asset Management

### Cash Management and Investments

**Policy:** All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

**Procedures:**

- The Executive Director will obtain Governing Board approval before opening or closing a bank account.
- Governing Board will adopt an investment policy before funds are to be invested.

### Capital Equipment

**Policy:** The organization capitalizes any item, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.

**Procedures:**

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Executive Director and Chief Operations Officer will be notified of all cases of theft, loss, damage or destruction of assets.
- The Chief Operations Officer or Director of Technology will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.

### Loans

**Policy:** The Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents. Employee loans, including salary advances, are not allowed.

**Procedures:**

- The Executive Director and/or Governing Board designee shall review and sign the promissory note before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.

### Insurance

**Policy:** The organization will maintain insurance with a high quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

**Procedures:**

- The Executive Director will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- The Chief Operations Officer will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

### Parking Lot Liability

**Policy:** Parking lot related incidences are not covered under any school insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

**Procedures:**

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage through his/her individual insurance policies.

### Operating Reserves

**Policy:** The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to:

- the greater of 5% or \$55,000 for a school with 0-300 ADA
- the greater of 4% or \$55,000 for a school with 301-1,000 ADA

The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

**Procedures:**

- ExED will monitor the organization's reserve level and will report the reserve level to the Executive Director and the Governing Board on a monthly basis.
- It is the responsibility of the Executive Director and the Governing Board to understand the organization's cash situation and it is the responsibility of the Executive Director to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.



- The Governing Board may develop an additional Operating Reserve Policy to specify use of the Operating Reserves.

Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Sem	Sem	WKS	hor	Reg	Min
July	v	v	v	h	v			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			nt	nt	nt	0			0	0	0	
August	t	t			t	t	t	t	t		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15			2	12	1	15
September	h	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19			2	16	1	19	
October	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22			3	17	2	22	
November	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14			1	13	0	14	
December	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15			3	12	0	15	
January	h	v	v			v	v	v	v	v			t	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13			1	12	0	13	
February			t	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18			2	16	0	18	
March		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21			4	15	2	21	
April	1	1	t			v	v	v	v	v		h	h	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15			1	13	1	15	
May	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20			11	9	0	20	
June	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8			1	4	3	8	
July	v	v	v			v	v	v	v	v			v	v	v	v	v	v			v	v	v	v	v	v	v	v	v	v	180		180	31	139	10	180	

**Calendar Key**

1	Instructional Day	1	Shortened Day	1	Minimum Day	v	vacation	h	National Holiday	t	All Staff Training	p	Parent Conferences
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1st Day of School	8-12-19
Labor Day	9-2-19
Veteran's Day	11-11-19
Thanksgiving Break	11-25-19 to 11-29-19
Winter Break	12-23-19 to 1-13-20

M.L. King Jr. Day	1-20-20
President's Day	2-17-20
Easter	4-12-20
Spring Break	4-6-20 to 4-10-20
Memorial Day	5-25-20
Last day of school	6-10-20

New Teacher	7-29-19
New Teacher	7-30-19
New Teacher	7-31-19
All Staff	8-1-19
All Staff	8-2-19
All Staff	8-5-19
All Staff	8-6-19
All Staff	8-7-19
All Staff	8-8-19
All Staff	8-9-19

Grading Periods	
F05	
F10	
F15	
F18	
S05	
S10	
S15	
S18	
S21	

## **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 2019 (the “Effective Date”) by YPI Charter Schools, Inc (“Client”), a California nonprofit public benefit corporation, 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 multiple charter schools authorized by the Chartering Authority, as defined below. 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. “Affiliate” means nonprofit corporations or limited liability companies that are controlled by or under common control with Client. In this Agreement, the following corporation(s) or limited liability companies are Affiliates of Client: Not Applicable.
- d. “Auditor” means an independent certified public accountant selected by Client to prepare annual audited financial statements for Client, as required by California Education Code 41020.
- e. “Basic Services” means the services provided by ExED as selected by Client and described in Schedule A.
- f. “Board” means the governing body of the Client.
- g. “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 Board.
- h. “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).
- i. “Chartering Authority” means the local school district or county office of education or state board of education that has issued a charter to Client to operate a School.
- j. “Client Administrator” means one or more Client staff or Board member(s) in leadership positions authorized to work with ExED with respect to the services outlined in this Agreement. Unless otherwise notified in writing, the Client

Administrator herein shall be (i) the chief executive officer, executive director or equivalent, (ii) the presiding officer of the Board, and (iii) the principal or head of school for matters pertaining to any specific School operated by Client.

- k. “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.

- l. “P-1/P-2” means the attendance reports that must be submitted to the State of California for ADA apportionment purposes.
- m. “myExED Portal” means the ExED client portal (myexed.org) and the associated applications made available to select Client staff via this website.
- 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. “Paycom Alternate” means Paychex, a payroll processing service alternative to Paycom. If this box is checked with an “X”, Client has elected to use a Paycom Alternate for the term of this Agreement:  Not Applicable .
- p. “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 that do not contain or embody Client’s Confidential Information. 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.

- q. “School” means each charter school that Client has been authorized to operate by a Chartering Authority, which is actually operated by Client and included in the scope of the Services described herein.
- r. “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.
- s. “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.
- t. “Site” means a site at which Client conducts its business.
- u. “Standard Financial Reports” means the financial reports prepared by ExED for Client Administrators or the Board. See Schedule A for list of reports included.
- v. “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.
- w. “State Standardized Account Codes” means the account codes mandated by the California Department of Education.

## 2. THE SERVICES

- a. Basic Services. During the term of this Agreement, 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.
- c. Services to Affiliates. ExED is not providing any services to Affiliates of Client under this Agreement. Client shall cause its Affiliates to engage ExED for a separate scope of services or shall manage the financial affairs of its Affiliates without ExED assistance. If ExED has been engaged by one or more Affiliates to provide services, and Client has been designated to pay for such services (in lieu of paying higher rent, otherwise required for the Affiliate to pay directly), Client agrees that ExED fees for such services will be billed to and due from Client.

### 3. PAYMENT AND TERMS

- a. Fees and Charges. During the term of this Agreement, Client will pay ExED a fee of \$222,282 for the 2019-20 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 \$150 per month without prior, written authorization from the Client.
- b. Invoicing. ExED will invoice Client \$18,523.50 monthly from July 1st, 2019, through June 30, 2020, as well as for out-of-pocket expenses incurred not to exceed \$150 per month without prior 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 a monthly rate of 1%, not to exceed the maximum allowed under applicable law.
- g. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement.

### 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 its subcontractors, all payments to subcontractors, and the direction and control of the work to be performed by, its subcontractors, if any. All subcontractors, if any, will be required by ExED to comply with the terms and conditions of this Agreement respecting Client Confidential Information.

5. THE CLIENT'S OBLIGATIONS.

- a. Authorized Personnel. The Client Administrator(s) identified herein are authorized to work with ExED and authorize their staff to work with ExED with respect to the services outlined in this Agreement.
- b. Alternative Contacts. The Board 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 Board 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 ExED to work with Client's Auditor 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 the Chartering Authority, any governmental investigating or funding authority or Client's Auditor, to the extent required by law, including exceptions noted in any independent accountant's report.
- d. Coordination and Cooperation. Client will cause the Client Administrator(s) and other authorized staff members to 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 reasonable steps 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 and retirement reporting, if applicable.
- (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 timekeeping purposes.
  - (iii) The following provisions shall apply unless Client is using a Paycom Alternate for the term of this Agreement:
    - (1) 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.
    - (2) Client will be responsible for all fees and charges assessed by Paycom.
    - (3) Client will submit all necessary payroll and time and attendance data within the Paycom software.
    - (4) Client will be responsible for maintaining employee information, not related to payroll processing, within the Paycom software.
    - (5) Client will be responsible for working with Paycom to setup and track any payroll accruals (e.g., vacation, sick, etc.)
  - (iv) Client will approve all final check calculations. ExED will follow California labor code when calculating an employee's final check unless directed by the Client to follow the calculation method commonly used by school districts.
- 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.
- (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 make good faith effort to comply with all material grant and funding requirements, including record keeping, reporting, management and financial controls and policies and procedures.
  - (i) Client to prepare Semiannual Certifications and/or Personnel Activity Reports to account for wages paid for with federal funds.
- 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 the Chartering Authority or any other governmental authority, to the extent permitted by law. Client will promptly provide ExED with copies of every report or notice provided to the Chartering Authority or any other governmental agency, including any schedules or exhibits thereto, to the extent such report or notice relates to the Services outlined in this Agreement.
- l. Designation of ExED. Client hereby designates employees and subcontractors 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.
- 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. ExED will obtain and maintain customary and reasonable comprehensive commercial general liability, professional liability, crime, and cyber liability insurance appropriate to its business under this Agreement.
- 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 Board, 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, Chartering Authorities, regulatory agencies, insurance carriers, service providers and suppliers, and the Client. Confidential Information shall be handled by ExED, its employees and subcontractors as follows:
  - (i) Except as set forth in (vi) below, 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.
  - (ii) ExED and any ExED subcontractors granted access to Client Confidential Information, will take reasonable steps to maintain the confidentiality of Client's Confidential Information and will notify Client if the confidentiality has been compromised.
  - (iii) ExED and any ExED subcontractors will take reasonable steps to ensure the security of the devices used by their staff to access Client Information and will use their best effort to notify Client if the security of a device has been compromised.
  - (iv) ExED shall maintain reasonable security measures to safeguard the Confidential Information.
  - (v) ExED may, but shall not be required to, 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 subcontractors to agree to comply with these Standard Conditions for the handling of Confidential Information.
  - (vi) Notwithstanding the foregoing, ExED shall have the right to use Client Confidential Information in a non-identifiable way, as part of its overall database of information about public charter schools. For example, Client salaries may be included in overall information ExED compiles, and provides to Client, about the range of salaries offered by similar schools.

- 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 REPERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, ExED'S (INCLUDING ITS DIRECTORS, OFFICERS, AND EMPLOYEES) TOTAL AND AGGREGATE LIABILITY, WHETHER ARISING IN TORT, CONTRACT, MISREPRESENTATION, BREACH OF WARRANTY OR FOR ANY OTHER CAUSE OF ACTION SHALL NOT EXCEED \$62,500, OR ExED'S TOTAL ANNUAL FEES FOR SERVICES RENDERED PURSUANT TO THIS AGREEMENT, WHICHEVER AMOUNT IS GREATER. IN NO EVENT SHALL ExED BE LIABLE TO THE CLIENT OR ANYONE CLAIMING THROUGH THE CLIENT FOR SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES SUFFERED BY THE CLIENT OR ANY AFFILIATE OF THE CLIENT, WHETHER OR NOT SUCH DAMAGES WERE OR COULD HAVE BEEN FORESEEABLE TO ExED. NO DIRECTOR, OFFICER OR EMPLOYEE OF ExED SHALL BE LIABLE TO CLIENT OR ANYONE CLAIMING THROUGH THE CLIENT ON ACCOUNT OF ANY ACT OR OMISSION OF ExED, REGARDLESS OF THE NATURE OF SUCH ACT OR OMISSION OF ExED, OR THE THEORY OF LIABILITY ASSERTED AGAINST ExED OR SUCH DIRECTOR, OFFICER OR EMPLOYEE OF ExED, EITHER INDEPENDENTLY OR IN A VICARIOUS CAPACITY.
- (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.

- 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, 2019, until June 30, 2020.

- 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 either party is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, the other party may terminate this Agreement upon written notice.
- 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 10 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 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 subcontractors. 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 may 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 and approved by Client in writing, in advance, in each instance.
- 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
  - A) Budget Development
    - 1) Work with Client administrators to develop an annual budget for each School (4 budgets) for the 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 for each School.
  - 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, if necessary, will be kept to a minimum and forwarded to the Board for approval.
  - C) Additional Budget Versions
    - 1) As requested by the Client for its charter petition renewal with its Chartering Authority, 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, as approved in advance by Client in writing.
  - D) 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 of these changes on the Client's financial outlook and will notify Client of any significant implications.
  
- 2) Financial Management, Reporting, and Forecasting
  - 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. The reports will be provided monthly, or on an alternative timeline approved by Client Administrator. If monthly, the Standard Financial Reports will be available 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) In this Agreement, "Standard Financial Reports" shall mean:
      - (a) Financial Dashboard (excluded from July Financial Package)
      - (b) Cash Flow 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) Cash Flow Forecast
    - 1) ExED will prepare a Cash Flow Forecast report for each School (4 forecasts) throughout the year as part of the Standard Financial Reports. This report will project cash flow on a monthly basis and will reflect timing of revenue and expenses for the full fiscal year. The report 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 Client Administrator can understand at any point in the year, what the full fiscal 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 Board 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, or arrange for Auditor to present, annual audit to Audit Committee as appropriate.
  - F) Chartering Authority Financial Reporting
    - 1) Complete and submit all financial reporting required to Chartering Authority 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 assist with preparing necessary facility financing reports and attend facility financing meetings. Extensive facility financing reports may require an additional fee, as approved in advance by Client in writing.
- 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. Record monthly depreciation entries 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. Rush Checks are defined as checks requested to be sent out immediately, outside normal weekly processing schedule.
    - 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, or arrange for Client to provide, 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, CALPADS reports, 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) Paycom. The following provisions shall apply unless Client is using a Paycom Alternate for the term of this Agreement:
      - (a) Client shall maintain within the Paycom software, in a manner consistent with the information given to ExED, (i) employee information related to payroll processing and (ii) non-tax payment information, such as voluntary deductions and garnishments.

- (b) 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.
  - (c) 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.
- 2) Paycom Alternate. If Client is using a Paycom Alternate for the term of this Agreement ExED will (i) process any status updates, new hires, terminations, and or informational changes in the payroll system based on information submitted by the Client on Status Change Request forms, and (ii) calculate and submit to federal and state authorities federal and state payroll tax payments and reports, as required by law and directed by Client.
  - 3) 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.
  - 4) 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 contact 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 contact 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 contact 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.
  - 5) File and deposit Client's State Unemployment taxes and quarterly returns associated with payrolls processed through Paycom.
  - 6) 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) Other retirement plans (e.g., 403B, 401K, 457, etc.) – 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 Authority as required.
  - 2) Prepare and submit monthly statistical and classification attendance reports, if required to be submitted by Chartering Authority.
  - 3) Attendance Reporting Revisions: All attendance reporting revisions required to be made after submission deadlines agreed to by ExED and Client during which Client confirms attendance data is ready to be run, will be charged at the following rates (in the case Client operates multiple Schools, these charges will be applied for each School that requires an adjustment):
    - (i) The Client will be charged a fee of one-hundred dollars (\$100.00) for each instance and each month the monthly attendance data needs to be revised.
    - (ii) The Client will be charged a fee of one-hundred dollars (\$100.00) if a prior year P-2 adjustment is required.
    - (iii) The Client will be charged a fee of five-hundred dollars (\$500.00) if a CALPADS Unduplicated Pupil Count (UPC) adjustment is required.
- B) Categorical Funding Applications
- 1) Prepare funding applications for funding sources identified in Client's Budget. This includes the following (if applicable): Consolidated Application (ConApp), Title III Consortium Application English Learner, 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 Authority in required format.
  - 2) Twice a year, prepare Interim Financial Reports and submit to Chartering Authority in required format.
  - 3) Annually, prepare the Unaudited Actuals Report and submit to the Chartering Authority 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, IV and V reporting as appropriate.
  - 8) Provide assistance as Client prepares Semiannual Certifications and/or Personnel Activity Reports to account for wages 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, notifies ExED of any discrepancies and submits final 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 Training
    - 1) ExED provides an annual training to provide information on various topics relevant to charter school finance and operations. The topics covered in the training may change each year and the training may be provided via online webinars or an in-person training session. In past years, the training has covered topics such as updates on the state budget; best practices for school operations related to internal controls, attendance and nutrition reporting, payroll, and other procedures and policies; and how to use myExED tools.
  - 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 the Board and Committee members on best practices to monitor financial reports.
  - E) Client Administrator Meeting
    - 1) ExED's Team Leader meets regularly with Client Administrators to review financial report and any other outstanding issues or concerns. Provides coaching on best practices to monitor Client's finances.
  - F) Chartering Authority Meetings

- 1) ExED prepares required materials for and attends Chartering Authority 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.
  - G) WASC Review
    - 1) Prepare fiscal materials for and attend WASC review meetings as needed.
  - H) Other Meetings
    - 1) 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](http://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) Business Guide, 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) Other Audits/Reporting
    - 1) Assist 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 the Board, 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 drafting and 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 charter school industry vendor list.
- 3) Provide support for strategic planning issues.
- 1)

# YPI CHARTER SCHOOLS



## Bert Corona Charter School

### Homeless Education Policy

Bert Corona Charter School has designated Ruben Dueñas as the liaison for homeless children and youths. He may be reached at [rduenas@coronacharter.org](mailto:rduenas@coronacharter.org) or (818) 472-9138.

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.
- 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.

- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- 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:

- Proof of residency
- 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.)
- 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.)
- Proof of guardianship

- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- 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 Bert Corona Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- 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.

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 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.

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.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter School.

**Coordination**

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.



## YPI CHARTER SCHOOLS

June 17, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2019-2020 from Learning Tech.org**

### BACKGROUND

In 2006, Bert Corona was preparing for the first renewal after only operating for two years. At the time the LAUSD Board approved approximately 20 charters for 3 years only and BCCS was one of them. When Yvette and Ruben arrived the school only had 7 functioning computers, although the petition promised a technology rich educational experience for students. We reached out to the Millers for support to develop and write an E-rate plan to develop the technological infrastructure necessary to fulfill the petition promise.

### ANALYSIS

Mark Miller and his team at Learningtech.org, including his sister Eileen Miller, have provided exceptional service at exceptionally low cost to YPI Charter Schools, beginning with Bert Corona, since 2006. For over thirteen years, federal funding has been leveraged to the maximum extent possible to ensure that YPICS students have enjoyed access to high speed internet access that other schools have not.

The cost for the nearly daily consulting work has been minimal reflecting the commitment of Learningtech.org to support its partners to bring the highest level of technology access to schools throughout California. The labor rate is attached for board review.

### RECOMMENDATION

It is recommended that the Board of YPI Charter Schools approve the renewal of the LearningTech.org E-Rate Consulting Proposal for fiscal year 2019-2020



## YPI CHARTER SCHOOLS

June 17, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve 2019-2020 Consolidated Application Certification of Assurances Statement and Application for Categorical Programs for BCCS, MORCS, and BCHS**

### 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.

### ANALYSIS

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 YPI Charter Schools approve 2019-2020 Application for Funding for BCCS, MORCS, and BCHS.

**Attachments: 2019-2020 General Assurances, 2019-2020 Certification of Assurances and 2019-2020 Application for Funding for BCCS, MORCS, and BCHS**

# YPI CHARTER SCHOOLS



## Monsenor Oscar Romero Charter School

### Homeless Education Policy

Monseñor Oscar Romero Charter School has designated Rene Quon as the liaison for homeless children and youths. He may be reached at [mrquon@romerocharter.org](mailto:mrquon@romerocharter.org) or (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.
- 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.



- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- 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:

- Proof of residency
- 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.)

- 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.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- 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:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- 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.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Monseñor Oscar Romero Charter School.

### **Coordination**

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.

# YPI CHARTER SCHOOLS



## Bert Corona Charter High School

### Homeless Education Policy

Bert Corona Charter High School has designated Yolanda Fuentes as the liaison for homeless children and youths. She may be reached at [msfuentes@coronacharter.org](mailto:msfuentes@coronacharter.org) or (818) 472-9138.

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.
- 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.

- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- 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 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:

- Proof of residency
- Transcripts/school records (Bert Corona Charter High 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.)
- 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.)
- Proof of guardianship

- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- 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 Bert Corona Charter High School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- 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.

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 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.

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.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter High School.

**Coordination**

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.



**Learningtech.org**<sup>®</sup>

The Miller Institute for Learning with Technology

**E-Rate Consulting Renewal Proposal  
Fiscal Year 2019-2020 / E-Rate Funding Year 2020-2021  
YPI Charter Schools**

Learningtech.org appreciates the opportunity to provide E-Rate Consulting Services to your organization. During the past months, we facilitated application(s) for a total of **\$90,288.21** E-Rate discounts for FY2019 (7/1/2019 – 6/30/2020) with:

- Category 1 application for *continuing contracted services* that requested funding of **\$90,288.21**
- Additional California Teleconnect Fund discounts are also anticipated for eligible Category 1 services

We look forward to continuing our relationship and anticipate providing Standard E-Rate Management Services for FY2020 (7/1/2020 – 6/30/2021) to your organization during fiscal year 2019 – 2020 (7/1/2019 – 6/30/2020), consistent with the attached **Scope of Work**.

These key assumptions support the next fiscal year's work:

- One (1) Category 1 application for continuing contract services
- One (1) Category 1 application for newly competed and awarded services (as needed)
- No Category 2 application. A separate consulting fee applies for Category 2 application; please request a quote if you intend to pursue Category 2 funding
- No additional schools or sites since last year. A separate consulting fee applies for additional schools or sites; please notify us immediately if you anticipate opening a new school or site in the next year

**Consistent with Paragraph 2 of the existing Consulting Agreement**, our current agreement automatically renews annually through **6/30/22**.


This renewal proposal includes these additional considerations:

- The annual Fixed Fee amount of **9,350.00**, which includes a Consumer Price Index adjustment, covers the Standard E-Rate Management Services and above assumptions
- Additional costs may be incurred if mutually agreed assumptions turn out to be inaccurate or if services are requested that are outside the stated Scope of Work
- At Client's preference, the annual Fixed Fee amount for the fiscal year's work can be paid:
  - *In a single payment* with 2% discount if paid by cash/check within 10 days of invoice date, *or*
  - *Quarterly, in 4 installments*, due on the 1<sup>st</sup> day of the first month of each quarter. We will assume you prefer quarterly unless we hear from you by 6/30/2019
- Clients wishing to use payment services that charge a transaction fee (e.g., Square, PayPal, credit cards) must pay the transaction fee



- Late fees and/or finance charges up to the maximum amounts allowed by law shall be applied to past due accounts
- **Clients who meet key milestones with FY2020 E-Rate work will be entitled to discounts on their next invoice:**
  - Final (after any/all changes) E-Rate FY2020 PLANNING RECAP signed by at least *75 days prior to opening of the FY2020 application window*<sup>1</sup> = 2.0% of fixed fee
  - All RFP(s) approved by at least *50 days prior to opening of the FY2020 application window*<sup>2</sup> = 0.5% of fixed fee
  - All contract documents (renewals and/or newly awarded) Board approved and signed by at least *35 days prior to closing of the FY2020 application window*<sup>3</sup> = 0.5% of fixed fee
- Additionally, Clients who refer new business to Learningtech.org that result in new clients by 60 days before the application window opens will receive **\$200** credit on their next invoice

Client hereby notifies Learningtech.org of intent to renew the existing contract with the above considerations. Executed on the date(s) set forth below, by duly authorized agents for the respective parties.

The Miller Institute for Learning with Technology	YPI Charter Schools
<i>Authorized Representative For Consultant</i>	<i>Authorized Representative For Client</i>
Mark L. Miller, Ph.D.	
<i>Name</i>	<i>Name</i>
President and Executive Director	
<i>Title</i>	<i>Title</i>
	
<i>Signature</i>	<i>Signature</i>
05/19/2019	
<i>Date</i>	<i>Date</i>

<sup>1</sup> We are estimating the FY2020 application window will open 1/8/20, making the RECAP milestone target 10/25/19. The exact milestone target will be updated when the FY2020 application window dates are announced.

<sup>2</sup> We are estimating the FY2020 application window will open 1/8/20, making the RFP milestone target 11/19/19. The exact milestone target will be updated when the FY2020 application window dates are announced.

<sup>3</sup> We are estimating the FY2020 application window will close 3/18/20, making the contracts milestone target 2/12/20. The exact milestone target will be updated when the FY2020 application window dates are announced.

# Coversheet

## Recommendation to approve 2019-2020 budgets for BCCS, MORCS, and BCCHS

<b>Section:</b>	V. Items Scheduled For Action
<b>Item:</b> and BCCHS	B. Recommendation to approve 2019-2020 budgets for BCCS, MORCS,
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	19-20 Budget BCCS.pdf 19-20 Budget BCHS.pdf 19-20 Budget MORCS.pdf FY19-20 Budget YPICS.pptx

**BERT CORONA CHARTER SCHOOL**  
*Multi-Year Budget Detail*  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
Enrollment	377	382	382	382	382	382		
ADA	365.43	368.63	368.63	368.63	368.63	368.63		
ADA %		97%	97%	97%	97%	97%		
UPP		83%	81%	81%	81%	81%		
<b>Income</b>								
<b>8011-8098 · Local Control Funding Formula Sources</b>								
8011 Local Control Funding Formula	2,302,469	2,467,266	2,540,904	2,650,483	2,777,249	2,880,875	33%	7%
8012 Education Protection Account	552,306	548,806	548,806	548,806	548,806	548,806	7%	-1%
8019 Local Control Funding Formula - Prior Year	(5,161)	-	-	-	-	-	0%	-100%
8096 In Lieu of Property Taxes	842,152	813,264	813,264	813,264	813,264	813,264	11%	-3%
8098 In Lieu of Property Taxes, Prior Year							0%	
<b>Total 8011-8098 · Local Control Funding Formula Sources</b>	<b>3,691,766</b>	<b>3,829,337</b>	<b>3,902,974</b>	<b>4,012,553</b>	<b>4,139,320</b>	<b>4,242,945</b>	<b>50%</b>	<b>4%</b>
<b>8100-8299 · Federal Revenue</b>							0%	
8181 Special Education - Federal (IDEA)	72,501	73,136	73,136	73,136	73,136	73,136	1%	1%
8220 Child Nutrition - Federal	265,387	273,820	273,820	273,820	273,820	273,820	4%	3%
8291 Title I	147,811	147,811	147,811	147,811	147,811	147,811	2%	0%
8292 Title II	17,117	17,117	17,117	17,117	17,117	17,117	0%	0%
8294 Title III	8,419	8,617	8,640	8,640	8,640	8,640	0%	2%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	2,997,689	2,496,433	2,496,433	2,496,433	624,108	-	33%	-17%
<b>Total 8100-8299 · Other Federal Income</b>	<b>3,518,925</b>	<b>3,026,934</b>	<b>3,026,956</b>	<b>3,026,956</b>	<b>1,154,632</b>	<b>530,524</b>	<b>40%</b>	<b>-14%</b>
<b>8300-8599 · Other State Revenue</b>								
8520 Child Nutrition - State	20,624	21,195	21,195	21,195	21,195	21,195	0%	3%
8550 Mandate Block Grant	71,452	6,162	6,402	6,582	6,790	6,790	0%	-91%
8560 Lottery Revenue	74,476	75,201	75,201	75,201	75,201	75,201	1%	1%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	318,164	175,832	178,541	183,898	189,415	195,097	2%	-45%
8592 State Mental Health	-	-	-	-	-	-	0%	
8593 After School Education & Safety	-	163,800	163,800	163,800	163,800	163,800	2%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8599 State Revenue - Other	201,760	-	-	-	-	-	0%	-100%
<b>Total 8300-8599 · Other State Income</b>	<b>686,476</b>	<b>442,189</b>	<b>445,139</b>	<b>450,675</b>	<b>456,400</b>	<b>462,082</b>	<b>6%</b>	<b>-36%</b>
<b>8600-8799 · Other Local Revenue</b>								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	

**BERT CORONA CHARTER SCHOOL**  
 Multi-Year Budget Detail  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	379	-	-	-	-	-	0%	-100%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	10,500	10,000	10,000	10,000	10,000	10,000	0%	-5%
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	1,000	-	-	-	-	-	0%	-100%
8696 Other Fundraising	-	-	-	-	-	-	0%	
8697 E-Rate	-	40,000	40,000	40,000	40,000	40,000	1%	
8698 SELPA Grants	-	20,000	20,000	20,000	20,000	20,000	0%	
8699 All Other Local Revenue	88,248	-	-	-	-	-	0%	-100%
8792 Transfers of Apportionments - Special Education	215,059	216,942	216,942	216,942	216,942	216,942	3%	1%
<b>Total 8600-8799 · Other Income-Local</b>	<b>315,186</b>	<b>286,942</b>	<b>286,942</b>	<b>286,942</b>	<b>286,942</b>	<b>286,942</b>	<b>4%</b>	<b>-9%</b>
<b>Prior Year Adjustments</b>								
8999 Other Prior Year Adjustment	14,234	-	-	-	-	-	0%	-100%
<b>Total Prior Year Adjustments</b>	<b>14,234</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>8,226,587</b>	<b>7,585,402</b>	<b>7,662,012</b>	<b>7,777,126</b>	<b>6,037,294</b>	<b>5,522,493</b>	<b>100%</b>	<b>-8%</b>
<b>Expense</b>								
<b>1000 · Certificated Salaries</b>								
1110 Teachers' Salaries	975,796	1,155,224	1,189,880	1,225,577	1,262,344	1,300,214	15%	18%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	51,968	42,973	44,262	45,590	46,958	48,366	1%	-17%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	0%	
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	0%	
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	125,550	115,895	119,372	102,680	98,799	101,763	2%	-8%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 · Certificated Salaries</b>	<b>1,153,313</b>	<b>1,314,092</b>	<b>1,353,515</b>	<b>1,373,846</b>	<b>1,408,101</b>	<b>1,450,344</b>	<b>17%</b>	<b>14%</b>
<b>2000 · Classified Salaries</b>								
2111 Instructional Aide & Other Salaries	417,437	173,784	178,998	184,368	189,899	195,596	2%	-58%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	-	149,750	154,243	158,870	163,636	168,545	2%	

**BERT CORONA CHARTER SCHOOL**

*Multi-Year Budget Detail*

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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
2200 Classified Support Salaries	46,162	52,134	53,698	55,309	56,968	58,677	1%	13%
2300 Classified Supervisors' & Administrators' Salaries	86,464	91,078	93,811	96,625	99,524	102,509	1%	5%
2400 Classified Office Staff Salaries	213,984	254,619	262,257	241,453	238,853	246,018	3%	19%
2900 Other Classified Salaries	78,392	68,283	70,331	72,441	74,614	76,853	1%	-13%
<b>Total 2000 · Classified Salaries</b>	<b>842,438</b>	<b>789,648</b>	<b>813,337</b>	<b>809,065</b>	<b>823,493</b>	<b>848,198</b>	<b>10%</b>	<b>-6%</b>
<b>3000 · Employee Benefits</b>								
3111 STRS - State Teachers Retirement System	220,758	219,453	244,986	244,545	250,642	277,016	3%	-1%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	38,534	48,958	50,427	50,162	51,057	52,588	1%	27%
3331 MED - Medicare	28,960	30,504	31,419	31,652	32,358	33,329	0%	5%
3401 H&W - Health & Welfare	289,183	289,183	234,469	248,537	263,449	279,256	4%	0%
3501 SUI - State Unemployment Insurance	992	1,052	1,083	1,091	1,116	1,149	0%	6%
3601 Workers' Compensation Insurance	20,527	22,503	24,105	25,255	26,851	28,763	0%	10%
3751 OPEB, Active Employees		683	703	724	746	769	0%	
3901 Other Retirement Benefits	6,351	7,896	8,133	8,091	8,235	8,482	0%	24%
3902 Other Benefits	2,270						0%	-100%
<b>Total 3000 · Employee Benefits</b>	<b>607,574</b>	<b>620,232</b>	<b>595,327</b>	<b>610,058</b>	<b>634,454</b>	<b>681,352</b>	<b>8%</b>	<b>2%</b>
<b>4000 · Supplies</b>								
4111 Core Curricula Materials	11,996	11,367	11,472	11,816	12,170	12,535	0%	-5%
4211 Books & Other Reference Materials	16,000	15,000	15,150	15,305	7,964	5,628	0%	-6%
4311 Student Materials	152,187	155,500	157,165	158,880	85,646	62,466	2%	2%
4351 Office Supplies	31,000	18,000	18,240	18,487	11,242	9,004	0%	-42%
4371 Custodial Supplies	16,000	12,000	12,000	12,000	12,000	12,000	0%	-25%
4390 Other Supplies	97,200	90,000	90,450	90,914	53,891	41,883	1%	-7%
4411 Non Capitalized Equipment	88,000	71,000	71,000	71,000	33,500	21,000	1%	-19%
4711 Nutrition Program Food & Supplies	374,121	370,279	372,130	373,991	375,861	377,740	5%	-1%
<b>Total 4000 · Supplies</b>	<b>786,504</b>	<b>743,145</b>	<b>747,607</b>	<b>752,392</b>	<b>592,274</b>	<b>542,255</b>	<b>10%</b>	<b>-6%</b>
<b>5000 · Operating Services</b>								
5211 Travel & Conferences	64,710	64,710	64,710	64,710	34,710	24,710	1%	0%
5311 Dues & Memberships	12,853	11,400	10,625	10,753	6,385	5,021	0%	-11%
5451 General Insurance	23,191	24,203	24,929	25,677	26,447	27,241	0%	4%
5511 Utilities	-	60,000	61,800	63,654	65,564	67,531	1%	
5521 Security Services	-	-	-	-	-	-	0%	
5531 Housekeeping Services	-	-	-	-	-	-	0%	
5599 Other Facility Operations & Utilities	135,314	80,314	82,723	85,205	87,761	90,394	1%	-41%

**BERT CORONA CHARTER SCHOOL**

*Multi-Year Budget Detail*

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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
5611 School Rent - Private Facility		114,000	114,000	117,420	120,943	124,571	2%	
5613 School Rent - Prop 39		-	-	-	-	-	0%	
5619 Other Facility Rentals	123,600	-	-	-	-	-	0%	-100%
5621 Equipment Lease	40,440	42,206	43,472	44,776	46,119	47,503	1%	4%
5631 Vendor Repairs	176,400	103,000	106,090	109,273	112,551	115,927	1%	-42%
5812 Field Trips & Pupil Transportation	125,600	114,600	114,600	114,600	39,600	14,600	2%	-9%
5821 Legal		-	-	-	-	-	0%	
5823 Audit		-	-	-	-	-	0%	
5831 Advertisement & Recruitment	1,597	1,645	1,694	1,745	1,797	1,851	0%	3%
5841 Contracted Substitute Teachers		33,750	33,750	33,750	33,750	33,750	0%	
5842 Special Education Services		140,000	144,200	148,526	152,982	157,571	2%	
5843 Non Public School		-	-	-	-	-	0%	
5844 After School Services		163,800	163,800	163,800	163,800	163,800	2%	
5849 Other Student Instructional Services	434,760	69,000	69,570	70,157	33,262	21,385	1%	-84%
5851 Professional Development		-	-	-	-	-	0%	
5852 Nursing & Medical (Non-IEP)		-	-	-	-	-	0%	
5859 All Other Consultants & Services	2,614,570	2,006,000	2,006,000	2,006,000	506,000	6,000	26%	-23%
5861 Non Instructional Software	36,678	38,280	39,428	40,611	41,829	43,084	1%	4%
5865 Fundraising Cost		-	-	-	-	-	0%	
5871 District Oversight Fees	36,969	38,293	39,030	40,126	41,393	42,429	1%	4%
5872 Special Education Fees (SELPA)	57,512	58,016	59,756	61,549	63,395	65,297	1%	1%
5881 Intra-Agency Fees	524,546	548,824	511,559	526,906	542,713	558,995	7%	5%
5895 Bad Debt Expense		-	-	-	-	-	0%	
5899 All Other Expenses	871	909	936	964	993	1,023	0%	4%
5911 Office Phone		-	-	-	-	-	0%	
5913 Mobile Phone		-	-	-	-	-	0%	
5921 Internet		-	-	-	-	-	0%	
5923 Website Hosting		-	-	-	-	-	0%	
5931 Postage & Shipping		-	-	-	-	-	0%	
5999 Other Communications	79,347	70,000	72,100	74,263	76,491	78,786	1%	-12%
<b>Total 5000 · Operating Services</b>	<b>4,488,958</b>	<b>3,782,949</b>	<b>3,764,772</b>	<b>3,804,464</b>	<b>2,198,485</b>	<b>1,691,468</b>	<b>50%</b>	<b>-16%</b>
<b>6000 · Capital Outlay</b>								
6901 Depreciation Expense	266,761	334,979	310,680	120,956	90,733	75,208	4%	26%
6903 Amortization Expense							0%	
6999 Capital Outlay							0%	
<b>Total 6000 · Capital Outlay</b>	<b>266,761</b>	<b>334,979</b>	<b>310,680</b>	<b>120,956</b>	<b>90,733</b>	<b>75,208</b>	<b>4%</b>	<b>26%</b>

**BERT CORONA CHARTER SCHOOL**  
 Multi-Year Budget Detail  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
<b>7000 · Other Outgo</b>								
7438 Interest Expense	-	-	-	-	-	-	0%	
<b>Total 7000 · Other Outgo</b>	-	-	-	-	-	-	0%	
<b>TOTAL EXPENSE</b>	<b>8,145,548</b>	<b>7,585,045</b>	<b>7,585,237</b>	<b>7,470,782</b>	<b>5,747,541</b>	<b>5,288,826</b>	<b>100%</b>	<b>-7%</b>
<b>NET INCOME</b>	<b>81,039</b>	<b>356</b>	<b>76,775</b>	<b>306,345</b>	<b>289,753</b>	<b>233,667</b>		
<b>Beginning Cash Balance</b>	1,297,987	1,233,259	1,253,984	2,223,411	2,637,559	3,013,101		
<b>Cash Flow from Operating Activities</b>								
Net Income	81,039	356	76,775	306,345	289,753	233,667		
Change in Accounts Receivable								
Prior Year Accounts Receivable	1,379,897	1,239,680	1,372,769	772,284	785,437	790,381		
Current Year Accounts Receivable	(1,239,680)	(1,372,769)	(772,284)	(785,437)	(790,381)	(812,887)		
Change in Due from	(39,604)	-	-	-	-	-		
Change in Accounts Payable	(148,495)	(141,297)	(18,514)	-	-	-		
Change in Due to	41,182	(35,063)	-	-	-	-		
Change in Accrued Vacation	122	-	-	-	-	-		
Change in Payroll Liabilities	1,699	-	-	-	-	-		
Change in Prepaid Expenditures	(37,896)	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Depreciation Expense	266,761	334,979	310,680	120,956	90,733	75,208		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(359,168)	-	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(10,586)	-	-	-	-	-		
<b>Ending Cash Balance</b>	<b>1,233,259</b>	<b>1,259,145</b>	<b>2,223,411</b>	<b>2,637,559</b>	<b>3,013,101</b>	<b>3,299,470</b>		
Month with Lowest Ending Cash Balance	Dec: \$1,005,745	Mar: (\$ 81,090)	Jun: (\$ 333,022)	Jun: \$81,126	Jun: \$2,328,993	Sep: \$2,961,460		
5% Reserve Goal	407,277	379,252	379,262	373,539	287,377	264,441		
Net Income as a Percent of Expenses	1.0%	0.0%	1.0%	4.1%	5.0%	4.4%		
Ending Cash as a Percent of Expenses	15.1%	16.6%	29.3%	35.3%	52.4%	62.4%		

**Bert Corona Charter High School**  
**Multi-Year Budget Detail**  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
Enrollment	224	232	285	332	362	362		
ADA	222.93	219.24	269.33	313.74	342.09	342.09		
ADA %		95.0%	95%	95%	95%	95%		
UPP		82%	81%	81%	81%	81%		
<b>Income</b>								
<b>8011-8098 · Local Control Funding Formula Sources</b>								
8011 Local Control Funding Formula	2,142,613	2,198,652	2,783,500	3,354,219	3,797,774	3,912,803	68%	3%
8012 Education Protection Account	44,586	43,848	53,865	62,748	68,418	68,418	1%	-2%
8019 Local Control Funding Formula - Prior Year	(2,334)	-	-	-	-	-	0%	-100%
8096 In Lieu of Property Taxes	513,753	483,683	594,179	692,167	754,712	754,712	15%	-6%
8098 In Lieu of Property Taxes, Prior Year							0%	
<b>Total 8011-8098 · Local Control Funding Formula Sources</b>	<b>2,698,618</b>	<b>2,726,183</b>	<b>3,431,545</b>	<b>4,109,134</b>	<b>4,620,904</b>	<b>4,735,933</b>	<b>85%</b>	<b>1%</b>
<b>8100-8299 · Federal Revenue</b>							0%	
8181 Special Education - Federal (IDEA)	44,229	43,497	53,434	62,246	67,871	67,871	1%	-2%
8220 Child Nutrition - Federal	103,781	97,819	120,166	139,983	152,632	152,632	3%	-6%
8291 Title I	88,234	88,234	88,234	88,234	88,234	88,234	3%	0%
8292 Title II	10,997	10,997	10,997	10,997	10,997	10,997	0%	0%
8294 Title III	2,972	3,557	3,396	4,172	4,860	5,299	0%	20%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	-	-	-	-	-	-	0%	
<b>Total 8100-8299 · Other Federal Income</b>	<b>260,212</b>	<b>254,104</b>	<b>286,226</b>	<b>315,631</b>	<b>334,592</b>	<b>335,032</b>	<b>8%</b>	<b>-2%</b>
<b>8300-8599 · Other State Revenue</b>								
8520 Child Nutrition - State	8,658	7,648	9,396	10,945	11,934	11,934	0%	-12%
8550 Mandate Block Grant	44,577	10,412	10,547	13,319	16,006	17,452	0%	-77%
8560 Lottery Revenue	44,992	44,725	54,942	64,003	69,786	69,786	1%	-1%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	401,545	377,452	458,908	0%	
8592 State Mental Health	975	-	-	-	-	-	0%	-100%
8593 After School Education & Safety	-	-	-	-	-	-	0%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8599 State Revenue - Other	-	-	-	-	-	-	0%	
<b>Total 8300-8599 · Other State Income</b>	<b>99,202</b>	<b>62,785</b>	<b>74,885</b>	<b>489,811</b>	<b>475,178</b>	<b>558,080</b>	<b>2%</b>	<b>-37%</b>
<b>8600-8799 · Other Local Revenue</b>								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	



**Bert Corona Charter High School**  
**Multi-Year Budget Detail**  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	-	-	-	-	-	-	0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	-	-	-	-	-	-	0%	
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	18,173	4,000	4,914	5,724	6,241	6,241	0%	-78%
8696 Other Fundraising	-	8,000	8,240	8,487	8,742	9,004	0%	
8697 E-Rate	-	20,000	-	-	-	-	1%	
8698 SELPA Grants	-	15,000	-	-	-	-	0%	
8699 All Other Local Revenue	45,028	-	-	-	-	-	0%	-100%
8792 Transfers of Apportionments - Special Education	131,197	129,025	158,500	184,639	201,323	201,323	4%	-2%
<b>Total 8600-8799 · Other Income-Local</b>	<b>194,398</b>	<b>176,025</b>	<b>171,654</b>	<b>198,850</b>	<b>216,307</b>	<b>216,569</b>	<b>5%</b>	<b>-9%</b>
<b>Prior Year Adjustments</b>								
8999 Other Prior Year Adjustment	5,281	-	-	-	-	-	0%	-100%
<b>Total Prior Year Adjustments</b>	<b>5,281</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>3,257,711</b>	<b>3,219,097</b>	<b>3,964,310</b>	<b>5,113,426</b>	<b>5,646,981</b>	<b>5,845,613</b>	<b>100%</b>	<b>-1%</b>
<b>Expense</b>								
<b>1000 · Certificated Salaries</b>								
1110 Teachers' Salaries	932,690	974,608	1,070,793	1,113,624	1,158,169	1,204,496	30%	4%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	4,545	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	81,928	34,559	35,941	37,379	38,874	40,429	1%	-58%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	83,325	75,000	78,000	81,120	84,365	87,739	2%	-10%
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	0%	
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	11,512	95,000	98,800	102,752	106,862	111,137	3%	725%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 · Certificated Salaries</b>	<b>1,114,000</b>	<b>1,179,167</b>	<b>1,283,534</b>	<b>1,334,875</b>	<b>1,388,270</b>	<b>1,443,801</b>	<b>37%</b>	<b>6%</b>
<b>2000 · Classified Salaries</b>								
2111 Instructional Aide & Other Salaries	113,845	32,501	33,801	35,153	36,559	38,021	1%	-71%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%	

**Bert Corona Charter High School**

*Multi-Year Budget Detail*

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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
2200 Classified Support Salaries	-	-	-	-	-	-	0%	
2300 Classified Supervisors' & Administrators' Salaries	95,820	97,850	101,764	105,835	110,068	114,471	3%	2%
2400 Classified Office Staff Salaries	174,668	103,078	179,301	186,473	193,932	201,689	3%	-41%
2900 Other Classified Salaries	34,591	39,552	41,134	42,779	44,491	46,270	1%	14%
<b>Total 2000 · Classified Salaries</b>	<b>418,923</b>	<b>272,980</b>	<b>355,999</b>	<b>370,239</b>	<b>385,049</b>	<b>400,451</b>	<b>9%</b>	<b>-35%</b>
<b>3000 · Employee Benefits</b>								
3111 STRS - State Teachers Retirement System	188,240	196,921	232,320	237,608	247,112	275,766	6%	5%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	21,501	16,925	22,072	22,955	23,873	24,828	1%	-21%
3331 MED - Medicare	22,231	21,056	23,773	24,724	25,713	26,742	1%	-5%
3401 H&W - Health & Welfare	241,576	241,576	443,424	478,898	517,210	558,587	8%	0%
3501 SUI - State Unemployment Insurance	776	726	820	853	887	922	0%	-6%
3601 Workers' Compensation Insurance	13,485	13,285	15,599	16,872	18,249	19,738	0%	-1%
3751 OPEB, Active Employees	-	396	411	428	445	463	0%	
3901 Other Retirement Benefits	2,752	2,730	3,560	3,702	3,850	4,005	0%	-1%
3902 Other Benefits	-	-	-	-	-	-	0%	
<b>Total 3000 · Employee Benefits</b>	<b>490,561</b>	<b>493,615</b>	<b>741,979</b>	<b>786,040</b>	<b>837,339</b>	<b>911,050</b>	<b>15%</b>	<b>1%</b>
<b>4000 · Supplies</b>								
4111 Core Curricula Materials	8,027	8,313	10,212	11,897	12,972	12,972	0%	4%
4211 Books & Other Reference Materials	5,227	5,414	6,651	7,748	8,448	8,448	0%	4%
4311 Student Materials	50,788	50,788	62,390	72,679	79,247	79,247	2%	0%
4351 Office Supplies	11,938	12,365	15,190	17,695	19,293	19,293	0%	4%
4371 Custodial Supplies	3,910	4,049	4,974	5,795	6,318	6,318	0%	4%
4390 Other Supplies	29,262	30,307	37,231	43,370	47,289	47,289	1%	4%
4411 Non Capitalized Equipment	20,079	20,079	20,079	20,079	20,079	20,079	1%	0%
4711 Nutrition Program Food & Supplies	148,086	150,439	185,730	217,442	238,275	239,467	5%	2%
<b>Total 4000 · Supplies</b>	<b>277,317</b>	<b>281,755</b>	<b>342,458</b>	<b>396,704</b>	<b>431,922</b>	<b>433,113</b>	<b>9%</b>	<b>2%</b>
<b>5000 · Operating Services</b>								
5211 Travel & Conferences	3,516	3,516	3,516	3,516	3,516	3,516	0%	0%
5311 Dues & Memberships	5,893	6,286	7,954	9,544	10,719	11,040	0%	7%
5451 General Insurance	14,558	15,530	19,651	23,578	26,480	27,274	0%	7%
5511 Utilities	-	-	-	-	-	-	0%	
5521 Security Services	-	-	-	-	-	-	0%	
5531 Housekeeping Services	-	-	-	-	-	-	0%	
5599 Other Facility Operations & Utilities	2,163	2,307	2,919	3,503	3,934	4,052	0%	7%

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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
5611 School Rent - Private Facility		-	-	870,000	878,700	887,487	0%	
5613 School Rent - Prop 39		230,000	291,019	-	-	-	7%	
5619 Other Facility Rentals	262,505	-	-	-	-	-	0%	-100%
5621 Equipment Lease	20,099	21,441	27,129	32,552	36,558	37,655	1%	7%
5631 Vendor Repairs	545	582	736	883	992	1,022	0%	7%
5812 Field Trips & Pupil Transportation	12,500	13,335	16,873	20,245	22,736	23,418	0%	7%
5821 Legal		-	-	-	-	-	0%	
5823 Audit		-	-	-	-	-	0%	
5831 Advertisement & Recruitment	100	103	106	109	113	116	0%	3%
5841 Contracted Substitute Teachers		-	-	-	-	-	0%	
5842 Special Education Services		-	-	-	-	-	0%	
5843 Non Public School		-	-	-	-	-	0%	
5844 After School Services		-	-	-	-	-	0%	
5849 Other Student Instructional Services	140,000	149,350	188,973	226,741	254,646	262,286	5%	7%
5851 Professional Development		-	-	-	-	-	0%	
5852 Nursing & Medical (Non-IEP)		-	-	-	-	-	0%	
5859 All Other Consultants & Services	33,886	36,149	45,740	54,881	61,635	63,484	1%	7%
5861 Non Instructional Software	13,222	14,105	17,848	21,415	24,050	24,772	0%	7%
5865 Fundraising Cost	214	228	288	346	389	400	0%	7%
5871 District Oversight Fees	27,010	27,262	34,315	41,091	46,209	47,359	1%	1%
5872 Special Education Fees (SELPA)	35,085	34,504	43,659	52,384	58,831	60,596	1%	-2%
5881 Intra-Agency Fees	328,031	336,844	400,922	412,950	425,338	438,098	10%	3%
5895 Bad Debt Expense		-	-	-	-	-	0%	
5899 All Other Expenses	635	678	858	1,029	1,156	1,190	0%	7%
5911 Office Phone		-	-	-	-	-	0%	
5913 Mobile Phone		-	-	-	-	-	0%	
5921 Internet		-	-	-	-	-	0%	
5923 Website Hosting		-	-	-	-	-	0%	
5931 Postage & Shipping		-	-	-	-	-	0%	
5999 Other Communications	29,542	30,428	31,341	32,281	33,250	34,247	1%	3%
<b>Total 5000 · Operating Services</b>	<b>929,504</b>	<b>922,649</b>	<b>1,133,846</b>	<b>1,807,047</b>	<b>1,889,250</b>	<b>1,928,012</b>	<b>29%</b>	<b>-1%</b>
<b>6000 · Capital Outlay</b>								
6901 Depreciation Expense	26,237	59,201	45,705	37,743	36,121	31,594	2%	126%
6903 Amortization Expense							0%	
6999 Capital Outlay							0%	
<b>Total 6000 · Capital Outlay</b>	<b>26,237</b>	<b>59,201</b>	<b>45,705</b>	<b>37,743</b>	<b>36,121</b>	<b>31,594</b>	<b>2%</b>	<b>126%</b>

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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
<b>7000 · Other Outgo</b>								
7438 Interest Expense	224	-	-	-	-	-	0%	-100%
<b>Total 7000 · Other Outgo</b>	<b>224</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL EXPENSE</b>	<b>3,256,766</b>	<b>3,209,367</b>	<b>3,903,522</b>	<b>4,732,649</b>	<b>4,967,952</b>	<b>5,148,022</b>	<b>100%</b>	<b>-1%</b>
<b>NET INCOME</b>	<b>945</b>	<b>9,730</b>	<b>60,788</b>	<b>380,777</b>	<b>679,029</b>	<b>697,591</b>		
<b>Beginning Cash Balance</b>	178,770	217,887	181,839	224,712	435,061	1,120,612		
<b>Cash Flow from Operating Activities</b>								
Net Income	945	9,730	60,788	380,777	679,029	697,591		
Change in Accounts Receivable								
Prior Year Accounts Receivable	295,454	272,288	361,063	454,120	567,292	596,890		
Current Year Accounts Receivable	(272,288)	(361,063)	(454,120)	(567,292)	(596,890)	(585,600)		
Change in Due from	(2,408)	-	-	-	-	-		
Change in Accounts Payable	53,587	(2,730)	29,437	(95,000)	-	-		
Change in Due to	50,427	(11,140)	-	-	-	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(2,844)	-	-	-	-	-		
Change in Prepaid Expenditures	(8,541)	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Depreciation Expense	26,237	59,201	45,705	37,743	36,121	31,594		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(43,121)	-	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(58,331)	-	-	-	-	-		
<b>Ending Cash Balance</b>	<b>217,887</b>	<b>184,173</b>	<b>224,712</b>	<b>435,061</b>	<b>1,120,612</b>	<b>1,861,089</b>		
Month with Lowest Ending Cash Balance	Mar: \$1,161	Sep: \$58,623	Jan: (\$ 228,360)	Dec: (\$ 178,105)	Dec: \$368,403	Sep: \$1,150,532		
5% Reserve Goal	162,838	160,468	195,176	236,632	248,398	257,401		
Net Income as a Percent of Expenses	0.0%	0.3%	1.6%	8.0%	13.7%	13.6%		
Ending Cash as a Percent of Expenses	6.7%	5.7%	5.8%	9.2%	22.6%	36.2%		

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
Enrollment	340	345	360	360	360	360		
ADA	329.13	332.93	347.40	347.40	347.40	347.40		
ADA %		96.50%	96.50%	96.50%	96.50%	96.50%		
UPP		96%	96%	96%	96%	96%		
<b>Income</b>								
<b>8011-8098 · Local Control Funding Formula Sources</b>								
8011 Local Control Funding Formula	2,127,238	2,337,409	2,550,372	2,657,494	2,781,764	2,883,546	51%	10%
8012 Education Protection Account	498,033	496,245	517,813	517,813	517,813	517,813	11%	0%
8019 Local Control Funding Formula - Prior Year	(4,749)	-	-	-	-	-	0%	-100%
8096 In Lieu of Property Taxes	758,497	734,504	766,427	766,427	766,427	766,427	16%	-3%
8098 In Lieu of Property Taxes, Prior Year							0%	
<b>Total 8011-8098 · Local Control Funding Formula Sources</b>	<b>3,379,019</b>	<b>3,568,158</b>	<b>3,834,613</b>	<b>3,941,734</b>	<b>4,066,004</b>	<b>4,167,787</b>	<b>79%</b>	<b>6%</b>
<b>8100-8299 · Federal Revenue</b>							0%	
8181 Special Education - Federal (IDEA)	65,299	66,053	68,924	68,924	68,924	68,924	1%	1%
8220 Child Nutrition - Federal	293,406	287,828	300,337	300,337	300,337	300,337	6%	-2%
8291 Title I	146,832	146,832	146,832	146,832	146,832	146,832	3%	0%
8292 Title II	16,952	16,952	16,952	16,952	16,952	16,952	0%	0%
8294 Title III	9,509	9,651	9,793	10,218	10,218	10,218	0%	1%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	-	-	-	-	-	-	0%	
<b>Total 8100-8299 · Other Federal Income</b>	<b>541,998</b>	<b>537,316</b>	<b>552,838</b>	<b>553,264</b>	<b>553,264</b>	<b>553,264</b>	<b>12%</b>	<b>-1%</b>
<b>8300-8599 · Other State Revenue</b>								
8520 Child Nutrition - State	24,173	23,710	24,741	24,741	24,741	24,741	1%	-2%
8550 Mandate Block Grant	65,614	5,550	5,782	6,203	6,399	6,399	0%	-92%
8560 Lottery Revenue	67,098	67,918	70,870	70,870	70,870	70,870	1%	1%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	-	-	-	-	-	-	0%	
8593 After School Education & Safety		100,293	100,293	100,293	100,293	100,293	2%	
8594 Supplemental Categorical Block Grant		-	-	-	-	-	0%	
8599 State Revenue - Other	6,960,506	-	-	-	-	-	0%	-100%
<b>Total 8300-8599 · Other State Income</b>	<b>7,117,390</b>	<b>197,471</b>	<b>201,686</b>	<b>202,106</b>	<b>202,302</b>	<b>202,302</b>	<b>4%</b>	<b>-97%</b>
<b>8600-8799 · Other Local Revenue</b>								
8631 Sale of Equipment & Supplies		-	-	-	-	-	0%	

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	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	-	-	-	-	-	-	0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	15,250	10,000	10,000	10,000	10,000	10,000	0%	-34%
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	-	-	-	-	-	-	0%	
8696 Other Fundraising	-	-	-	-	-	-	0%	
8697 E-Rate	-	15,000	15,000	15,000	15,000	15,000	0%	
8698 SELPA Grants	-	15,000	15,000	15,000	15,000	15,000	0%	
8699 All Other Local Revenue	55,490	-	-	-	-	-	0%	-100%
8792 Transfers of Apportionments - Special Education	193,696	195,933	204,448	204,448	204,448	204,448	4%	1%
<b>Total 8600-8799 · Other Income-Local</b>	<b>264,437</b>	<b>235,933</b>	<b>244,448</b>	<b>244,448</b>	<b>244,448</b>	<b>244,448</b>	<b>5%</b>	<b>-11%</b>
<b>Prior Year Adjustments</b>								
8999 Other Prior Year Adjustment	11,324	-	-	-	-	-	0%	-100%
<b>Total Prior Year Adjustments</b>	<b>11,324</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>11,314,168</b>	<b>4,538,877</b>	<b>4,833,585</b>	<b>4,941,553</b>	<b>5,066,019</b>	<b>5,167,801</b>	<b>100%</b>	<b>-60%</b>
<b>Expense</b>								
<b>1000 · Certificated Salaries</b>								
1110 Teachers' Salaries	991,280	1,067,214	1,099,230	1,132,207	1,166,173	1,201,159	21%	8%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	28,130	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	53,052	38,901	40,068	41,270	42,508	43,783	0%	-80%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	-	-	-	-	-	-	0%	
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	0%	
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	109,056	110,210	113,516	116,922	120,429	124,042	2%	1%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 · Certificated Salaries</b>	<b>1,181,519</b>	<b>1,216,325</b>	<b>1,252,815</b>	<b>1,290,399</b>	<b>1,329,111</b>	<b>1,368,984</b>	<b>23%</b>	<b>1%</b>
<b>2000 · Classified Salaries</b>								
2111 Instructional Aide & Other Salaries	139,815	125,569	129,336	133,216	137,213	141,329	2%	-25%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	-	43,782	45,095	46,448	47,842	49,277	1%	

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
*Multi-Year Budget Detail*  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
2200 Classified Support Salaries	26,573	40,652	41,872	43,128	44,422	45,754	1%	53%
2300 Classified Supervisors' & Administrators' Salaries	53,449	51,375	52,916	54,503	56,138	57,823	1%	-4%
2400 Classified Office Staff Salaries	206,959	218,859	225,425	232,188	239,153	246,328	4%	6%
2900 Other Classified Salaries	24,366	27,532	28,358	29,209	30,085	30,987	1%	13%
<b>Total 2000 · Classified Salaries</b>	<b>451,162</b>	<b>507,769</b>	<b>523,002</b>	<b>538,692</b>	<b>554,852</b>	<b>571,498</b>	<b>9%</b>	<b>8%</b>
<b>3000 · Employee Benefits</b>								
3111 STRS - State Teachers Retirement System	192,078	203,126	226,759	229,691	236,582	261,476	4%	3%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	26,908	31,482	32,426	33,399	34,401	35,433	1%	12%
3331 MED - Medicare	23,610	24,999	25,749	26,522	27,317	28,137	0%	3%
3401 H&W - Health & Welfare	282,537	282,537	371,249	393,524	417,136	442,164	5%	0%
3501 SUI - State Unemployment Insurance	815	862	888	915	942	970	0%	3%
3601 Workers' Compensation Insurance	18,775	20,619	22,087	23,659	25,344	27,148	0%	10%
3751 OPEB, Active Employees	-	248	255	263	271	279	0%	
3901 Other Retirement Benefits	5,263	4,570	4,707	4,848	4,994	5,143	0%	-17%
3902 Other Benefits	-	-	-	-	-	-	0%	
<b>Total 3000 · Employee Benefits</b>	<b>549,986</b>	<b>568,443</b>	<b>684,121</b>	<b>712,821</b>	<b>746,986</b>	<b>800,751</b>	<b>11%</b>	<b>2%</b>
<b>4000 · Supplies</b>								
4111 Core Curricula Materials	13,000	13,191	13,765	13,765	13,765	13,765	0%	1%
4211 Books & Other Reference Materials	42,521	43,147	45,023	45,023	45,023	45,023	1%	1%
4311 Student Materials	64,428	60,000	62,609	62,609	62,609	62,609	1%	-7%
4351 Office Supplies	8,727	8,000	8,348	8,348	8,348	8,348	0%	-8%
4371 Custodial Supplies	4,918	9,000	9,391	9,391	9,391	9,391	0%	83%
4390 Other Supplies	51,778	52,539	54,823	54,823	54,823	54,823	1%	1%
4411 Non Capitalized Equipment	789,520	5,000	5,000	5,000	5,000	5,000	0%	-99%
4711 Nutrition Program Food & Supplies	316,226	321,162	336,802	338,486	340,178	341,879	6%	2%
<b>Total 4000 · Supplies</b>	<b>1,291,118</b>	<b>512,039</b>	<b>535,760</b>	<b>537,444</b>	<b>539,136</b>	<b>540,837</b>	<b>10%</b>	<b>-60%</b>
<b>5000 · Operating Services</b>								
5211 Travel & Conferences	25,400	21,900	21,900	21,900	21,900	21,900	0%	-14%
5311 Dues & Memberships	9,655	10,091	10,846	11,171	11,506	11,851	0%	5%
5451 General Insurance	20,269	21,184	22,768	23,451	24,155	24,879	0%	5%
5511 Utilities	-	60,000	64,487	66,422	68,414	70,467	1%	
5521 Security Services	-	-	-	-	-	-	0%	
5531 Housekeeping Services	-	30,000	30,900	31,827	32,782	33,765	1%	
5599 Other Facility Operations & Utilities	279,199	280,000	300,939	206,645	150,000	154,500	5%	0%

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
*Multi-Year Budget Detail*  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
5611 School Rent - Private Facility		-	-	-	-	-	0%	
5613 School Rent - Prop 39		-	-	-	-	-	0%	
5619 Other Facility Rentals	144,266	-	-	-	-	-	0%	-100%
5621 Equipment Lease	26,577	27,777	29,854	30,750	31,672	32,622	1%	5%
5631 Vendor Repairs	597	624	671	691	712	733	0%	5%
5812 Field Trips & Pupil Transportation	36,600	23,000	24,720	25,462	26,225	27,012	0%	-37%
5821 Legal		-	-	-	-	-	0%	
5823 Audit	5,250	-	-	-	-	-	0%	-100%
5831 Advertisement & Recruitment	647	1,000	1,030	1,061	1,093	1,126	0%	55%
5841 Contracted Substitute Teachers		39,380	40,561	41,778	43,032	44,323	1%	
5842 Special Education Services		70,000	75,235	77,492	79,817	82,211	1%	
5843 Non Public School		-	-	-	-	-	0%	
5844 After School Services		100,293	100,293	100,293	100,293	100,293	2%	
5849 Other Student Instructional Services	212,471	-	-	-	-	-	0%	-100%
5851 Professional Development		-	-	-	-	-	0%	
5852 Nursing & Medical (Non-IEP)		-	-	-	-	-	0%	
5859 All Other Consultants & Services	88,833	92,844	99,787	102,781	105,864	109,040	2%	5%
5861 Non Instructional Software	26,915	28,130	30,234	31,141	32,075	33,037	1%	5%
5865 Fundraising Cost	63	66	71	73	75	78	0%	5%
5871 District Oversight Fees	33,838	35,682	38,346	39,417	40,660	41,678	1%	5%
5872 Special Education Fees (SELPA)	51,799	52,397	56,316	58,005	59,745	61,538	1%	1%
5881 Intra-Agency Fees	472,407	499,459	305,222	314,379	323,810	333,525	10%	6%
5895 Bad Debt Expense		-	-	-	-	-	0%	
5899 All Other Expenses	677	708	761	784	807	832	0%	5%
5911 Office Phone		-	-	-	-	-	0%	
5913 Mobile Phone		-	-	-	-	-	0%	
5921 Internet		-	-	-	-	-	0%	
5923 Website Hosting		-	-	-	-	-	0%	
5931 Postage & Shipping		-	-	-	-	-	0%	
5999 Other Communications	54,825	56,470	58,164	59,909	61,706	63,557	1%	3%
<b>Total 5000 · Operating Services</b>	<b>1,490,289</b>	<b>1,451,004</b>	<b>1,313,105</b>	<b>1,245,430</b>	<b>1,216,343</b>	<b>1,248,966</b>	<b>28%</b>	<b>-3%</b>
<b>6000 · Capital Outlay</b>								
6901 Depreciation Expense	57,918	919,859	916,657	910,741	892,424	872,057	18%	1488%
6903 Amortization Expense							0%	
6999 Capital Outlay							0%	
<b>Total 6000 · Capital Outlay</b>	<b>57,918</b>	<b>919,859</b>	<b>916,657</b>	<b>910,741</b>	<b>892,424</b>	<b>872,057</b>	<b>18%</b>	<b>1488%</b>



**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
 Multi-Year Budget Detail  
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	-1	0	1	2	3	4		
	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24	2019-20 Percent of Budget	Percent Change, 2018-19 to 2019-20
<b>7000 · Other Outgo</b>								
7438 Interest Expense	-	67,157	131,819	128,436	124,986	121,465	1%	
<b>Total 7000 · Other Outgo</b>	-	<b>67,157</b>	<b>131,819</b>	<b>128,436</b>	<b>124,986</b>	<b>121,465</b>	<b>1%</b>	
<b>TOTAL EXPENSE</b>	<b>5,021,993</b>	<b>5,242,596</b>	<b>5,357,278</b>	<b>5,363,964</b>	<b>5,403,839</b>	<b>5,524,558</b>	<b>100%</b>	<b>3%</b>
<b>NET INCOME</b>	<b>6,292,175</b>	<b>(703,718)</b>	<b>(523,693)</b>	<b>(422,411)</b>	<b>(337,821)</b>	<b>(356,758)</b>		
Net Income (no Building Depreciation)		139,139	319,164	420,446	505,036	486,100		
<b>Beginning Cash Balance</b>	5,523,142	1,854,666	1,891,256	2,045,705	2,364,491	2,742,629		
<b>Cash Flow from Operating Activities</b>								
Net Income	6,292,175	(703,718)	(523,693)	(422,411)	(337,821)	(356,758)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	336,088	438,477	605,511	643,230	641,818	643,878		
Current Year Accounts Receivable	(438,477)	(605,511)	(643,230)	(641,818)	(643,878)	(662,359)		
Change in Due from	55,120	-	-	-	-	-		
Change in Accounts Payable	(1,465,993)	33,224	(33,224)	-	-	-		
Change in Due to	(261,828)	(14,738)	-	-	-	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(4,825)	-	-	-	-	-		
Change in Prepaid Expenditures	(29,649)	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(2,085,098)	-	-	-	-	-		
Depreciation Expense	57,918	919,859	916,657	910,741	892,424	872,057		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(6,070,977)	-	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(52,931)	(82,539)	(167,573)	(170,955)	(174,406)	(177,926)		
<b>Ending Cash Balance</b>	<b>1,854,666</b>	<b>1,839,719</b>	<b>2,045,705</b>	<b>2,364,491</b>	<b>2,742,629</b>	<b>3,061,521</b>		
Month with Lowest Ending Cash Balance	Jun: \$1,794,766	Sep: \$1,737,957	Dec: \$1,828,135	Sep: \$2,094,032	Sep: \$2,413,346	Sep: \$2,773,835		
5% Reserve Goal	251,100	262,130	267,864	268,198	270,192	276,228		
Net Income as a Percent of Expenses	125.3%	-13.4%	-9.8%	-7.9%	-6.3%	-6.5%		
Ending Cash as a Percent of Expenses	36.9%	35.1%	38.2%	44.1%	50.8%	55.4%		

# FY19-20 BUDGET

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YPI Charter Schools, Inc

# Revenue Assumptions

- No One time funding
- No Low Performing Student Block Grant
- LCFF fully funded with 3.26% COLA
- SB740 assumes funding for other costs at 50%
  - \$240,000 costs will be reimbursed by \$90,000

# Revenue Assumptions

- Enrollment / ADA
  - BCCS – 382 / 368.63 or 96.5%
  - MORCS – 345 / 332.93 or 96.5%
  - High School – 232 / 219.24 or 95%
- Unduplicated Count
  - BCCS – 81%
  - MORCS – 96%
  - High School – 82%
  - LAUSD – 85.46%

# Expense Assumptions

- Salaries
  - Adjustment to the salary table - Minimal impact
  - 1% returning staff bonus
  - MORCS
    - Additional tutor
  - Central Admin
    - Coordinator of Operations
  - High School
    - 2 less teacher FY19-20
    - Director of Instruction
- STRS increase from 16.28 % to 16.70%
- Health Insurance Costs are estimated to stay the same as FY18-19

# Expense Assumptions

- Rent
  - BCCS (\$10,300 a month)
  - M&O for MORCS \$280K + \$60K for Utilities
  - M&O contract assumes 3 years
  - Prop 39 for High School (\$235K)
  - \$63K rent for Central Admin
- MORCS Prop 1D repayment loan
  - 2% interest
  - 30 years
  - Starting 01/01/2020
- Indirect Cost – allocated based on the number of students.

# Expense Assumptions

- ExED contracts:
  - Management and Accounting Services :
    - \$222,282 – 1% increase
  - CALPADS:
    - \$8,573 per school – 3% increase
- CASH Flow needs
  - Bert Corona High School will need to borrow about \$100K from Bert Corona Middle during the year to support cash flow needs

# Central Admin – Summary Budget

## YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN

Multi-Year Budget Summary

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	2018-19	2019-20 Forecast	2020-21	2021-22	2022-23	2023-24
Total Enrollment	-	-	-	-	-	-
ADA	-	-	-	-	-	-
% Free and Reduced	0%	0%	0%	0%	0%	0%
% English Language Learners	0%	0%	0%	0%	0%	0%
% Unduplicated Low Income, EL, Foster Youth	0%	0%	0%	0%	0%	0%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	-	-	-	-	-	-
8100-8299 · Federal Revenue	-	-	-	-	-	-
8300-8599 · Other State Revenue	-	-	-	-	-	-
8600-8799 · Other Local Revenue	22	-	-	-	-	-
Grants/Fundraising	-	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>22</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	299,558	317,297	329,989	343,189	356,916	371,193
2000 · Classified Salaries	327,309	388,020	328,557	341,699	355,367	369,582
3000 · Employee Benefits	197,152	211,149	219,971	231,859	244,538	263,636
4000 · Supplies	8,121	8,500	8,825	9,163	9,515	9,882
5000 · Operating Services	(841,119)	(933,967)	(893,485)	(928,343)	(966,862)	(1,014,293)
6000 · Capital Outlay	9,001	9,001	6,143	2,433	525	-
7000 · Other Outgo	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>22</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>
<b>NET INCOME</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>0</b>



# BCCS – Summary Budget

## BERT CORONA CHARTER SCHOOL

### Multi-Year Budget Summary

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	2018-19	2019-20 Forecast	2020-21	2021-22	2022-23	2023-24
Total Enrollment	377	382	382	382	382	382
ADA	365.43	368.63	368.63	368.63	368.63	368.63
% Free and Reduced	77%	77%	77%	77%	77%	77%
% English Language Learners	23%	23%	23%	23%	23%	23%
% Unduplicated Low Income, EL, Foster Youth	81%	81%	81%	81%	81%	81%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	3,691,766	3,829,337	3,902,974	4,012,553	4,139,320	4,242,945
8100-8299 · Federal Revenue	3,518,925	3,026,934	3,026,956	3,026,956	1,154,632	530,524
8300-8599 · Other State Revenue	686,476	442,189	445,139	450,675	456,400	462,082
8600-8799 · Other Local Revenue	303,686	276,942	276,942	276,942	276,942	276,942
Grants/Fundraising	11,500	10,000	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustment	14,234	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>8,226,587</b>	<b>7,585,402</b>	<b>7,662,012</b>	<b>7,777,126</b>	<b>6,037,294</b>	<b>5,522,493</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,153,313	1,314,092	1,353,515	1,373,846	1,408,101	1,450,344
2000 · Classified Salaries	842,438	789,648	813,337	809,065	823,493	848,198
3000 · Employee Benefits	607,574	620,232	595,327	610,058	634,454	681,352
4000 · Supplies	786,504	743,145	747,607	752,392	592,274	542,255
5000 · Operating Services	4,488,958	3,782,949	3,764,772	3,804,464	2,198,485	1,691,468
6000 · Capital Outlay	266,761	334,979	310,680	120,956	90,733	75,208
7000 · Other Outgo	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>8,145,548</b>	<b>7,585,045</b>	<b>7,585,237</b>	<b>7,470,782</b>	<b>5,747,541</b>	<b>5,288,826</b>
<b>NET INCOME</b>	<b>81,039</b>	<b>356</b>	<b>76,775</b>	<b>306,345</b>	<b>289,753</b>	<b>233,667</b>
Ending Cash Balance	1,233,259	1,253,984	2,223,411	2,637,559	3,013,101	3,299,470

# MORCS– Summary Budget

## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Multi-Year Budget Summary

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	2018-19	2019-20 Forecast	2020-21	2021-22	2022-23	2023-24
Total Enrollment	340	345	360	360	360	360
ADA	329.13	332.93	347.40	347.40	347.40	347.40
% Free and Reduced	96%	96%	96%	96%	96%	96%
% English Language Learners	29%	29%	29%	29%	29%	29%
% Unduplicated Low Income, EL, Foster Youth	96%	96%	96%	96%	96%	96%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	3,379,019	3,568,158	3,834,613	3,941,734	4,066,004	4,167,787
8100-8299 · Federal Revenue	541,998	537,316	552,838	553,264	553,264	553,264
8300-8599 · Other State Revenue	7,117,390	197,471	201,686	202,106	202,302	202,302
8600-8799 · Other Local Revenue	249,187	225,933	234,448	234,448	234,448	234,448
Grants/Fundraising	15,250	10,000	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustment	11,324	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>11,314,168</b>	<b>4,538,877</b>	<b>4,833,585</b>	<b>4,941,553</b>	<b>5,066,019</b>	<b>5,167,801</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,181,519	1,187,825	1,252,815	1,290,399	1,329,111	1,368,984
2000 · Classified Salaries	451,162	486,959	523,002	538,692	554,852	571,498
3000 · Employee Benefits	549,986	561,466	684,121	712,821	746,986	800,751
4000 · Supplies	1,291,118	512,039	535,760	537,444	539,136	540,837
5000 · Operating Services	1,490,289	1,451,004	1,313,105	1,245,430	1,216,343	1,248,966
6000 · Capital Outlay	57,918	919,859	916,657	910,741	892,424	872,057
7000 · Other Outgo	-	67,157	131,819	128,436	124,986	121,465
<b>TOTAL EXPENSE</b>	<b>5,021,993</b>	<b>5,186,309</b>	<b>5,357,278</b>	<b>5,363,964</b>	<b>5,403,839</b>	<b>5,524,558</b>
<b>NET INCOME</b>	<b>6,292,175</b>	<b>(647,432)</b>	<b>(523,693)</b>	<b>(422,411)</b>	<b>(337,821)</b>	<b>(356,758)</b>
Net Income (no Building Depreciation)		139,139	319,164	420,446	505,036	486,100
Ending Cash Balance	1,854,666	1,891,256	2,045,705	2,364,491	2,742,629	3,061,521

# HS– Summary Budget

## Bert Corona Charter High School

### Multi-Year Budget Summary

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	2018-19	2019-20 Forecast	2020-21	2021-22	2022-23	2023-24
Total Enrollment	224	232	285	332	362	362
ADA	222.93	219.24	269.33	313.74	342.09	342.09
% Free and Reduced	81%	81%	81%	81%	81%	81%
% English Language Learners	15%	15%	15%	15%	15%	15%
% Unduplicated Low Income, EL, Foster Youth	81%	81%	81%	81%	81%	81%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	2,698,618	2,726,183	3,431,545	4,109,134	4,620,904	4,735,933
8100-8299 · Federal Revenue	260,212	254,104	286,226	315,631	334,592	335,032
8300-8599 · Other State Revenue	99,202	62,785	74,885	489,811	475,178	558,080
8600-8799 · Other Local Revenue	176,225	164,025	158,500	184,639	201,323	201,323
Grants/Fundraising	18,173	12,000	13,154	14,211	14,983	15,245
8999 · Other Prior Year Adjustment	5,281	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>3,257,711</b>	<b>3,219,097</b>	<b>3,964,310</b>	<b>5,113,426</b>	<b>5,646,981</b>	<b>5,845,613</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,114,000	1,179,167	1,283,534	1,334,875	1,388,270	1,443,801
2000 · Classified Salaries	418,923	272,980	355,999	370,239	385,049	400,451
3000 · Employee Benefits	490,561	493,615	741,979	786,040	837,339	911,050
4000 · Supplies	277,317	281,755	342,458	396,704	431,922	433,113
5000 · Operating Services	929,504	922,649	1,133,846	1,807,047	1,889,250	1,928,012
6000 · Capital Outlay	26,237	59,201	45,705	37,743	36,121	31,594
7000 · Other Outgo	224	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>3,256,766</b>	<b>3,209,367</b>	<b>3,903,522</b>	<b>4,732,649</b>	<b>4,967,952</b>	<b>5,148,022</b>
<b>NET INCOME</b>	<b>945</b>	<b>9,730</b>	<b>60,788</b>	<b>380,777</b>	<b>679,029</b>	<b>697,591</b>
Ending Cash Balance	217,887	181,839	224,712	435,061	1,120,612	1,861,089

## Coversheet

### Recommendation to approve 2019-2020 technology upgrades and software licenses

**Section:** V. Items Scheduled For Action  
**Item:** C. Recommendation to approve 2019-2020 technology upgrades and software licenses  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
19-20 Tech Budget Planning-2.pdf  
Board Brief YPICS Recommendation to Approve 2019-2020 Tech Expenditures.pdf

Software	Purpose	Annual Cost	Expense Distribution	BCCS	BCCHS	MORCS	LSC	Notes
Alludo	Gamified Professional Development Platform for Staff	\$2,800.00	BCCS - 52% MORCS - 48%	\$1,467.48		\$1,332.52		Estimated Cost based on 18-19 School Year. Renews in July.
Smart Board	Smart Board Software	\$560.25	BCCS - 100%	\$560.25				Estimated Cost based on 18-19 School Year. Renews in August.
Slack	Internal YPICS Communication Tool	\$2,114.51	BCCS -39.18% BCCHS - 25.25% MORCS - 35.57%	\$828.47	\$533.91	\$752.13		Estimated Cost based on 18-19 School Year. Renews in January.
Adobe Creative Cloud	Graphic design, photography, video creation suite of tools.	\$4,224.35	BCCS-30% BCCHS-23% MORCS -39% LSC -8%	\$1,267.30	\$971.60	\$1,647.50	\$337.95	Estimated Cost based on 18-19 School Year. Renews in September.
JAMF	Mobile Device Management Program for school issued laptops and iOS devices	\$17,570.00	Based on device count at site.	\$7,876.95	\$2,833.37	\$6,600.16	\$259.52	Estimated Cost based on 18-19 School Year. Renews in September.
Power School	Hosting, Matinence and support, SSL Certificate for old SIS system.	\$6,725.96	Based on number of users		\$3,340.36	\$3,385.60		Estimated Cost based on 18-19 School Year.
Brainpop	ELL Support Tool for MORCS	\$695.00	MORCS - 100%			\$695.00		Estimated Cost based on 18-19 School Year
Remind	Parent Communication Tool	\$2,940.00	BCCS - 33.33% BCCHS - 33.33% MORCS - 33.33%	\$980.00	\$980.00	\$980.00		Three year agreement that started Dec 2018. Will expire on Dec 2021.
Illuminate	Student information system and online testing platform.	\$13,759.75	BCCS -39.18% BCCHS - 25.25% MORCS - 35.57%	\$5,391.07	\$3,474.34	\$4,894.34		Actual 19-20 Cost
Miller Group	E-Rate Consultants	\$9,350.00	BCCS -39.18% BCCHS - 25.25% MORCS - 35.57%	\$3,663.33	\$2,360.88	\$3,325.80		Actual 19-20 Cost for C-1 Services
TCI	Online Social Studies Curriculum	\$15,733.32	BCCS - 50% MORCS - 50%	\$7,866.66		\$7,866.66		Three year aggrement that started during 18-19 School Year
Barracuda Web Security	Web Security Gateway for web security and filtering	\$11,666.00	BCCS -39.18% BCCHS - 25.25% MORCS - 35.57%	\$4,570.74	\$2,945.66	\$4,149.60		Three year aggrement that started during 18-19 School Year
CISCO SmartNet for Routers	Technical Support for Cisco routers	\$1,418.00	Based on device on site.		\$649.00		\$769.00	Estimated Cost based on 18-19 School Year
SMARTnet Renewal for ASA 5525-X	Network Intrusion Protection	\$1,539.00	BCCS -39.18% BCCHS - 25.25% MORCS - 35.57%	\$602.98	\$388.60	\$547.42		Estimated Cost based on 18-19 School Year
Achieve 3000	Student differentiated reading instruction program	\$26,868.68	Based on site count and pre existing deal.	\$7,134.34	\$13,200.00	\$6,534.34		MS agreement ends with Achieve 3000 at the end of the 19-20 School Year. HS is a year to year agreement.
Ready	Online Benchmark Assessment, Online Instruction, and Professional Development	\$43,930.00	Based on site count and availability of program. (Online instruction is MS only)	\$21,650.00	\$5,700.00	\$16,580.00		Year one costs. Year 2 and beyond will be cheaper if we choose to not continue with Ready's Professional Development.
<b>Totals</b>		<b>\$161,894.82</b>		<b>\$31,346.70</b>	<b>\$24,328.59</b>	<b>\$32,758.80</b>	<b>\$1,366.47</b>	



## YPI CHARTER SCHOOLS

June 17, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve technology purchases for 2019-2020**

### BACKGROUND

The 2019-2020 budget includes the technology purchases for each site.

### ANALYSIS

Although included within the 2019-2020 budget, as a best practice, YPICS typically brings the Board's attention to technology-related purchases separately to ensure the Board is well aware of when and how new devices, subscriptions, ongoing maintenance and professional development and support are being addressed.

The attached costs are included within each school's 2019-2020 board approved budgets.

### RECOMMENDATION

It is recommended that the Board of Directors approve the technology and subscription purchases for each site for 2019-2020.

## Coversheet

### Recommendation to approve Education Protection Act spending Plans and Resolutions for 2019-2020

**Section:** V. Items Scheduled For Action  
**Item:** D. Recommendation to approve Education Protection Act spending Plans  
and Resolutions for 2019-2020  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
MORCS EPA Spending Plan.pdf  
YPICS Board Resolution EPA 2019-7.pdf  
BCCS EPA Spending Plan.pdf  
Recommendation to approve Education Protection Account Spending Plans and Resolution for 201  
9 2020 for BCCS MORCS and BCHS.pdf  
BCHS EPA Spending Plan.pdf

## **Monsenor Oscar Romero Charter School**

### **2019-20 Education Protection Account Spending Plan**

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters though 2030 via Proposition 55 in November 2016.

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. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open prior to FY 13-14, EPA funds are estimated to be 25% of a school's FY 12-13 funding rate multiplied by current year Average Daily Attendance. For Monsenor Oscar Romero Charter School, this equates to **\$496,245**. The spending plan allocates these funds to support teacher salaries and benefits.



## Board Resolution # 2019-7



### **RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(I) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

**NOW, THEREFORE, IT IS HEREBY RESOLVED:**

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the YPI Charter Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the YPI Charter Schools has determined to spend the monies received from the Education Protection Act and Plan approved on June 17, 2019.

DATED: June 17, 2019

\_\_\_\_\_  
Board President- Mary Keipp

\_\_\_\_\_  
Board Secretary- Sandra Mendoza

## Bert Corona Charter School

### 2019-20 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters though 2030 via Proposition 55 in November 2016.

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. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open prior to FY 13-14, EPA funds are estimated to be 25% of a school's FY 12-13 funding rate multiplied by current year Average Daily Attendance. For Bert Corona Charter School, this equates to **\$548,806**. The spending plan allocates these funds to support teacher salaries and benefits.



## YPI CHARTER SCHOOLS

June 17, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve Education Protection Account spending Plans and Board Resolution for the 2019-2020 school year for BCCS, MORCS, and BCHS**

### BACKGROUND

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increased the state's sales tax rate for all taxpayers and the personal income tax for upper-income taxpayers. The measure was to end in 2018, but with the passage of Proposition 55 (*The California Children's Education and Health Care Protection Act of 2016*) on November 8, 2016, the increased tax rates for upper-income taxpayers (individuals earning more than \$263,000 and couples earning more than \$526, 000) will end in 2030. Proposition 55 did not extend the Proposition 30 sales and use tax (SUI) increase, and that portion of the tax expired on December 31, 2016.

The revenues generated from Proposition 30/55 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.

Proposition 30/55 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.
- 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.

### ANALYSIS

The YPI Charter Schools have been allocated the amounts as presented by Exed, see attachment, in EPA funding. It is proposed that EPA funds be used to cover allowable cost of non-administrative certificated staff.

The attached documents list how EPA funds will be expended by the three schools (BCCS, MORCS, and BCHS) and will be placed on the YPICS website as required by law after Board approval of the spending plan. This plan separates the EPA allocation and verifies that the funds are not expended on administrative salaries or costs.

### **RECOMMENDATION**

It is recommended that the Board of YPI Charter Schools approve the EPA spending plans and resolutions for 2019-2020.

**Attachments: EPA Spending Plans for BCCS, MORCS, and BCHS**

## Bert Corona Charter High School

### 2019-20 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters though 2030 via Proposition 55 in November 2016.

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. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools that opened in 2013-14 or later, EPA is apportioned at \$200/ADA. For Bert Corona Charter High, this equates to **\$43,848**, which will be used to support teacher salaries and benefits.

## Coversheet

### Recommendation to approve LCAP and ESSA Federal addendums for BCCS, MORCS, and BCCHS

**Section:** V. Items Scheduled For Action  
**Item:** E. Recommendation to approve LCAP and ESSA Federal addendums for BCCS, MORCS, and BCCHS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Board Brief Recommendation to Approve 2019-2020 LCAPS for BCCS, BCCHS, and MORCS.pdf  
2019-202 Federal Monsenor Oscar MS LEA Addendum Icapfedadd (2).pdf  
2019-2020 Bert Corona HS LEA Addendum Icapfedadd.pdf  
Final 2019-20 MORC ypi Icaptemplate2019\_Rene Quon (1).pdf  
Final 2019-20 BCCMS ypi Icaptemplate2019.pdf  
Final 2019-20 BCCHS LCAP - Yolanda Fuentes (1).pdf  
2019-2020 Bert Corona MS LEA Addendum Icapfedadd (2).pdf





## YPI CHARTER SCHOOLS

June 17, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve 2019-2020 Local Control and Accountability Plans (LCAPs) and Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendums for Bert Corona Charter School, Bert Corona Charter High School, Monseñor Oscar Romero Charter School, Fenton Charter Leadership Academy and Fenton STEM Academy**

### BACKGROUND

As per Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5:

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

### ANALYSIS

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP

provides an opportunity for local educational agencies to share their stories of how, what and why programs and services are selected to meet their local needs.

New this year, the LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The Addendum must be submitted to the California Department of Education (CDE) to apply for ESSA funding (Title I, Part A – *Improving Basic Programs Operated by State and Local Educational Agencies*; Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*; Title II, Part A – *Supporting Effective Instruction*; Title III, Part A – *Language Instruction for English Learners and Immigrant Students*; and Title IV, Part A – *Student Support and Academic Enrichments Grants*).

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements the LCAP. LEAs are encouraged to integrate ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions, but there is no standard length for the responses, although LEAs will be asked to clarify insufficient responses during the review process.

The Executive Administrators of the YPI Charter Schools present these final LCAP documents and draft of the LCAP Federal Addendum after careful review and analysis of the work the schools have accomplished and plans for the new school year. The LCAPs for the five YPI Charter Schools will be submitted to the Los Angeles County Office of Education and the final LCAP Federal Addendums will be submitted to the CDE by June 30, 2019.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the Local Control and Accountability Plans (LCAPs) and draft of the Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendums for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School as submitted.

**Attachment 2019-2020 LCAPs and Federal Addendums for BCCS, BCCHS and MORCS**

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Monseñor Oscar Romero Charter

## CDS code:

19-64733-0114959

## Link to the LCAP:

(optional)

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

**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.

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

### Means to Achieve Mission and Vision

The innovative educational plan of **Monseñor Oscar Romero Charter** provides students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at **Monseñor Oscar Romero Charter** targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

**Monseñor Oscar Romero Charter** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, iobservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

[Describe alignment here.]

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student*

*achievement for all students in all subject areas at all grade levels"* (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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
- Data that will be reviewed include but are not limited to the following:

- School Accountability Report Cards
- California Standards Test Report
- Academic Performance Metrics: Smarter Balanced, California 5 x 5 and other indicators
- English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates)
- Course Grades
- Attendance Reports

Responses to CDE:

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION  
1112(b)(1) (A–D)

STATE PRIORITY ALIGNMENT  
1, 2, 4, 7, 8 (*as applicable*)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

**(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;**

All **Monseñor Oscar Romero Charter** core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice. A regular review of all credential and core teachers will be credentialed in the areas they are assigned.

**Monseñor Oscar Romero Charter** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

**(B) Identifying students who may be at risk for academic failure;**

**Monseñor Oscar Romero Charter MS** has a strong process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Monseñor Oscar Romero Charter** it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that *"have a high probability of enhancing student achievement for all students in all subject areas at all grade levels"* (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design. This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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

**Monseñor Oscar Romero Charter** will form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our School . Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at **Monseñor Oscar Romero Charter** will be encouraged to work in interdisciplinary teams that will allow strong relationships to form between students and teachers. This will allow student to make connections within content areas.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating —capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a contract that conveys to parents the school's expectations, and school-wide family events organized by the parents.

- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Students will remain with the same set of advisory teachers throughout their four years at our charter. The sustained relationship that develops over time will facilitate student’s learning, and provide an ongoing monitoring of student progress. This process will also allow for additional support for College and Career Readiness and focus on student’s achievement of career and educational goals.
- **Adaptive Pedagogy.** Research supports that students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students’ individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their toolkit of effective practices.

**(C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and**

Curriculum will address all state required standards Common Core State Standards and Appendices, and will utilize:

- Common Core State Standards (English, English Language Development, Mathematics, NEXT Generation for Science, Social Science, and other secondary curriculum for Fine Arts, Foreign Language, and P.E.)
- Common Core Standard based curriculum units
- Technical curricula for Media & Design Arts and Graphic Arts Technology career-technical education component of Linked Learning
- Providing for teacher effectiveness as described in Professional Development.

**(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.**

**Best Practices from Replication Model**

Utilizing the model school’s “best practices” and a network of educational and human resources, **Monseñor Oscar Romero Charter** will provide a disciplined, balanced, and enriched college-preparatory education of the highest quality for its student population. Below is an outline of the practices that will be modeled through the curriculum and research-based effective best practices.

As best practices from replication model **Monseñor Oscar Romero Charter** has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any

innovative school. These students are ready to continue learning under similar aspects of philosophy, mission and vision in the **Monseñor Oscar Romero Charter**.

### **Family-Community-School Partnerships:**

**Monseñor Oscar Romero Charter** has actively engages families and the community in the life of the school, and students engage in service to the community. Thus **Monseñor Oscar Romero Charter** will continue to interact and engage with its community.

### **Key Accomplishments:**

- The school will establish funding for an after school Service Club. School-wide service days will occur every other month, giving all students access to frequent and meaningful community service opportunities in the Community Service/Community Engagement Club. Students will receive leadership opportunities and will be provided leadership training through workshops and community service such as community cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club will have monthly community clean-ups.
- The school will administer regular parent and student satisfaction surveys, and use the collected data to reflect on and improve school practices.
- Parent participation in school events will range from 80-90% in attendance. This success will be led and attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.

### **Technology Integration:**

By implementing technology with the curriculum, **Monseñor Oscar Romero Charter** ensures that students learn computer skills while pursuing academic goals. The **Monseñor Oscar Romero Charter** was able to complete the following and will be replicated:

### **Key Accomplishments at the Monseñor Oscar Romero Charter School Replication Model:**

- The Enhancing Education through Technology Grant will support the installation of computers in every classroom in at least a 1:4 computer to student ratio in the classrooms. Schoolwide, the ratio will be 2:3 students to each computer.
- Key technology applications will be integrated into every classroom, and students will be proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
- 100% of students will complete digital portfolios each year.
- All teachers will participate in Robert Marzano's iObservation training and coaching.
- All teachers and students will complete a technology survey that guides technology integration and professional development.

- All elective classes – Spanish, Communications, and Technology – will be fully technology integrated, and teachers regularly collaborate to design integrated, thematic, technology-based projects.

**Small Learning Communities:**

Students will have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

**Key Accomplishments:**

- Students will have a true sense of commitment and ownership of the school, as evidenced by an average attendance rate of 95%.
- Teachers will collaborate at least weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom-learning walks to keep the conversations focused on student needs.

**Interdisciplinary, Project-Based Curriculum:**

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION  
1112(b)(11)

STATE PRIORITY ALIGNMENT  
6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>• Students at <b>Monseñor Oscar Romero Charter</b> will demonstrate respect for individual differences and uphold the character values that the school has established to provide a positive and safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive community building via advisory, orientation and Town Hall meetings as well as other school events.</li> <li>• Team Advisory course to promote family and establish sense of school connectedness.</li> <li>• Personalized Learning Plans.</li> <li>• Analysis of and action plans from school safety survey.</li> <li>• The <b>Monseñor Oscar Romero Charter</b> administrative team will ensure a positive learning environment is in place during classroom and school walkthroughs. The team will facilitate</li> </ul>

	<p>trainings as needed to help teachers ensure students are engaged, feel safe, and respected.</p> <ul style="list-style-type: none"> <li>• The <b>Monseñor Oscar Romero Charter</b> staff will ensure that parents and students understand the school's behavior expectations and related consequences through parent orientation, parent meetings, school assemblies, and classroom meetings.</li> <li>• The <b>Monseñor Oscar Romero Charter</b> Leadership Team will oversee the implementation of character education and the 6 pillars of Character Counts! through a school wide character focus, classroom meetings, parent meetings and other research- based strategies.</li> <li>• The <b>Monseñor Oscar Romero Charter</b> administrative team will monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school's current efforts to create a positive school climate.</li> </ul> <p>The Director of Operations will oversee the distribution of parent, student and staff surveys (translated as needed) to inform policy and decision- making about the effectiveness of the school's efforts to create a positive school climate.</p>
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## Career Technical and Work-based Opportunities

ESSA SECTION  
1112(b)(12)(A–B)

STATE PRIORITY ALIGNMENT  
2, 4, 7 (*as applicable*)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**State Priority #7 (Course Access).** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

<p>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> <li>All <b>Monseñor Oscar Romero Charter</b> Students will receive a well-rounded education and instruction that integrates content areas.</li> <li>Students with exceptional needs and all ELs, high and low-achieving students will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous graduation requirements that exceed A-G.</li> <li>Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</li> <li>The Director of Academics will provide instructional staff with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.</li> <li>The <b>Monseñor Oscar Romero Charter</b> leadership team will ensure all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular classroom walk-throughs.</li> </ul> <p>The <b>Monseñor Oscar Romero Charter</b> administration will ensure that progress is monitored through the use of a data and assessment management system to track performance of numerically significant subgroups.</p>

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION  
2102(b)(2)(A)

STATE PRIORITY ALIGNMENT  
1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

#### Supervise and Support Effective Teachers in Every Classroom

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Marzano Observation and Feedback Protocol
- **Inter-rater reliability** for observers
- Constructing **effective feedback**
- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

**Monseñor Oscar Romero Charter School  
iObservation Certification Process  
AKA iObservation Implementation Plan 2019 - 2020**

<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 4+ years of teaching experience</i></b>
August - October	New Knowledge
November - March	Deepening Knowledge
April - June	Generating and Testing Hypotheses
<b>Routines</b>	
August/September	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
October - December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective
<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i></b>
August - January	New Knowledge
February - May	Deepening Knowledge
<b>Routines</b>	
August - January	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective

The traditional backwards design process guides teachers through a three-step process:

1. Internalization and prioritization of the Common Core State Standards
2. Differentiated assessment methods aligned to prioritized standards and identified learning targets
3. Innovative, research-based instructional strategies clearly articulating student learning objectives

**Monseñor Oscar Romero Charter** has a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. The expectations are that students will be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION  
3116(b)(3)

STATE PRIORITY ALIGNMENT  
3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.

#### **Response for Master Plan for English Learners: Appropriate Instruction and services for English Learners (EL)-Designated and Integrated English Language Development (ELD)**

***1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?***

The comprehensive designated and integrated ELD instruction for every EL student to meet the linguistic and **Monseñor Oscar Romero Charter's** leadership; teachers, parents and students support academic goals at their grade level and language learning needs. This comprehensive ***English Learners (EL) Plan*** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- Providing a framework of the English Learners Program.
- Providing identification and assessment of appropriate instructional placement.
- Providing staff training programs, which will enhance bilingual competencies of personnel.
- Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.

- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

**Monseñor Oscar Romero Charter** implements the English Learner Master Plan to monitor the performance of English Language Learners. **Monseñor Oscar Romero Charter** follows the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students and they are not denied access to the full curriculum while they are working on English Language Development. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, by offering ESL Classes and other parent workshops. The English Learner Master Plan strives to promote the family’s role in the education of ELs and to promote open communication and avenues for involvement.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

**Monseñor Oscar Romero Charter** used the Free and Reduced Applications This notice announces the Department's annual adjustments to the Income Eligibility Guidelines to be used in determining eligibility for free and reduced price meals and free milk for the period from July 1, 2018 through June 30, 2019. These guidelines are used by schools, institutions, and facilities participating in the National School Lunch Program (and Commodity School Program), School Breakfast Program, Special Milk Program for Children, Child and Adult Care Food Program and Summer Food Service Program. The annual adjustments are required by section 9 of the Richard B. Russell National School Lunch Act. The guidelines are intended to direct benefits to those children most in need and are revised annually to account for changes in the Consumer Price Index.

**Monseñor Oscar Romero Charter** 97% of our students are on Free and Reduced Lunch.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Monseñor Oscar Romero Charter** is a Schoolwide Program. How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

**Monseñor Oscar Romero Charter** holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.

The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.

In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading.

The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Monseñor Oscar Romero Charter** will work closely to ensure services to students identified as homeless are served. **Monseñor Oscar Romero Charter** serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional instructional support is offered.

**McKinney-Vento Homeless Assistance Act**

**Monseñor Oscar Romero Charter** shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. **Monseñor Oscar Romero Charter** shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

**Monseñor Oscar Romero Charter** shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. **Monseñor Oscar Romero Charter** may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

**Student Transitions****ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)**

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Provide Professional Development is provided to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovation and research-based language programs.

Provide Career Pathways, Project-based learning leadership.

College and Career Indicators.

Field trips and relationships with local universities; such as, UCLA, USC, California State University's, other community organizations and involvement of all stakeholders.

**Additional Information Regarding Use of Funds Under this Part**

**ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Monseñor Oscar Romero Charter** is a Schoolwide Program. How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

**Monseñor Oscar Romero Charter** holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.

The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.

In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading. The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.

## TITLE I, PART D

### Description of Program

#### ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

### Formal Agreements

#### ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

### Comparable Education Program

#### ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



[Address the provision here]

## **Successful Transitions**

### ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Educational Needs**

### ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Social, Health, and Other Services**

### ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## TITLE II, PART A

### Professional Growth and Improvement

#### ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers incorporates instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Monseñor Oscar Romero Charter**, it is expected that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students to be involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their

child's education will also ensure that the academic program reflects the diversity of the community being served.

In summary, we have made both System Changes and Instructional Changes that have added to more effectively providing for student academic achievement, teacher support, and parent information and support.

### Systems Changes

- Developed a transformational distributive leadership model. Each YPICS school has, or will have when growing a new school, a Director of Operations, Director/Coordinator of Instruction, and a Director of Student Climate and Culture. Each summer leaders participate in a YPICS Leadership Institute. Leaders new to YPICS attend the annual CCSA Conference and the CSCD Leadership Boot Camp.
- Rewrote job descriptions and established systems to support the institutional learning that was needed to move academic achievement forward. For example, the Assistant Principal Job Function was renamed to the Director of School Climate and Culture in order to focus on developing a culture of excellence, engagement, and caring at the schools. Additionally, the function of this position is to increase student attendance, lower suspension rates, and celebrate students when they grow academically.
- Completely refocused the organization on data-driven outcomes and began to use Study Island and teacher created assessments for weekly assessments.
- Institutionalized Quarterly, Coaching Data sessions: All data benchmark data began to be aggregated and analyzed by cohort, by teacher, by subject, and by students. The Organization has a professional development half-day to look at the organizational data trends. Successes are celebrated and the entire team reflects upon root causes for the outcomes and then takes actions steps to create a plan to increase the academic outcomes. ALL analyzed outcomes are now shared with teachers, parents and students quarterly. Students receive information in class. Parents are invited to workshops to learn about the school's progress and to ensure that parents are informed about their own child's progress.
- Restructured the math program and changed Algebra eligibility requirements, instead of having 90 students in algebra and 30 students in 8th grade math we more clearly defined the criteria for a student to take Algebra in 8<sup>th</sup> grade.
- Added a Director of Instruction position to each school to commit an instructional leader to monitor and support instruction weekly.
- Added the IObservation Platform and Instructional Resource Library to develop teacher growth plans and a consistent meaningful teacher evaluation plan.
- Used teacher turnover as a means to hire highly qualified teachers to fill open positions.

- Added a Director of Special Education to oversee the Special Education program on campuses.
- Members of the LAUSD Charter Operated Programs, Options #3.
- Established the YPICS Summer Teacher Training Institute.
- Established Personal Learning Communities in order to have teacher voice in their professional development through action research.
- Teachers now loop with their students, as promised in the petition, from one grade level to another and as they do at Oscar Romero from 6<sup>th</sup> grade to 7<sup>th</sup>. Action research from Romero indicated academic gains are greater when the teacher moves with the student. This allows for teachers to core subjects (ELA/Social Science and Math/Science) in grades 6 and 7. Students' benefit by having fewer teachers as they are adjusting to a secondary structure. Teachers have a greater opportunity to personally get to know their students better. Finally, one struggling teacher does not greatly impact an entire subject for an entire grade. And, if the teacher student dynamic just is not working it allows the school administrative team to make adjustments so that all are working together at optimum levels.
- ELA/Social Science teachers focus on implementing our service-learning goals
- Math/Science teachers focus on enhance learning and technology integration goals
- Communications teachers focus on technology skills, presentations, speeches, and training parents on power schools, along with other programs to support our family/community engagement goals.

### Instructional Changes

- Purchased Alex for Math support, intervention, and acceleration
- Implemented Adaptive Curriculum, a technological computer assisted instruction for math and science.
- Added Achieve 3000 for ELA and EL support.
- Hired instructional Experts in EL instruction, such as Elizabeth Jimenez with CABE; and Math Instruction, Guillermo Mendieta and Inquiry by Design.
- Purchased the New Success For All Common Core Reading Program to support struggling students, students with disabilities, general education students, and gifted students.
- Implemented the Hype Program
- Encourage staff members to attend conferences to support their PLCs and as members of NCLR our teachers have multiple opportunities to attend and grow at NCLR National instructional summits.
- All teachers participate in the Summer Special Education Summit for Options 3.
- All teachers participate in the EL/ELD Institute, presented by CABE at Bert Corona.

Moving forward all of the systems and instructional changes that have taken four years to implement will remain in place at all three schools. The students moving forward to the high school are far more prepared today. Several of Bert Corona graduates are currently attending private elite high schools in Los Angeles such as Campbell Hall, Harvard Westlake, and Chaminade due to the Hype Program that is provided for our gifted students. We look forward to completing the task of preparing ALL of our students for secondary and post secondary success!

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

To monitor progress for our students, we use data and measures from multiple resources:

- Classroom assessments
- ALEKS online learning data
- Success for All-Study Island assessment data
- 4Sight Common Core benchmark exam.
- Reading mastery level data (from Success for All Member Center)
- State testing data
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)



**Monseñor Oscar Romero Charter** understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty is provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.
- To monitor progress for our students, we use data and measures from multiple resources:

- Classroom assessments
- ALEKS online learning data
- Success for All-Study Island assessment data
- 4Sight Common Core benchmark exam.
- Reading mastery level data (from Success for All Member Center)
- State testing data
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

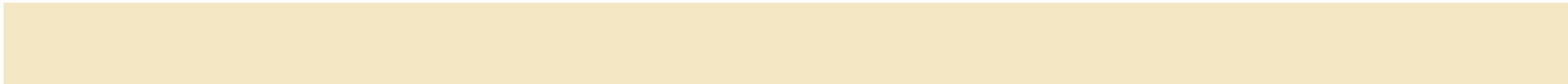
#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Performance Goal 2:

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<b>SCHOOL GOAL # 2</b> <b>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</b> <b>Increase English Language Arts and Mathematics Proficient and Advanced score by 5 points for English Learner sub-group.</b>	
Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> <li>• <b>Monseñor Oscar Romero Charter</b> Data Dashboard: Two page snapshot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balance data.</li> <li>• Smarter Balance Test Results are mailed to our school, and in turn <b>Monseñor Oscar Romero Charter</b> mails individual data results home to the student's parents. Parents and others can also access Smarter Balance school data by using the California Department of Education website.</li> <li>• Each Advisory instructor reviews the Smarter Balanced data with each student and with parents during Parent-Teacher conferences.</li> <li>• Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to <b>Monseñor Oscar Romero Charter</b> the student's academic and social</li> </ul>	Data to be collected to measure academic gains: <b>Monseñor Oscar Romero Charter</b> uses several information systems to support the operations. The primary systems are: <ul style="list-style-type: none"> <li>• Illuminate- Student Information System (SIS)</li> <li>• NWEA MAPs– student performance database and reporting tool</li> <li>• SFA, Achieve3000, Adaptive Curriculum and other programs</li> <li>• 3N – communication tool linking teachers and parents</li> <li>• School web-site with school focused collaboration tools</li> <li>• Google Apps – open platform for deployment of teacher and student web tools</li> </ul>

<p>progress. As needed, new goals are set with clear benchmarks identified for yearly growth.</p> <ul style="list-style-type: none"><li>• Curriculum Embedded Assessments: quarterly teacher/ department tests.</li><li>• Use of ELPAC for English Learners</li><li>• Academic Performance Index, is determined by the state. Our students' scores on the Smarter Balanced and additional demographic statistical information are used by the state to determine our growth according to the state formula. This statistical data includes sub-group reports on meeting academic growth.</li></ul>	<ul style="list-style-type: none"><li>• The main Student Information System (SIS) used at <b>Monseñor Oscar Romero Charter</b> is Illuminate. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.</li><li>• Benchmarks, teachers' assessments and other identified results.</li></ul>
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## Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.  
 Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.								
<b>Required Activities</b>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:                      Describe the programs and activities to be developed, implemented, and administered under the sub grant;                      Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;                      Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122 ;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);                      Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b <b>Monseñor Oscar Romero Charter</b> will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> <li>• Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios.</li> <li>• Use of SFA Modules for EL, Vocabulary and 4 Sight to assist LEP students.</li> <li>• Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</li> <li>• Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</li> </ul> <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. <b>Monseñor Oscar Romero Charter</b> receives Title III funds that are reviewed each year, as required under the ESSA, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <table border="1"> <thead> <tr> <th>AMAO's</th> <th>Measurable Goals</th> </tr> </thead> <tbody> <tr> <td>                     Progress in Learning English                      Increase One Proficiency Level                      Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level.                      English Proficient level are expected to maintain that level.                 </td> <td>                     Administer the ELPAC to ascertain the level of proficiency.                      Conduct analysis of EL’s using ELSSA.                      Identify factors that contribute to meeting or not meeting AMAO’s.                      Use <b>Monseñor Oscar Romero Charter</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis.                      Work with teachers, parents and staff to provide services.                 </td> </tr> <tr> <td>                     Progress in the percentage of students who become proficient in English.                 </td> <td>                     Increase English Learner redesignation ratio yearly. Continue to <b>Monseñor Oscar Romero Charter</b> students who have been redesignated and work with students at each level.                 </td> </tr> <tr> <td>                     Academic targets in English-language arts and mathematics  <input type="checkbox"/> Participation Rate  <input type="checkbox"/> Percentage Proficient or Above                 </td> <td> <b>Monseñor Oscar Romero Charter</b> </td> </tr> </tbody> </table>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the ELPAC to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use <b>Monseñor Oscar Romero Charter</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to <b>Monseñor Oscar Romero Charter</b> students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	<b>Monseñor Oscar Romero Charter</b>
	AMAO's	Measurable Goals								
	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the ELPAC to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use <b>Monseñor Oscar Romero Charter</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.								
	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to <b>Monseñor Oscar Romero Charter</b> students who have been redesignated and work with students at each level.								
	Academic targets in English-language arts and mathematics <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	<b>Monseñor Oscar Romero Charter</b>								
	<p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.                      at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>									

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>R e q u i r e d  A c t i v i t i e s</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>meeting the annual measurable achievement objectives described in Section 3122;</p> <p>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</p> <p>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</p> <p>Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p><b>Monseñor Oscar Romero Charter School</b> will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>Ongoing measurement of each LEP (English Learner/EL) student’s progress toward English language proficiency, through the use of ELD portfolios, incorporations of Thinking Maps, and effective Instructional strategies.</p> <p>Use of SFA, Achieve3000, Adaptive Curriculum and other programs to include: Vocabulary, 4Sight, and other materials to assist EL students.</p> <p>Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</p> <p>Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</p> <p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.</p>

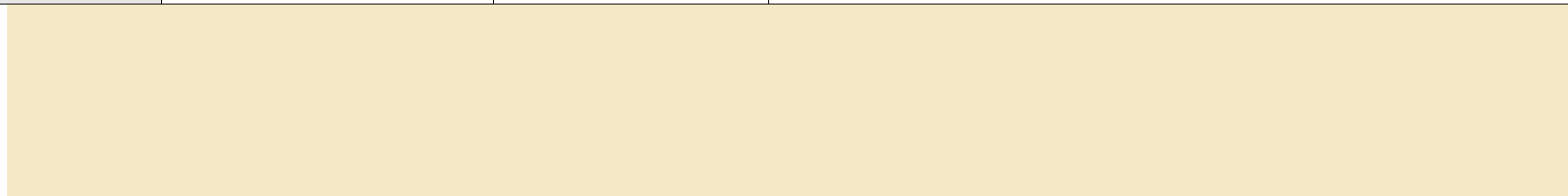
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <ul style="list-style-type: none"><li>• The effectiveness of the LEP programs will be determined by the increase in:</li><li>• English proficiency; and</li><li>• Academic achievement in the core academic subjects</li></ul>	<ol style="list-style-type: none"><li>1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.</li><li>2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.</li></ol>

<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>The Directors, Administrators, Coordinators, and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English Language proficiency and their mastery of content standards.</p> <p>Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.</p>	
<p>Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No</p> <p>No</p>	<p>If yes, describe:</p>
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	

<p>Allowable Activities</p>	<p>5. Provide –                      a. tutorials and academic or vocational education for LEP students; and                      b. intensified instruction.</p>	<p>Yes or No                       Yes</p>	<p>If yes, describe:  <b>Monseñor Oscar Romero Charter</b> will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services</p>	<p>Yes or No                      Yes</p>	<p>If yes, describe:                      SFA, Achieve3000, Adaptive Curriculum and other programs will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced test.                      An ELD based writing program will be implemented school-wide. (In progress)                      The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No                      Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.</li> <li>• The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.</li> </ul>



<p>Allowable Activities</p>	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<p>Yes or No</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>If yes, describe:  <b>1. Monseñor Oscar Romero Charter</b> will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Directors, Administrators regarding the school’s ELD program. (Formalizing ELAC)</p> <p>2. The ELAC, in conjunction with the designated ELD coordinator, will hold parent-training session on how to best support their child’s instruction at home.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <p>The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs.</p>	<p>Yes or No Yes</p>	<p>If yes, describe The school will purchase language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</p> <p>Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>



Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>

<p>Required Activity</p>	<p>information pertaining to parental rights that includes written guidance detailing –                      the right that parents have to have their child immediately removed from such program upon their request; and                      the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;                      the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our August Open Advisory.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>ELPAC is administered, and testing for placement within the 30 days after the beginning of the school year.</p>
<p>LEA Parent Notification Failure to Make Progress                      If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>EL families are provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the ELPAC, 3) their child’s progress in meeting California standards in academic subjects as measured by the Smarter Balanced tests.</p>

### Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>Yes or No</b>	<b>If yes, describe:</b> a) The education and engagement of parents and families of ELs are essential to academic success. In alignment to California Common Core State Standard, ELA and Mathematics. ELD CCSS, NEXT Generation-Science, and Appendices.  Teachers are provided profession development opportunities during 2 week teacher institute prior to the start of school. This training includes unpacking California Content Standards Title III funds will be used to support parents to promote family literacy, parent outreach and active participants in their child’s academic achievement and language acquisition. Parent participation will be provided as follows: <ul style="list-style-type: none"> <li>• Training parent coordinator to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home.</li> <li>• All administrators, teachers and staff will be provided on going professional development on program procedures, requirements, mandates and monitoring process.</li> <li>• Training for Title III-Immigrant parents on the legal responsibilities and budget process for this program.</li> <li>• Needs assessments to be conducted for planning appropriate parent training activities and conferences.</li> <li>• Parent education conferences that include sessions on issues relevant to the education of immigrant families, and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career readiness requirements, and parenting skills.</li> <li>• Additional support for family education programs conducted for migrant families and families of recently arrived immigrants.</li> <li>• Parent institutes to provide in-depth information to parents on California Common Core State standards-based instruction and expectations in learning English and grade level content, course requirements, graduation requirements, collaboratively developing an educational plan for their child.</li> <li>• Attendance at national, state, and local conferences relevant to EL issues (e.g., NABE and CAFE).</li> </ul> b) Participants will be available to all Title III-Immigrant parents. c) Title III funds will assist by providing additional training opportunities to parents to understand Common Core State Standards research-based instruction, curriculum, and assessment for ELs in each program.

	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>a) Use SDAIE Methodology with a 6-8 SDAIE Lesson Design Template and embed the following four access strategies in professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum aligned to California Common Core State Standards for English and Mathematics along with the California Common Core State Standards English Language Development.             <ul style="list-style-type: none"> <li>• Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions).</li> <li>• Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high -frequency, high -utility academic words).</li> <li>• The use of graphic organizers/visual tools (e.g., Thinking Maps®, Adaptive Curriculum, etc...)</li> <li>• Cooperative learning (structured group activities that promote student interaction and accountability).</li> <li>• Provide professional development to EL instructional staff to build a common understanding of programs and services for ELs.</li> <li>• Provide training to parent coordinator, teachers, staff and administrators to help parents understand EL compliance requirements and how to help their children at home.</li> <li>• Continue to focus on high quality California Common Core State Standards -based instruction</li> <li>• Continue to build the capacity of teachers to act as peer coaches for ELD instruction and provide funds for release time. Provide ongoing high quality professional development for all EL instructional staff, including instructional coaches, and special education staff, regarding the instructional strategies (referenced above) that will provide access to ELs.</li> </ul> </li> <li>b) Faculty professional development held weekly, ongoing in-services and two-weeks before school professional development provided. Additionally, opportunities for teachers to attend conferences when available locally for professional growth.</li> <li>c) These activities involve professional experts in the field of education, English Learners, Special Education, and content areas. These activities are led by Leadership team members, administrators, teachers, staff, Consultant Experts, including University Partners, such as LMU School of Education.</li> </ul>
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	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:                      Intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on ELPAC results, the periodic assessments, Smarter Balanced, NWEA MAPs and other measurements. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, Smarter Balanced, NWEA MAPs school, classroom and student level data and EL Monitoring Rosters</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:                      Title III funds will be used to access additional training materials that enable teachers to focus on effective ELD strategies and methods to enable students to access the core curriculum. The use of the Common Core State Standards-ELD. Teachers can access resources to enhance their instruction, including:</p> <ul style="list-style-type: none"> <li>• rubrics, checklists and anchor papers</li> <li>• teacher-created materials</li> <li>• reteaching options</li> <li>• pacing plans</li> <li>• current research</li> <li>• online course support</li> <li>• Supplemental professional development offered through technology (Online)</li> </ul>

	<p>5. 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:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:                  Intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on ELPAC results, the periodic assessments Smarter Balanced, NWEA MAPs and other assessment tools. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, NWEA MAPs, classroom and student level data and EL Monitoring Rosters</p>
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	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:</p> <p><b>Monseñor Oscar Romero Charter</b> will align its technology assisted learning, while drawing from best practices offered by SFA, and other internal components.. Include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Practicing a cycle of improvement based on analysis of data; setting realistic and measureable goals; planning strategies, resources, and actions; implementing benchmarks and deliverables; evaluating and monitoring success; and making ongoing to adjustments to ensure students are successful.</li> <li>• Adopting the four guiding principles of Linked Learning as set forth by ConnectEd: 1) pathways prepare students for postsecondary education <i>and</i> careers; 2) pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all post-high school options open; 3) pathways connect academics to real-world applications by integrating challenging academics with a challenging technical curriculum; and 4) pathways improve student achievement.</li> <li>• Adopting the four core components of Linked Learning as set forth by ConnectEd: 1) a challenging academic component; 2) a demanding technical component; 3) work-based learning opportunities to learn through real-world experiences that enhance academic instruction; and 4) wraparound support services to ensure students succeed.</li> <li>• Create performance tasks and interdisciplinary projects and assessments aligned with real world applications and in partnership with industry professionals.</li> <li>• Embed wraparound support services for students and their families to support students' academic success and career preparation.</li> <li>• Offer a progression of technical coursework that builds on the previous year's learning and develop students' higher skills within their pathway.</li> <li>• Ensure career-technical programs promote college and career readiness.</li> </ul>
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Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p> <ul style="list-style-type: none"> <li><b>a) Family-Community-School Partnerships <b>Monseñor Oscar Romero Charter</b></b> will actively engage families and the community in the life of the school, and students engage in community service to the community.</li> <li><b>b) Interdisciplinary, Project-Based Curriculum:</b> Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations.</li> <li><b>c) Culturally-Relevant Instruction:</b> Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students’ lives.</li> <li><b>d) A student project that will reflect the best practices in capstone projects interfacing with community businesses and services, National Council of La Raza, Youth Policy Institute, and other such organizations.</b></li> <li><b>e) <b>Monseñor Oscar Romero Charter</b></b> will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Mission College, and California State University at Northridge (CSUN), building on YPI’s current partnerships with these institutions of higher learning.</li> </ul>
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## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Bert Corona High School

## CDS code:

19-64733-0132126

## Link to the LCAP:

(optional)

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

**Bert Corona Charter High School** serves 194 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, 19% 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.

*In the following pages, ONLY complete the sections for the corresponding programs.*

DRAFT

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

## Means to Achieve Mission and Vision

The innovative educational plan of **Bert Corona Charter High School's** provides students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at **Bert Corona Charter High School's** targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

**Bert Corona Charter High School** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:



- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, iobservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

[Describe alignment here.]

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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

Data that will be reviewed include but are not limited to the following:

- School Accountability Report Cards
- California Standards Test Report
- Academic Performance Metrics: Smarter Balanced, California 5 x 5 and other indicators
- English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates)
- A-G Courses

- Course Grades
- Attendance Reports
- WASC-Initial completed (20
- High School Graduation Rate

Responses to CDE:

DRAFT

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

**(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;**

- All Bert Corona Charter High School core subject teachers will have an appropriate credential in their subject matter based on NCLB/ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice.
- A regular review of all credential and core teachers will be credentialed in the areas they are assigned.

**Bert Corona Charter High School** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano’s observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets

- Innovative, research-based instructional strategies clearly articulating student learning objectives

•  
**(B) Identifying students who may be at risk for academic failure;**

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Bert Corona Charter High School** it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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

**Bert Corona Charter High School** will form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following

principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our School . Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at **Bert Corona Charter High School** will be encouraged to work in interdisciplinary teams that will allow strong relationships to form between students and teachers. This will allow student to make connections within content areas.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating —capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a contract that conveys to parents the school's expectations, and school-wide family events organized by the parents.
- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Students will remain with the same set of advisory teachers throughout their four years at our charter. The sustained relationship that develops over time will facilitate student's learning, and provide an ongoing monitoring of student progress. This process will also allow for additional support for College and Career Readiness and focus on student's achievement of career and educational goals.
- **Adaptive Pedagogy.** Research supports that students have different pathways and approaches to learning that enable them to process information

and to make sense of their experiences. Teachers will adjust their teaching modes to meet students' individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their toolkit of effective practices.

**(C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and**

Curriculum will address all state required standards Common Core State Standards and Appendices, and will utilize:

- Common Core State Standards (English, English Language Development, Mathematics, NEXT Generation for Science, Social Science, and other secondary curriculum for Fine Arts, Foreign Language, and P.E.)
- Common Core Standard based curriculum units
- Submit courses for A-G approval
- Technical curricula for Media & Design Arts and Graphic Arts Technology career-technical education component of Linked Learning

**(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.**

**Best Practices from Replication Model**

Utilizing the model school's "best practices" and a network of educational and human resources, **Bert Corona Charter High School** will provide a disciplined, balanced, and enriched college-preparatory education of the highest quality for its student population. Below is an outline of the practices that will be modeled through the curriculum and research-based effective best practices.

As best practices from replication model Bert Corona Charter Middle School has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any innovative school. These students are ready to continue learning under similar aspects of philosophy, mission and vision in the **Bert Corona Charter High School**.

**Family-Community-School Partnerships:**

Bert Corona School has actively engages families and the community in the life of the school, and students engage in service to the community. Thus **Bert Corona Charter High School** will continue to interact and engage with its community.

**Key Accomplishments:**

- The school will establish funding for an after school Service Club. School-wide service days will occur every other month, giving all students access to frequent and meaningful community service opportunities in the Community

Service/Community Engagement Club. Students will receive leadership opportunities and will be provided leadership training through workshops and community service such as community cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club will have monthly community clean-ups.

- The school will administer regular parent and student satisfaction surveys, and use the collected data to reflect on and improve school practices.
- Parent participation in school events will range from 80-90% in attendance. This success will be led and attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.
- WASC –initial completed-entered A-Gs.

### **Technology Integration:**

By implementing technology with the curriculum, **Bert Corona Charter High School** ensures that students learn computer skills while pursuing academic goals. The Bert Corona Middle School was able to complete the following and will be replicated:

### **Key Accomplishments at the Bert Corona Middle School Replication Model:**

- The Enhancing Education through Technology Grant will support the installation of computers in every classroom in at least a 1:4 computer to student ratio in the classrooms. Schoolwide, the ratio will be 2:3 students to each computer.
- Key technology applications will be integrated into every classroom, and students will be proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
- 100% of students will complete digital portfolios each year.
- All teachers will participate in Robert Marzano's iObservation training and coaching.
- All teachers and students will complete a technology survey that guides technology integration and professional development.
- All elective classes – Spanish, Communications, and Technology – will be fully technology integrated, and teachers regularly collaborate to design integrated, thematic, technology-based projects.

### **Small Learning Communities:**

Students will have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

### **Key Accomplishments:**

- Students will have a true sense of commitment and ownership of the school, as evidenced by an average attendance rate of 95%.
- Teachers will collaborate at least weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom learning walks to keep the conversations focused on student needs.

### Interdisciplinary, Project-Based Curriculum:

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

## Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>Students at <b>Bert Corona Charter HS</b> will demonstrate respect for individual differences and uphold the character values that the school has established to provide a positive and safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive community building via advisory, orientation and Town Hall meetings as well as other school events.</li> <li>Team Advisory course to promote family and establish sense of school connectedness.</li> <li>Personalized Learning Plans.</li> <li>Analysis of and action plans from school safety survey.</li> <li>The <b>Bert Corona Charter HS</b> administrative team will ensure a positive learning environment is in place during classroom and school walkthroughs. The team will facilitate trainings as needed to help teachers ensure students are engaged, feel safe, and respected.</li> <li>The <b>Bert Corona Charter HS</b> staff will ensure that parents and students understand the school’s behavior expectations and related consequences through parent orientation, parent meetings, school assemblies, and classroom meetings.</li> <li>The <b>Bert Corona Charter HS</b> Leadership Team will oversee the implementation of character education and the 6 pillars of Character Counts! through a school wide character focus, classroom meetings, parent meetings and other research- based strategies.</li> <li>The <b>Bert Corona Charter HS</b> administrative team will monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school’s current efforts to create a positive school climate.</li> </ul> <p>The Director of Operations will oversee the distribution of parent, student and staff surveys (translated as needed) to inform policy and decision- making about the effectiveness of the school’s efforts to create a positive</p>



	school climate.
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## Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**State Priority #7 (Course Access).** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> <li>• All <b>Bert Corona Charter HS</b> Students will receive a well-rounded education and instruction that integrates content areas.</li> <li>• Students with exceptional needs and all ELs, high and low-achieving students will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous graduation requirements that exceed A-G.</li> <li>• Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</li> <li>• The Director of Academics will provide instructional staff with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.</li> <li>• The <b>Bert Corona Charter HS</b> leadership team will ensure all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular classroom walk-throughs.</li> </ul> <p>The <b>Bert Corona Charter HS</b> administration will ensure that progress is monitored through the use of a data and assessment management system to track performance of numerically significant subgroups.</p>

# TITLE II, PART A

## Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

### Supervise and Support Effective Teachers in Every Classroom

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Marzano Observation and Feedback Protocol
- **Inter-rater reliability** for observers
- Constructing **effective feedback**
- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

**Bert Corona Charter High School  
iObservation Certification Process  
AKA iObservation Implementation Plan 2017 - 2018**

<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 4+ years of teaching experience</i></b>
August - October	New Knowledge
November - March	Deepening Knowledge
April - June	Generating and Testing Hypotheses
<b>Routines</b>	
August/September	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
October - December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective
<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i></b>
August - January	New Knowledge
February - May	Deepening Knowledge
<b>Routines</b>	
August - January	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
February - March	Adherence to Rules and Procedures High Expectations

April - May	Engage students Effective
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The traditional backwards design process guides teachers through a three-step process:

1. Internalization and prioritization of the Common Core State Standards
2. Differentiated assessment methods aligned to prioritized standards and identified learning targets
3. Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. The expectations are that students will be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.

#### **Bert Corona Charter High School's Response for Master Plan for English Learners: Appropriate Instruction and services for English Learners (EL)-Designated and Integrated English Language Development (ELD)**

- 1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?*

The comprehensive designated and integrated ELD instruction for every EL student to meet the linguistic and BCCHS' leadership, teachers, parents and students support academic goals at their grade level and language learning needs. This comprehensive **English Learners (EL) Plan** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- Providing a framework of the English Learners Program.
- Providing identification and assessment of appropriate instructional placement.
- Providing staff training programs, which will enhance bilingual competencies of personnel.
- Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- Providing in-service training to develop and improve instructional strategies.
- Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- Providing periodic and ongoing evaluations of the instructional programs.
- Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

Bert Corona Charter High School implements the English Learner Master Plan to monitor the performance of English Language Learners. Bert Corona Charter High School follows the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students and they are not denied access to the full curriculum while they are working on English Language Development. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, by offering ESL Classes and other parent workshops. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Bert Corona Charter HS used the Free and Reduced Applications This notice announces the Department's annual adjustments to the Income Eligibility Guidelines to be used in determining

eligibility for free and reduced price meals and free milk for the period from July 1, 2018 through June 30, 2019. These guidelines are used by schools, institutions, and facilities participating in the National School Lunch Program (and Commodity School Program), School Breakfast Program, Special Milk Program for Children, Child and Adult Care Food Program and Summer Food Service Program. The annual adjustments are required by section 9 of the Richard B. Russell National School Lunch Act. The guidelines are intended to direct benefits to those children most in need and are revised annually to account for changes in the Consumer Price Index.

Bert Corona Charter HS 84.3% of our students are on Free and Reduced Lunch.

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## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Bert Corona Charter HS 84.3% of our students are on Free and Reduced Lunch.

100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification

#### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Research has indicated that parent involvement is critical and necessary in a student's education with this in mind **Bert Corona Charter High School will** honor the commitment and efforts of our parents to become involved, visit the classrooms, work in coordination with Administration, Teachers, their child in making sure we support and sustain their academic achievement. Through these efforts parent workshops, in-services and on-going communication is provided.

## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Bert Corona Charter High School is a Schoolwide Program. How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

**Bert Corona Charter High School** holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.

The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicated by the data.

In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading.

The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.

## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Bert Corona Charter High School will work closely to ensure services to students identified as homeless are served. Bert Corona Charter High School serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional instructional support is offered.

#### McKinney-Vento Homeless Assistance Act

Bert Corona Charter HS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public



education as provided to other children and youths. Bert Corona Charter HS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

### Non-Discrimination

.Bert Corona Charter HS shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Bert Corona Charter HS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

### Student Transitions

#### ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### Additional Information Regarding Use of Funds Under this Part

#### ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

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## TITLE I, PART D Not Applicable

### Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here] Not applicable

### Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

### Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

### Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Educational Needs**

**ESSA SECTION 1423(5)**

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Social, Health, and Other Services**

**ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Postsecondary and Workforce Partnerships**

**ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary

school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**TITLE IV, PART A**

**Title IV, Part A Activities and Programs**

**ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

**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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
<p><b>Monseñor Oscar Romero Charter</b></p>	<p>Yvette King Berg, Executive Director</p>	<p>ykingberg@ypics.org 818 834-5805</p>

**2017-20 Plan Summary**

**The Story**

Describe the students and community and how the LEA serves them.

**Monseñor Oscar Romero Charter** serves 337 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.

**Monseñor Oscar Romero Charter** has ensured that the following key factors are addressed:

### Rigorous Academics

At **Monseñor Oscar Romero Charter MS** we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. **Monseñor Oscar Romero Charter** utilizes our organizational hallmarks (listed below) to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement, we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

### Support for All Learners

One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and **Monseñor Oscar Romero Charter MS** is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive program, all students work together in general education classrooms to access the rigorous learning required by the California Standard which will push them to their highest potential. **Monseñor Oscar Romero Charter MS** dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

### Wrap Around Services to Support the Whole Learner

We ask all of our Citizen Scholars to follow three basic behaviors at **Monseñor Oscar Romero Charter MS**: Be Safe, Be Responsible, Be Respectful. Safety is first in the line because if a student does not feel safe and secure, less (if any) learning will take place. Our schools place tremendous importance on serving the “whole child,” meaning academics are only part of what we pour into our kids. Our positive support plan includes counseling, incentives, celebrations, trips, and even administrators shaving their heads, all with the goal of making our schools places where **students** can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

### Teaching Excellence

Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflection are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of *The Art and Science of Teaching* and through observations using the iObservation platform. Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

### Excellence in Leadership

We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in *Leverage Leadership* by Paul Bambrick-Santoyo, we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day-to-day work of our team. Our number one goal is support for all teachers and all learners.

### Sustainable Growth

At **Monseñor Oscar Romero Charter**, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

**Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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**

<i>LCAP Goal Successes</i>	<i>Analysis</i>
1C: Maintain a clean and safe school facility.	MORCS is beyond thrilled to have finally found a home, and a facility that we can call our own. In January 2019, we moved onto our new campus, and are working diligently to ensure that they campus remains clean and safe for all students and staff. We are in constant communication with the construction company who makes necessary repairs on a daily basis. We also encourage students to take ownership of their campus and to ensure that their learning and playing spaces are kept as clean as possible.
3A: Maintain parent representation on the Parent Committees	Parent engagement is certainly a bright spot at MORCS. Parent representatives who have been elected by the parents to the School Advisory Council (SAC) have the opportunity to meet every other month and provide input towards key school initiatives and systems. In addition to the SAC committee, parents communicate directly with the administrative team during monthly “Café con los Directores”. Lastly, a variety of parent workshops are offered on a weekly basis including ESL classes, Graciela’s Dream College Workshops, College Readiness workshops, and School to Home trainings, to name a few. (See more details in <a href="#">Binder 3, Section 3.4d</a> )
5A: School will maintain a high Average Daily Attendance Rate (ADA)	We are happy to report that our ADA counts have been strong all school year, up until the current date (near the end of February). Our strong ADA has in fact helped offset the fact that our enrollment is a bit lower than expected. Our most recent ADA report showed us at 97.7%.. We are happy to have maintained ADA in the upper nineties during the entire school year, even during the LAUSD teacher action in January and the rainy days that have transpired recently.

Referring to the California School Dashboard, 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**

Chronic Absenteeism-Yellow, Suspension Rate-Red, English Learner Progress-No Performance Color, English Language Arts-Orange, Mathematics Red, Basics-Standard Met, Implementation of Academic Standards-Standards, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

**3 Key Areas of Need:**

1. Low Student CAASPP Proficiency (especially in Math)
2. Large number of referrals / misbehavior / classroom distractions
3. High Suspension Rate (large number of fights)

GOAL	Area of Need Addressed	Led by	Details
1. Math Intervention	1	EA, Math Teachers	Taught during school day during Enrichment period by math teachers, focusing on small classes (15) of students at “Standard Nearly Met” level of CAASPP
2. Enhanced Instructional Training & Support for all teachers	1	LIT Team	Support and Feedback provided for: <ul style="list-style-type: none"> <li>• CCSS-aligned Long Range Plans in all content areas</li> <li>• Weekly lesson plans</li> </ul> Observations/Coaching provided for all teachers on weekly/bi-weekly basis Updated PD Calendar w/Instructional Focus & Weekly Collaboration Time (GL/PLC/Content/Committee)
3. Enhanced Behavioral Expectations/ Systems	2	Culture Team	Effectively designed, communicated, and executed behavioral systems at the school-wide, grade-level, and classroom level
4. Restorative Practices	3	EA, RJ Coordinator, SCC	Community Circles, Conflict Circles, and Reintegration circles Conducted for Students/Staff
5. SEL Learning (in advisory)	2, 3	EA, Advisory Lead	SEL Learning (ie. Edge): student lessons on bullying, healthy relationships, being drug-free, healthy use of social media, bullying, dealing with trauma, etc (Assemblies / guest speakers?)

Referring to the California School Dashboard, 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**

- Monseñor Oscar Romero Charter will address each of the are identified as the California School Dashboard as follows:
- Math intervention provided in the morning for low-achieving 6th grade math students
- Enrichment for high-achieving 7th grade math students (Accelerated cohort)
- Increased math intervention within the school day using ALEKS program at 6th and 8th grade
- Daily instruction on literacy skills for all students (grade 6-8) during morning Success For All (SFA) class period
- Targeted tutoring for 40 high-need (in ELA and Math) 7th graders through Family and Success coaching program

- Targeted tutoring for high-need (in ELA and Math) students at the 6th and 8th grade level (through “Hot List” intervention program)
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of
- Effort/participation tracking cards used to incentivize focused participation on SBAC tests by all students
  - Testing schedule spread over two weeks (and within each week) so that students are not overwhelmed by back-to-back testing days
  - Started testing early and in smaller chunks of time with students who need extended time
  - Extended testing period for students who need extended time
- 97% of our students are socio-economically disadvantaged. The median household income is about \$26,000, one of the lowest measured in Los Angeles and in the nation. 23% of families in the neighborhood are single-parent families.  
Because of all of these factors, our students come to school with a great diversity of needs: financially, educationally, and socioemotionally.
- 64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student population are English Learners (29%).
- In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments. Many of our families do not have the academic background to successfully provide support for our students at home. In Pico Union, only 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country.

### **Comprehensive Support and Improvement**

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

#### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Monseñor Oscar Romero Charter Middle School

#### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Support is identified as follows:

- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention.
- Using Data to drive instruction
  - using conference and rotations in the classroom
  - Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs
  - strong observation and feedback cycle of instruction
  - Instructional leadership training
- In addition the use of the i-Ready program, which is, based on actionable insights, engaging instruction and a proven program that offers diagnostic results for a class, instructional groupings, diagnostic results for a student which serves as an overall standards of mastery indicator.
- The i-Ready program is neither credit-bearing nor degree-bearing. The program does not lead to any certification or licensure. Upon participant request, Relay will furnish a letter attesting to the number of hours a participant has attended at the end of each term.
- Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full year program.

### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Administrative Team will monitor and evaluate the implementation and effectiveness of CSI plan to support student and school improvement. This process will be conducted through the 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. In addition MORCS will use of the i-Ready diagnostic process to replace NWEA.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

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 1**

State Priority 1: Basic Services will be provided to all students

State and/or Local Priorities addressed by this goal:

- 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

Local Priorities: Conditions of Learning, LAUSD Authorized

**Annual Measureable Outcomes**

Expected	Actual
Verification of credential through the CA Commission on Teacher Credentialing	Human Resources, Administrator completed 100% compliance
Retention of Teachers	Retention of teachers was maintained-teachers moving to areas out of state or other areas of the <b>Monseñor Oscar Romero Charter</b> area.
Professional Development	Professional Development schedules of on-going teacher and staff training.
Master Schedule	The Master Schedule affirms teachers’ assignments are in their area of certification.



Expected

Actual

<p>Invoice for purchases</p>	<p>Purchase of materials, textbooks and supplies for equitable student access.</p>
<p>Facility inspection documents</p>	<p>Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed.</p> <p>Health and Safety Inspections conducted by CDE-Facilities, and Charter Safe Inspection conducted twice (2) a year</p>

**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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• <i>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero Charter MS</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</i></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 <i><b>Monseñor Oscar Romero Charter</b></i> 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</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Annual review of teacher credentials and other certifications- <b>Monseñor Oscar Romero Charter MS</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</i></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 <i><b>Monseñor Oscar Romero Charter</b></i> 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</li> </ul>	<p>\$478,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>	<p>\$515,353 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</p> <ul style="list-style-type: none"> <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>Monseñor Oscar Romero Charter MS</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Monseñor Oscar Romero Charter MS</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>Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</p> <ul style="list-style-type: none"> <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>Monseñor Oscar Romero Charter MS</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Monseñor Oscar Romero Charter MS</b> 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>• Conducted evaluation using teacher goals.</li> </ul>		

## 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 **Monseñor Oscar Romero Charter** 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
- B. 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
- C. School facilities are maintained in good condition.

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.  
Classroom materials were purchased.  
Facilities are maintained-inspection documents

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.

No changes were made to this goal-teachers are participating in weekly Professional Development that includes support, coaching and teacher intervention.

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: 2018-19

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 2

State Priority 2:

State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Implementation of State Academic Standards

#### Annual Measureable Outcomes

Curriculum and strategy use is an important component in the effective use of CCSS **Monseñor Oscar Romero Charter** will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/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.
- 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 SFA that includes Project Based Learning (PBL).
- Technology support, which includes videotaping of instructional delivery cycle.

Curriculum and strategy use is an important component in the effective use of CCSS **Monseñor Oscar Romero Charter** provided the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/ 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.
- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).
- Technology support, which includes videotaping of instructional delivery cycle.

**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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>Professional Development, Counseling, support from Operations</p> <ul style="list-style-type: none"> <li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li> <li>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.</li> <li>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.</li> <li>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</li> </ul>	<p>\$118,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies</p>	<p>\$120,076 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

specific students.

**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: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Goal 2: 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.

Priority 2: Basic Services to provide for student academic achievement. Continued professional development teachers were provided with 3 weeks of training in effective instructional practices and supported in institutionalizing what was learned, assisted with pace plans, lesson plans, projects and other teaching/learning activities.

Chronic Absenteeism-Yellow, Suspension Rate-Red, English Learner Progress-No Performance Color, English Language Arts-Orange, Mathematics Red, Basics-Standard Met, Implementation of Academic Standards-Standards, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

To be measured by student academic results and ongoing benchmarks

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.

Use of RTI model and afterschool intervention.

Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

Support of instructional program includes: Counselor, Parent Coordinator, and other support professionals.



SFA, Achieve 3000, Illuminate, NWEA, and other assessments reflect that students are achieving at greater than National Expected growth. Our Smarter Balanced findings indicate that **Monseñor Oscar Romero Charter** needs to continue to implement a learning+ component that infuses a rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Partnerships with college have provided additional course offerings. Use of SFA with fidelity and increase writing across the curriculum.

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: 2018-19**

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 3**

State **Goal 3:** Knowing that parents serve a critical role in a students’ success, **Monseñor Oscar Romero Charter MS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child’s school life.

Parent Engagement

State and/or Local Priorities addressed by this goal:

State Priority 2 and 3: Goal 3: Maintain parent representation on the Parent Committee

Local Priorities: Parent Engagement

**Annual Measureable Outcomes**

Expected

Actual

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.

Parents served as participants in quarterly meetings

Establish opportunities for parent exposure, participation and input on decision-making, which was measured by meeting agendas and sign-ins.

School Site Council (SSC), ELAC, and other meetings.

**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 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Parents participated in activities with students Held informational meetings with parents	Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Formed an active SSC, ELAC, Parents participated in various activities while visiting classrooms Held informational meetings with parents	\$61,000 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits	\$43,035 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits

## 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.

Goal 3: Maintain parent representation on Parent Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent Input: access to opportunities for participation and input on decision-making

To be measured by meeting agendas and sign in sheets.

Formed an active SSC, ELAC, and community groups

Parents participated in activities with students

Held informational meetings

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: 2018-19**

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 4**

State Priority Goal **Monseñor Oscar Romero Charter MS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

State and/or Local Priorities addressed by this goal:

Statewide assessments

The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC

English learner reclassification rate

Local Priorities: Pupil Outcomes

**Annual Measureable 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.

**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. Monsenor Oscar Romero Charter 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

Actual

Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

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. 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

**Expected**

**Actual**

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.

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 4 days/week.
- 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.

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.

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 4 days/week.
- 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.

**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 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Action:</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),</p>	<p>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>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</p>	<p>\$53,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>	<p>\$51,635 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Monseñor Oscar Romero Charter 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.</p>	<p>growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Monseñor Oscar Romero Charter 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.</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.

**Monseñor Oscar Romero Charter** 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall actions support an environment where students are motivated and encouraged to learn. 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.

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: 2018-19**

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 5**

State Priority 5: Increase Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

Local Priorities: Student Engagement/Family Engagement School Culture

**Annual Measureable Outcomes**

Expected

Actual

School will continue to maintain a high ADA rate above 96%.

School will continue to maintain a high ADA rate above 96%.

Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:

English Language Arts/Literacy and Mathematics.

Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP

Continue professional development

Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:

English Language Arts/Literacy and Mathematics.

Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP

Continue professional development

**Expected**

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 instruction in the classroom and direct ELD instruction 4 days/week.
- 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).

**Actual**

Continue with 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 instruction in the classroom and direct ELD instruction 4 days/week.
- 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).

**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 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team model</p>	<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team model</p>	<p>\$53,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>	<p>\$45,766 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</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.

Goal 5: School maintained a high Average Daily Attendance (ADA) rate.

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

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

Partnering with local Mental Health Agencies; such as Luminaries who work with individual families, trauma, stress related issues, counseling on cultural relevant group counseling, etc.

DIS Counseling with students with IEPs.

One on one support with other mental health agencies

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Program Coordinator and Compliance Coordinator 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.

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: 2018-19**

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 6**

Maintain School Climate applicable to the following:

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.

State and/or Local Priorities addressed by this goal:

State Priorities: School Climate will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the Survey report the overall score for all students and student groups.

Local Priorities: Engagement

**Annual Measureable 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 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

**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**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team.</p>	<ul style="list-style-type: none"> <li>• Attendance Manager monitored student attendance and communicate with families.</li> <li>• Parent outreach and communications was stress 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 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> </ul> <p>School used Family Support Team process that mirrors the School Support Team.</p>	<p>\$54,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits</p>	<p>\$56,448 LCFF S&amp;C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits</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.

The overall implementation of the Schoolwide Behavior Support Plan and Family Support Team created and maintained a lower annual expulsion rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall implementation as conducted provided with establishing measures to support students and families to understanding that as a community are committed to each student's academic achievement.

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: 2018-19**

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 7**

State Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:  
 Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs. 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

State and/or Local Priorities addressed by this goal:

State 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  
 Local Priorities: Conditions of learning

**Annual Measureable Outcomes**

Expected	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	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
Multi-tiered System of Support (MTSS)	Offers a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.
Positive Behavior Interventions and Supports (PBIS)	Use strategies found to promote the conditions that improve learning and behavior for all students and used to guide individualized Education Program (IEP) decisions for Free Appropriate Public Education (FAPE) in the Least

Expected

Actual

Restrictive Environment (LRE)

**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**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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).	\$21,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	\$20,188 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

**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.

Access to and enroll in all core and non-core subjects’ content areas available to all students. Parents are provided classes/workshops in SBAC, CCSS, SFA and technology.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student academic achievement was measured through results from SFA, Achieve 3000, Illuminate and SBAC,

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: **2018-2019**

### 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?

#### Board of Directors Meetings

July 21, 2018, July 27, 2018

August 28, 2018

September 10, 2018,

September 24, 2018

November 5, 2018

November 18, 2018, Academic Excellence Committee

December 3, 2018

December 10, 2018, Ad Hoc Finance Meeting

December 15, 2018 Special Board Meeting

January 11, 2019 Special Board Meeting

January 28, 2019,

February 11, 2019

February 25, 2019, Academic Excellence Committee

March 11, 2019, Ad Hoc Finance Meeting

March 18, 2019

April 22, 2019

May 28, 2019

June 4, 2019, Ad Hoc Finance Meeting

June 17, 2019

June 28, 2018, Academic Excellence Committee

LCAP Goals Evaluation (Responses) Committee

LCAP Meeting Dates

5/13/2019

6/2/2019

6/3/2019

6/10/2019

YPICS Leadership Academic Meetings

7/20/2018

9/17/2018

12/18/2018

9/2019

LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am

LCAP Data Update (session 2 of 4) October 25, 2018 5:30-6:30pm

LCAP Parent Discussion/Feedback (session 3 of 4) December 13, 2018 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/21/18

10/19/18

1/25/19

2/27/19

3/25/19

4/26/19

6/12/19

### **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

The impact of these consultations provided for an opportunity for all stakeholders to become involved and contribute to Monsenor Oscar Romero Charter successes.

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The **Monsenor Oscar Romero Charter** will review all internal data on an ongoing basis, benchmarks, NWEA, SFA, Achieve 3000, Illuminate assessments and other internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

All feedback was collected, synthesized, and organized to inform draft LCAP.

Data that will be reviewed include but are not limited to the following:

School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

Course Grades

Attendance Reports

NWEA, SFA, Achieve 3000, and other assessment results.

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

**Goal 1**

Basic Services

- A. The quality of teachers has an impact on student success. **Monseñor Oscar Romero Charter** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
- B. Pupils at Monsenor Oscar Romero Charter have 100% access to the standards-aligned instructional materials;
- C. School facilities are maintained in good repair.

**State and/or Local Priorities addressed by this goal:**

State Priorities: Basic Services

The quality of teachers has an impact on student success. **Monseñor Oscar Romero Charter** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.

Pupils at **Monseñor Oscar Romero Charter** have sufficient access to the standards-aligned instructional materials;

School facilities are maintained in good repair.

**Monseñor Oscar Romero Charter** 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

CCSS training will be embedded into professional development meetings.

Progress towards this goal will be measured through SARC 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 Monseñor Oscar Romero Charter 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 CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other 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 Charter** will fully implement the Common Core in Math and ELA by 2016-17. **Monseñor Oscar Romero Charter** will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Verification of credential/certification using the Commission of Teacher Credentialing, and <b>Monseñor Oscar Romero Charter</b> Master Schedule	100%	100%	100%	100%
Teacher Rosters	100%	100%	100%	100%
Invoices for purchases	100%	100%	100%	100%
Classroom Materials	100%	100%	100%	100%
Facility Inspection documents	100%	100%	100%	100%
Teacher Retention	100%	100%	100%	100%



Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Professional Learning: Teaching and Management Strategies	100%	100%	100%	100%
Teacher Effectiveness	100%	100%	100%	100%
Quality Professional Learning Standards (QPLS)	100%	100%	100%	100%
Administrator’s Assignment Manual	100%	100%	100%	100%
California Teacher Induction	100%	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.

The quality of teachers has an impact on student success. **Monseñor Oscar Romero Charter** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Monseñor Oscar Romero Charter**

**OR**

Continuing to meet the increased and improved services requirement.

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/or Low income.

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Monseñor Oscar Romero Charter**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

- *Annual review of teacher credentials and other certifications-***Monseñor Oscar Romero Charter** 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
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC 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 **Monseñor Oscar Romero Charter** 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, and 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.

- *Annual review of teacher credentials and other certifications-***Monseñor Oscar Romero Charter** 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
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC 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 **Monseñor Oscar Romero Charter** 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 International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and 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.

- *Annual review of teacher credentials and other certifications-***Monseñor Oscar Romero Charter** 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
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
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- Implementation of **Monseñor Oscar Romero Charter** 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 International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and 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.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$478,000	\$462,290	\$462,290
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

## Goal 2

Implementation of state board adopted academic content and performance standards for all students are:

English Language Arts=Common Core State standards (CCSS) for English Language Arts

Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

### State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2A: To provide for student academic achievement.

Local Priorities: Conditions of Learning

**Identified Need:**

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics. *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 Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
English Language Arts	>5%	>7%	>8%	>10%
Mathematics	>5%	>7%	>8%	>10%
English Language Development	>5%	>7%	>8%	>10%
Career Technical Education	>5%	>7%	>8%	>10%
Health Education	>5%	>7%	>8%	>10%
Physical Education	>5%	>7%	>8%	>10%
Next Generation Science	>5%	>7%	>8%	>10%
Visual and Performing Arts	>5%	>7%	>8%	>10%
World Language	>5%	>7%	>8%	>10%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
Professional Development- Curriculum design and implementation	100% Participation	100%	100%	100%
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	CAASPP	2%	5%	8%
Annually increase the number of students achieving proficiency in English Language Arts.	CAASPP	2%	5%	8%
Decrease the Number of long- term English Learners	CAASPP	2%	5%	8%
Monitor and provide services to Foster Care students	CAASPP	2%	5%	8%
Monitor and increase support for Students with Disability	CAASPP	2%	5%	8%
Use of technology in the classroom to support differentiated instruction	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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	<b>Monseñor Oscar Romero Charter</b>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	<b>Monseñor Oscar Romero Charter</b>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified



**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$118,000	\$171,670	\$171.670
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 3:** Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero Charter MS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

### Goal 3

Parent 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

### State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement (Engagement)

Local Priorities: Engagement

### Identified Need:

Parent Involvement

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Active participation in SSC, ELAC	> 75%	> 75%	> 75%	> 75%
Attend informational meetings	> 75%	> 75%	> 75%	> 75%
Provide parent access to opportunities for participation and input on decision-making	100%	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	At least 85%	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference	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 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Monseñor Oscar Romero Charter**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Monseñor Oscar Romero Charter**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 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.

**Monseñor Oscar Romero Charter** seeks parent input in making decisions for the district and school. Parent participation in programs for all students.

### 2018-19 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.

- 97% of our students are socio-economically disadvantaged. The median household income is about \$26,000, one of the lowest measured in Los Angeles and in the nation. 23% of families in the neighborhood are single-parent families. Because of all of these factors, our students come to school with a great diversity of needs: financially, educationally, and socioemotionally.
- 64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student populations are English Learners (29%). In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments.
- Many of our families do not have the academic background to successfully provide support for our students at home. In Pico Union, only 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country.

### 2019-20 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.

- 97% of our students are socio-economically disadvantaged. The median household income is about \$26,000, one of the lowest measured in Los Angeles and in the nation. 23% of families in the neighborhood are single-parent families. Because of all of these factors, our students come to school with a great diversity of needs: financially, educationally, and socioemotionally.
- 64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student populations are English Learners (29%). In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments.
- Many of our families do not have the academic background to successfully provide support for our students at home. In Pico Union, only 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$61,000	\$101,355	\$101,355
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

#### Goal 4

Goal 4: **Monseñor Oscar Romero Charter MS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

Statewide assessments

Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

English Learners who make progress toward English proficiency

The English learner reclassification rate

College preparedness

#### Goal 4

##### State and/or Local Priorities addressed by this goal:

State Priorities: Statewide assessments (Pupil Outcomes)

Local Priorities: Pupil Outcomes

##### Identified Need:

Statewide assessments (Pupil Outcomes)

Student academic achievement

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Statewide assessments	Increase English Language Arts and Mathematics SBAC results	> 6%	> 11%	> 16%
Build understanding and expertise through research-based professional development	Teacher participation	100%	100%	100%
English Language Arts- Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP/ELPAC	2%	5%	8%
EL Reclassification	CAASPP/ELPAC	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**

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.

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Students with Disabilities, and all subgroups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Monseñor Oscar Romero Charter**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Monseñor Oscar Romero Charter**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2018-19 Actions/Services

**Monseñor Oscar Romero Charter** 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches.

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

2019-20 Actions/Services

**Monseñor Oscar Romero Charter** 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

2020-21 Actions/Services

**Monseñor Oscar Romero Charter** 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

### 2018-19 Actions/Services

- 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 4 days/week.
- 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

### 2019-20 Actions/Services

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- 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.
- 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

### 2020-21 Actions/Services

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- 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.
- 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

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$53,000	\$57,110	\$57,110
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 5**

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**State and/or Local Priorities addressed by this goal:**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the	100%	100%	100%	100%

achievement of other students in the classroom				
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State Priorities: Goal 5: School Attendance/Absenteeism/High School Dropout Pupil Engagement  
 Local Priorities: Pupil Engagement

**Identified Need:**

Ensure students have access to daily instruction promoting student engagement reflected in the following:  
 Increase school attendance rates  
 Decrease Chronic absenteeism rates,  
 Monitor school dropout rates;  
 Prepare students for high school graduation rates.

**Expected Annual Measureable Outcomes**

**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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Monseñor Oscar Romero Charter**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Identify and address factors contributing to chronic absenteeism

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

2018-19 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

2019-20 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

2020-21 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.



**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$53,000	\$32,500	\$32,500
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

## Goals, Actions, & Services 2019-2020

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

#### Goal 6

Priority 6: School Climate

- 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.

#### State and/or Local Priorities addressed by this goal:

State Priorities: School Climate

Pupil Suspension rates;

Pupil expulsion rates; and

Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Local Priorities: Engagement

#### Identified Need:

Support School Climate that includes school attendance/Chronic Absenteeism.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom	100%	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 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Monseñor Oscar Romero Charter**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

Schoolwide

**Monseñor Oscar Romero Charter**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2018-19 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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

2019-20 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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

2020-21 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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**

Year	2018-19	2019-20	2020-21
Amount	\$54,000	\$47,600	\$47,600
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services

## Goals, Actions, & Services 2018-2020

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

### Goal 7

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled

#### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Local Priorities: Course Access- Conditions of Learning

#### Identified Need:

Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
<p>Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).</p> <p>Programs and services developed and provided to unduplicated pupils; and</p> <p>Programs and services developed and provided to individuals with exceptional needs.</p> <p>Metric/Method for Measuring: Student Transcripts</p>	100%	100%	100%	100%
<p>Positive Behavior Interventions and Supports (PBIS) implementation</p>	100%	100%	100%	100%
<p>Multi-tiered System of Support (MTSS)</p>	100%	100%	100%	100%
<p>Equity and access to all course offerings</p> <p>Enrollment/ Transcripts</p>	100%	100%	100%	100%
<p>Response to Instruction and</p>	100%	100%	100%	100%



Metrics/Indicators	Baseline	2018-19	2019-120	2020-21
Intervention				

**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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities, or Specific Student Groups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Monseñor Oscar Romero Charter**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Monseñor Oscar Romero Charter**

**Actions/Services**

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

2018-19 Actions/Services

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).

2019-20 Actions/Services

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).

2020-21 Actions/Services

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**

Year	2018-19	2019-20	2020-21
Amount	\$21,000	\$11,000	\$11,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 8: Pupil Outcomes addresses

**Goal 8**

Priority 8: Pupil Outcomes addresses

**State and/or Local Priorities addressed by this goal:**

State Priorities: Priority 8: Pupil Outcomes addresses  
 Local Priorities: Pupil Outcomes

**Identified Need:**

Response to instruction and intervention with the State Standards and the system necessary for academic, behavior and social success

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Multi-Tiered System of Support	100%	100%	100%	100%
Professional Development Support	100%	100%	100%	100%
High School Graduation Indicators	100%	100%	100%	100%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
College and Career Indicators	100%	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 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups	<b>Monseñor Oscar Romero Charter</b>
-------------------------------------------------------------	--------------------------------------

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Monseñor Oscar Romero Charter**

**Actions/Services**

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

New

New

2018-19 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

2019-20 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

2020-21 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount		\$10,000	\$10,000
Source		LCFF S&C	LCFF S&C
Budget Reference		1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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).

**Priority Goals / Initiatives for 2019-20 School Year (Big Rocks):**

GOAL	Area of Need Addressed	Led by	Details	Key Documents/Links
1. Math Intervention	1	EA, Math Teachers	Taught during school day during Enrichment period by math teachers, focusing on small classes (15) of students at “Standard Nearly Met” level of CAASPP	Math Intervention: Action Plan & Resources (Monseñor Oscar Romero Charter 19-20)
2. Enhanced Instructional Training & Support for all teachers	1	LIT Team	Support and Feedback provided for: <ul style="list-style-type: none"> <li>• CCSS-aligned Long Range Plans in all content areas</li> <li>• Weekly lesson plans</li> </ul> Observations/Coaching provided for all teachers on weekly/bi-weekly basis Updated PD Calendar w/Instructional Focus & Weekly	Enhanced Instructional Support: Action Plan & Resources (Monseñor Oscar Romero Charter 19-20)

			Collaboration Time (GL/PLC/Content/Committee)	
3. Enhanced Behavioral Expectations/ Systems	2	Culture Team	Effectively designed, communicated, and executed behavioral systems at the school-wide, grade-level, and classroom level	Enhanced Behavioral Systems: Action Plan & Resources (Monseñor Oscar Romero Charter 19-20)
4. Restorative Practices	3	EA, RJ Coordinator, SCC	Community Circles, Conflict Circles, and Reintegration circles Conducted for Students/Staff	Restorative Practices: Action Plan & Resources (Monseñor Oscar Romero Charter 19-20)
5. SEL Learning (in advisory)	2, 3	EA, Advisory Lead	SEL Learning (ie. Edge): student lessons on bullying, healthy relationships, being drug-free, healthy use of social media, bullying, dealing with trauma, etc (Assemblies / guest speakers?)	SEL Learning: Action Plan & Resources (Monseñor Oscar Romero Charter 19-20)

Additional Key Initiatives for 2019-20:

- Updated Bell Schedule
- New Math Curriculum Adoption
- New Assessment/Diagnostic Program (iReady)
- Updated Support for: ELD, Electives, Advisory, SFA
- Committee Restructuring (LIT Team, Culture Team, Parent Committee, Attendance Committee, and Student/Staff Recognition Committee)
- End-of-Year GL Trip

Board of Directors Meetings

- July 21, 2018, July 27, 2018
- August 28, 2018
- September 10, 2018,
- September 24, 2018
- November 5, 2018
- November 18, 2018, Academic Excellence Committee
- December 3, 2018
- December 10, 2018, Ad Hoc Finance Meeting
- December 15, 2018 Special Board Meeting
- January 11, 2019 Special Board Meeting
- January 28, 2019,
- February 11, 2019



- February 25, 2019, Academic Excellence Committee
- March 11, 2019, Ad Hoc Finance Meeting
- March 18, 2019
- April 22, 2019
- May 28, 2019
- June 4, 2019, Ad Hoc Finance Meeting
- June 17, 2019
- June 28, 2018, Academic Excellence Committee
  
- LCAP Goals Evaluation (Responses) Committee
- LCAP Meeting Dates
- 5/13/2019
- 6/2/2019
- 6/3/2019
- 6/10/2019
- 
- YPICS Leadership Academic Meetings
- 7/20/2018
- 9/17/2018
- 12/18/2018
- 9/2019
- 
- LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am
- LCAP Data Update (session 2 of 4) October 25, 2018 5:30-6:30pm
- LCAP Parent Discussion/Feedback (session 3 of 4) December 13, 2018 5:30-6:30pm
- LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am
- 
- School Advisory Council (SSC and ELAC)

- 9/21/18
- 10/19/18
- 1/25/19

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

**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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
Bert Corona Charter Middle School	Yvette King Berg, Executive Director	ykingberg@ypics.org 818 834-5805 <a href="http://coronacharter.org">http://coronacharter.org</a>

**2017-20 Plan Summary**

**The Story**

Describe the students and community and how the LEA serves them.

**Bert Corona Charter School** serves 381 students in the San Fernando Valley area of Los Angeles County. Represented with .8% African American, 45.3% Latino, .3% Asian, 18.9% White, 21.8% English Learners, 15.4% Foster Care .5%, Students with Disabilities, and 86.7% of our students who participate 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.

**Bert Corona Charter** has ensured that the following key factors are addressed:

### Rigorous Academics

At **Bert Corona Charter MS** we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. **BCCMS** utilizes our hallmarks to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

### Support for All Learners

One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and **Bert Corona Charter MS** is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive program, all students work together in general education classrooms to access the rigorous learning required by the California Standard which will push them to their highest potential. **Bert Corona Charter MS** dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

### Wrap Around Services to Support the Whole Learner

We ask all of our Citizen Scholars to follow three basic expectations at **Bert Corona Charter MS**: Be Safe, Be Responsible, Be Respectful. Safety is first in the list of expectations because if a student does not feel safe and secure, less (if any) learning will take place. Our schools place tremendous importance on serving the "whole child," meaning academics are only part of what we pour into our kids. Our positive behavior interventions and supports 2019-20

2019-2020 BCCMS budgetoverviewparents

2019-2020 BCCMS budgetoverviewparents.xlsx

2019-2020 MORCS budgetoverviewparents

Final 2019-20 BCCMS LCAP - Yolanda Fuentes.docx

Final 2019-20 MORC ypi lcaptemplate2019\_Rene Quon.docx plan includes counseling, incentives, celebrations, trips, and even administrators shaving their heads, all with the goal of making our schools places where **students** can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

### Teaching Excellence

Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflection are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of *The Art and Science of Teaching* and through observations using the iObservation platform. Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

### Excellence in Leadership

We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in *Leverage Leadership* by Paul Bambrick-Santoyo, we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day-to-day work of our team. Our number one goal is support for all teachers and all learners.

## Sustainable Growth

At **Bert Corona Charter MS**, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

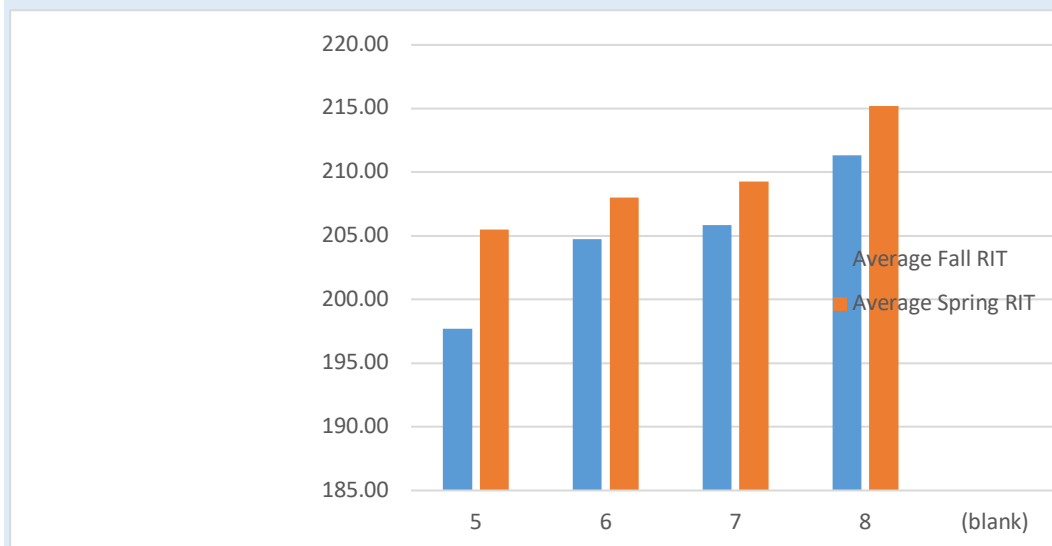
**Bert Corona Charter School's** greatest progress is that all students have access to a rigorous academic program that has promoted a consistent growth trend as indicated below.

The **NWEA RIT Scale** is a curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

RIT scales, like scales underlying most educational tests, are built from data about the performance of individual examinees on individual items. The theory governing scale construction is called Item Response Theory (IRT). NWEA uses a specific IRT model conceived by Danish mathematician, Georg Rasch, (1901-1980). Rasch is best known for his contributions to psychometrics, and his model is used extensively in assessment in education, particularly for skill attainment and cognitive assessments.

### 2015-2016 School Year Reading Data

Table 1: Average RIT by Grade Level for Fall and Spring NWEA MAP

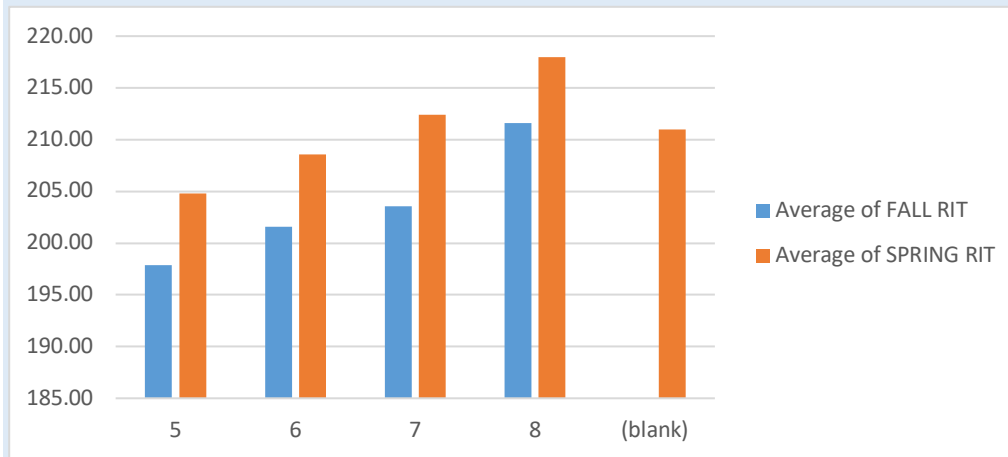


**\*RIT Rasch Unit Scale**

The average Fall RIT for 5<sup>th</sup> Grade is 197.70 (Grade 3), compared to the average RIT in the Spring is 205.48 (Grade 4) an increase of 7.78 points or 8.05 points. The average Fall RIT for 6<sup>th</sup> Grade is 204.72 (Grade 4), compared to the average RIT in the Spring is 208.00 (Grade 5) an increase of 3.28 points. The average Fall RIT for 7<sup>th</sup> Grade is 205.85 (Grade 4, End of Year), compared to the average RIT in the Spring is 209.24 (Grade 5) an increase of 3.09 points. The average Fall RIT for 8<sup>th</sup> Grade is 211.34 (Grade 6), compared to the average RIT in the Spring is 215.19 (Grade 7) an increase of 3.85 points or 4.13. Schoolwide an average growth rate of 3.83 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School. BCMS students RIT values reflex growth.

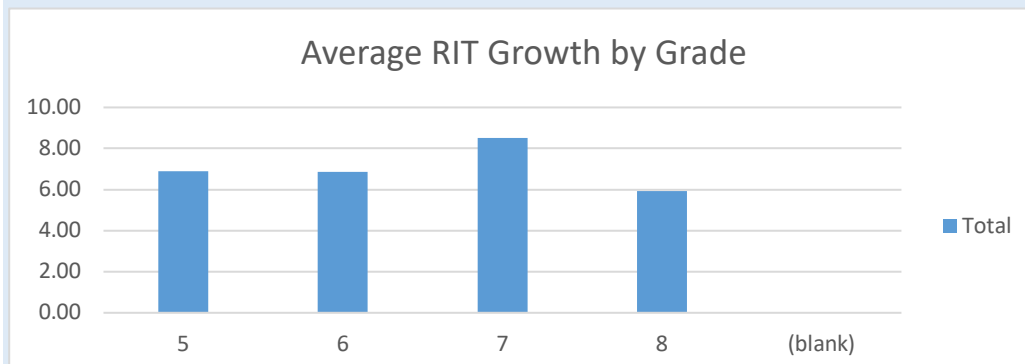
**2016-2017 School Year Reading Data**

**Table 2: Average RIT by Grade Level for Fall and Spring NWEA MAP**

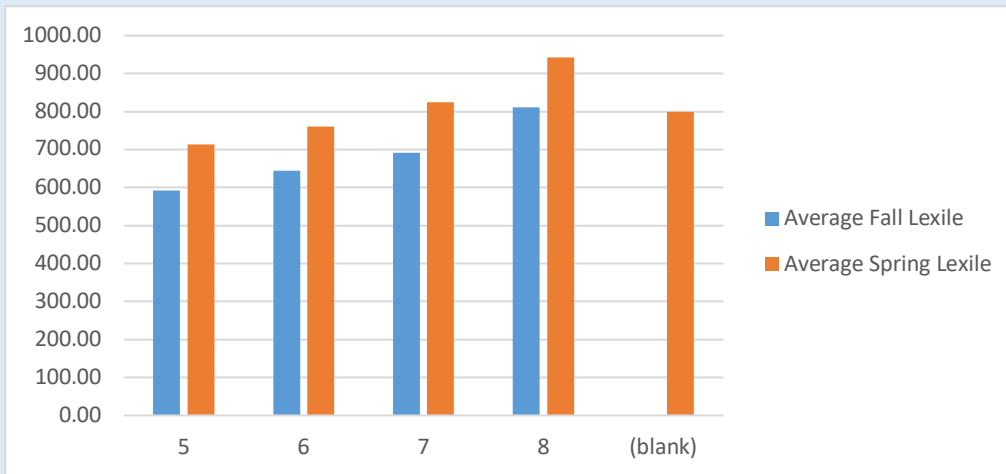


The average Fall RIT for 5<sup>th</sup> Grade is 197.89(Grade 3), compared to the average RIT in the Spring is 204.78 (Grade 4) an increase of 6.89 points. The average Fall RIT for 6<sup>th</sup> Grade is 201.57 (Grade 4), compared to the average RIT in the Spring is 208.00 (Grade 5) an increase of 6.43 points. The average Fall RIT for 7<sup>th</sup> Grade is 203.54 (Grade 4), compared to the average RIT in the Spring is 212.39 (Grade 6) an increase of 8.85 points. The average Fall RIT for 8<sup>th</sup> Grade is 211.62 (Grade 6), compared to the average RIT in the Spring is 217.96 (Grade 7) an increase of 6.34 points. School wide an average growth rate of 7.17 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School. There is consistent growth except for 7<sup>th</sup> graders RIT at grade 4 and increase to 6<sup>th</sup> grade. Eighth graders RIT is at 6<sup>th</sup> grade and ends with an RIT of Grade 7.

**Table 3 : Average RIT Growth by Grade**

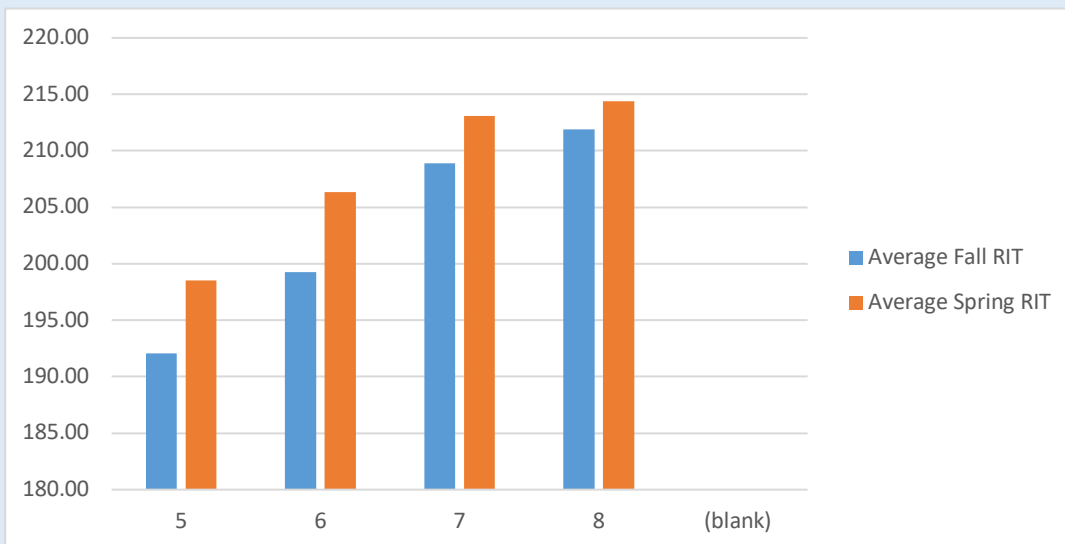


Graph 1



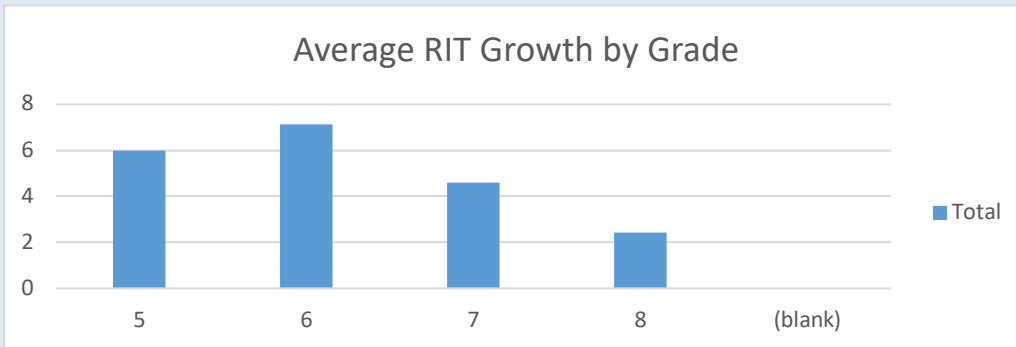
2017-2018 School Year Reading Data

Table 4: Average RIT by Grade Level for Fall and Spring NWEA MAP



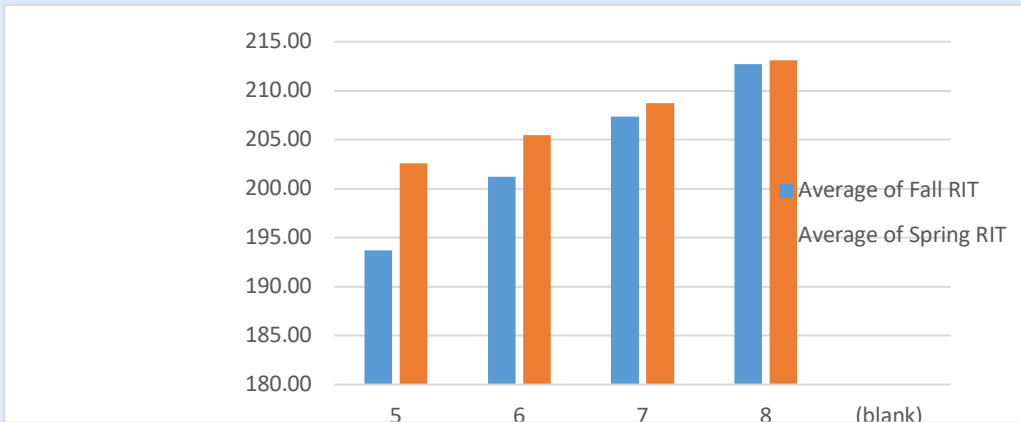
The average Fall RIT for 5<sup>th</sup> Grade is 192.07(Grade 3), compared to the average RIT in the Spring is 198.55 (Grade 4) an increase of 6.48 points. The average Fall RIT for 6<sup>th</sup> Grade is 199.25 (Grade 4), compared to the average RIT in the Spring is 206.33 (Grade 5) an increase of 7.08 points. The average Fall RIT for 7<sup>th</sup> Grade is 208.90 (Grade 5), compared to the average RIT in the Spring is 213.06 (Grade 6) an increase of 4.16 points. The average Fall RIT for 8<sup>th</sup> Grade is 211.92 (Grade 6), compared to the average RIT in the Spring is 214.39 (Grade 7) an increase of 2.47 points. School wide an average growth rate of 4.73 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School.

Table 5: Average RIT by Grade Level



2018-2019 School Year Reading Data

Table 6: Average RIT by Grade Level for Fall and Spring NWEA MAP



The average Fall RIT for 5<sup>th</sup> Grade is 193.68 (Grade 3), compared to the average RIT in the Spring is 202.56 (Grade 4) an increase of 8.88 points. The average Fall RIT for 6<sup>th</sup> Grade is 201.24 (Grade 4), compared to the average RIT in the Spring is 205.49 (Grade 5) an increase of 4.25 points. The average Fall RIT for 7<sup>th</sup> Grade is 207.33 (Grade 5), compared to the average RIT in the Spring is 208.76 (Grade 5) an increase of 1.43 points. The average Fall RIT for 8<sup>th</sup> Grade is 212.69 (Grade 6), compared to the average RIT in the Spring is 213.10 (Grade 6) an increase of .41 points. Schoolwide an average growth rate of 75.267 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School.



Table 7: English Language Arts CAASPP/Smarter Balanced 2017-2018

Standard	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	All
Standard Exceeded	0%	2.54%	1.67%	4.76%	2.72%
Standard Met	20%	16.1%	27.5%	17.14%	20.38%
Standard Nearly Met	16%	35.59%	36.67%	39.05%	35.6%
Standard Not Met	64%	45.76%	34.17%	39.05%	41.4%

Table 8: Achievement Level Historical Data

**Achievement Level Distribution Over Time**

Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	2472.1	2499.2	2507.4
Standard Exceeded: Level 4	3 %	2.78 %	4.76 %
Standard Met: Level 3	20 %	26.85 %	17.14 %
Standard Nearly Met: Level 2	33 %	28.70 %	39.05 %
Standard Not Met: Level 1	44 %	41.67 %	39.05 %

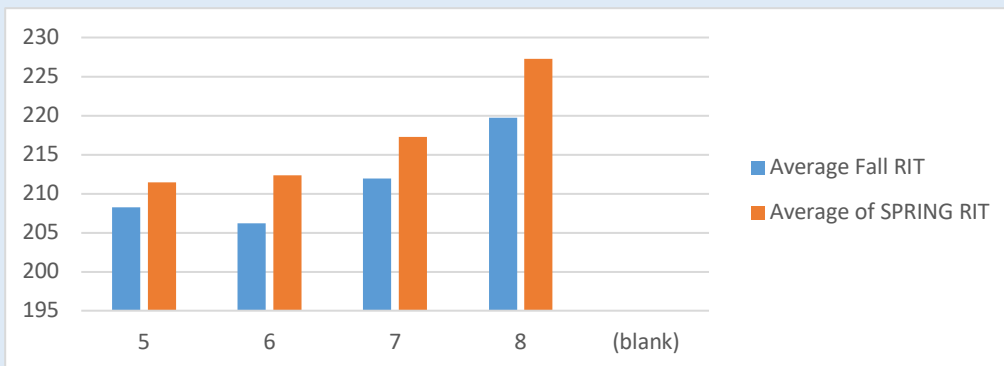
Cde.ca.gov Historical Data 2018

Table 9: CAASPP/Smarter Balanced Results Standard Exceeded and Standard Met for ELA

Population	2015-2016	2016-2017	2017-2018
All	27%	28.14%	23.10%
Latinos	25%	28.13%	23.18%
Low Socio Economic	27%	28.20%	23.93%
Disability	7%	1.85%	7.02%

**Mathematics Summary**  
2015-2016 School Year Math Data

**Table 10: Mathematics Average RIT by Grade Level for Fall and Spring NWEA MAP**



The average Fall RIT for 5<sup>th</sup> Grade is 208.24 (Grade 3), compared to the average RIT in the Spring is 211.48 (Grade 4) an increase of 7.78 points or 8.05 points. The average Fall RIT for 6<sup>th</sup> Grade is 206.18 (Grade 4), compared to the average RIT in the Spring is 212.33 (Grade 5) an increase of 3.28 points. The average Fall RIT for 7<sup>th</sup> Grade is 211.95 (Grade 4, End of Year), compared to the average RIT in the Spring is 217.23 (Grade 5) an increase of 3.09 points. The average Fall RIT for 8<sup>th</sup> Grade is 219.71 (Grade 6), compared to the average RIT in the Spring is 227.27 (Grade 7) an increase of 3.85 points or 4.13. Schoolwide an average growth rate of 3.83 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School. BCMS students RIT values reflex growth.

**Table 11: Mathematics CAASPP/Smarter Balanced 2017-2018**

Standard	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	All
Standard Exceeded	0%	5.08%	2.58%	2.86%	3.26%
Standard Met	8%	10.17%	8.33%	9.52%	9.24%
Standard Nearly Met	24%	27.97%	40.83%	24.76%	30.98%
Standard Not Met	68%	56.78%	62.86%	62.86%	56.52%

**Table 12: Achievement Level Historical Data Mathematics**

Achievement Level Distribution Over Time			
Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	2460.3	2472.8	2471.7

Achievement Level Distribution Over Time			
Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Standard Exceeded: Level 4	4 %	0.00 %	2.86 %
Standard Met: Level 3	9 %	16.67 %	9.52 %
Standard Nearly Met: Level 2	32 %	27.78 %	24.76 %
Standard Not Met: Level 1	55 %	55.56 %	62.86 %

Cde.ca.gov Historical Data 2018

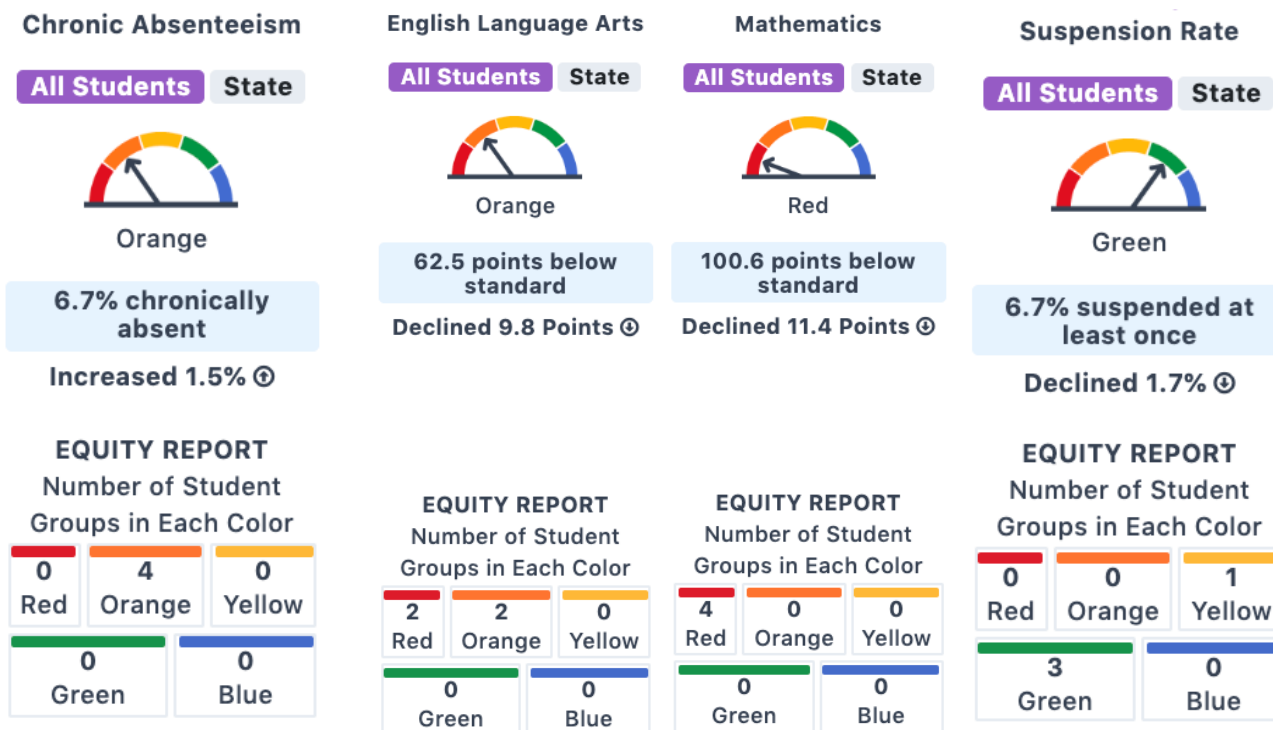
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that 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**

Chronic Absenteeism-Orange, Suspension Rate-Green, English Learner Progress-No Performance Color, English Language Arts-Orange, Mathematics Red, Basics-Standard Met, Implementation of Academic Standards-Standards, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

Referring to the California School Dashboard, 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



Bert Corona Charter will address each of the areas identified by the California School Dashboard as follows:

- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention.
- Using Data to drive instruction
- Making a high use of conferencing with learners to review data, set expectations, and goal set
- Classroom stations will be employed to engage learners, provide for targeted instruction, computer-based intervention and enrichment.
- Cooperative grouping is a center-piece of instruction to ensure team collaboration, team recognition, and team roles for accountability.
- Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs

- Relay Graduate Study training for all administration and coaches to ensure data driven instruction, teacher observation and feedback and rigorous thinking, as well as classroom management.

### **Root Cause 1**

In the community of Pacoima, CA, that most learners of **Bert Corona Charter** reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. **Bert Corona Charter** needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.

### **Root Cause 2**

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). 66% of all learners at **Bert Corona Charter** are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to **Bert Corona Charter** with significant deficiencies in ELA.

### **Comprehensive Support and Improvement**

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

#### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Bert Corona Charter Middle School

#### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Support is identified as follows:

- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention.
- Using Data to drive instruction
  - using conference and rotations in the classroom

- Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs

- strong observation and feedback cycle of instruction

- Instructional leadership training

- In addition the use of the i-Ready program, which is based on actionable insights, engaging instruction and a proven program that offers diagnostic results for a class, instructional groupings, diagnostic results for a student which serves as an overall standards of mastery indicator.
- The i-Ready program is neither credit-bearing nor degree-bearing. The program does not lead to any certification or licensure. Upon participant request, Relay will furnish a letter attesting to the number of hours a participant has attended at the end of each term.
- Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full year program.

### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Administrative Team will monitor and evaluate the implementation and effectiveness of CSI plan to support student and school improvement. This process will be conducted through the 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. In addition the use of the i-Ready diagnostic process will replace NWEA.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

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 1**

State Priority 1: Basic Services will be provided to all students

State and/or Local Priorities addressed by this goal:

- 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

Local Priorities: Conditions of Learning, LAUSD Authorized

**Annual Measureable Outcomes**

Expected	Actual
Verification of credential through the CA Commission on Teacher Credentialing	Human Resources, Administrator completed 100% compliance
Retention of Teachers	Retention of teachers was maintained-teachers moving to areas out of state or other areas of the <b>BCCMS</b> area.
Professional Development	Professional Development schedules of on-going teacher and staff training.
Master Schedule	The Master Schedule affirms teachers’ assignments are in their area of certification.

Expected

Actual

<p>Invoice for purchases</p>	<p>Purchase of materials, textbooks and supplies for equitable student access.</p>
<p>Facility inspection documents</p>	<p>Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed.</p> <p>Health and Safety Inspections conducted by CDE-Facilities, and Charter Safe Inspection conducted twice (2) a year</p>



**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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• <i>Annual review of teacher credentials and other certifications- Bert Corona Charter School MS</i> 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 <i>Bert Corona Charter School</i> 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,</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Annual review of teacher credentials and other certifications- Bert Corona Charter School MS</i> 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 <i>Bert Corona Charter School</i> 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,</li> </ul>	<p>\$478,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>	<p>\$515,353 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Close Reading Strategies, and Text Dependent Questions</p> <ul style="list-style-type: none"> <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 MS</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Bert Corona Charter School MS</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>Close Reading Strategies, and Text Dependent Questions</p> <ul style="list-style-type: none"> <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 MS</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Bert Corona Charter School MS</b> 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>• Conducted evaluation using teacher goals.</li> </ul>		

## 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 MS** 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
- B. 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
- C. School facilities are maintained in good condition.

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.

Classroom materials were purchased.

Facilities are maintained-inspection documents

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.

No changes were made to this goal-teachers are participating in weekly Professional Development that includes support, coaching and teacher intervention.

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: 2018-19

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 2

State Priority 2:

State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Implementation of State Academic Standards

#### Annual Measureable Outcomes

Curriculum and strategy use is an important component in the effective use of CCS **Bert Corona MS** will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/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.
- 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 SFA that includes Project Based Learning (PBL).
- Technology support, which includes videotaping of instructional delivery cycle.

Curriculum and strategy use is an important component in the effective use of CCS **Bert Corona MS** provided the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/ 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.
- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).
- Technology support, which includes videotaping of instructional delivery cycle.

**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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>Professional Development, Counseling, support from Operations</p> <ul style="list-style-type: none"> <li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>\$118,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies</p>	<p>\$117,175 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies</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 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Goal 2: 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.

Priority 2: Basic Services to provide for student academic achievement. Continued professional development teachers were provided with 3 weeks of training in effective instructional practices and supported in institutionalizing what was learned, assisted with pace plans, lesson plans, projects and other teaching/learning activities.

Chronic Absenteeism-Orange, Suspension Rate-Green, English Learner Progress-No Performance Color, English Language Arts-Orange, Mathematics Red, Basics-Standard Met, Implementation of Academic Standards-Standard Met, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

To be measured by student academic results and ongoing benchmarks

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.

Use of RTI model and afterschool intervention.

Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

Support of instructional program includes: Counselor, Parent Coordinator, and other support professionals.

SFA, Achieve 3000, Illuminate, NWEA, and other assessments reflect that students are achieving at greater than National Expected growth. Our Smarter Balanced findings indicate that **Bert Corona MS** needs to continue to implement a learning+ component that infuses a rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Partnerships with college have provided additional course offerings. Use of SFA with fidelity and increase writing across the curriculum.

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: 2018-19**

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 3**

State **Goal 3:** Knowing that parents serve a critical role in a students’ success, **Bert Corona Charter School MS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child’s school life.

Parent Engagement

State and/or Local Priorities addressed by this goal:

State Priority 2 and 3: Goal 3: Maintain parent representation on the Parent Committee

Local Priorities: Parent Engagement

**Annual Measureable Outcomes**

Expected

Actual

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.

Parents served as participants in quarterly meetings

Establish opportunities for parent exposure, participation and input on decision-making, which was measured by meeting agendas and sign-ins.

School Site Council (SSC), ELAC, and other meetings.

**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 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Parents participated in activities with students Held informational meetings with parents	Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Formed an active SSC, ELAC, Parents participated in various activities while visiting classrooms Held informational meetings with parents	\$61,000 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits	\$62,250 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits

## 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.

Goal 3: Maintain parent representation on Parent Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent Input: access to opportunities for participation and input on decision-making

To be measured by meeting agendas and sign in sheets.

Formed an active SSC, ELAC, and community groups

Parents participated in activities with students

Held informational meetings

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: 2018-19**

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 4**

State Priority Goal **Bert Corona Charter School MS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

State and/or Local Priorities addressed by this goal:

Statewide assessments

The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC

English learner reclassification rate

Local Priorities: Pupil Outcomes

**Annual Measureable 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.

**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 MS 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

Actual

Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

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. 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

**Expected**

**Actual**

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.

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 4 days/week.
- 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.

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.

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 4 days/week.
- 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.

**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 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Action:</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 set by the State on the CAASPP Statewide assessment in</p>	<p>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>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 set by the State on the CAASPP Statewide assessment in the areas of English</p>	<p>\$53,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>	<p>\$52,263 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>the areas of English Language Arts/Literacy and Mathematics. Bert Corona MS 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.</p>	<p>Language Arts/Literacy and Mathematics. Bert Corona MS 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.</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.

**Bert Corona MS** 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall actions support an environment where students are motivated and encouraged to learn. 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.

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: 2018-19**

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 5**

State Priority Increase Pupil Engagement as measured by:

- School attendance rates;
- Chronic absenteeism rates,
- School dropout rates;
- Increase school attendance rates
- Decrease Chronic absenteeism rates,
- Monitor school dropout rates;
- Prepare students for high school
- Student Engagement

Local Priorities: Student Engagement/Family Engagement School Culture

**Annual Measureable Outcomes**

**Expected**

**Actual**

School will continue to maintain a high ADA rate above 96%.

School will continue to maintain a high ADA rate above 96%.

Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:

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

Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:

English Language Arts/Literacy and Mathematics.

Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP

Continue professional development

Continue with activities initiated in 2013-2014 school year focused on CCSS



Expected

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 4 days/week.
- 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).

Actual

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 4 days/week.
- 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).

**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 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team model</p>	<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team model</p>	<p>\$53,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>	<p>\$48,405 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</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.

Goal 5: School maintained a high Average Daily Attendance (ADA) rate.

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

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

Partnering with local Mental Health Agencies; such as Luminaries who work with individual families, trauma, stress related issues, counseling on cultural relevant group counseling, etc.

DIS Counseling with students with IEPs.

One on one support with other mental health agencies

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Program Coordinator and Compliance Coordinator 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.

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: 2018-19**

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 6**

Maintain School Climate applicable to the following:

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.

State and/or Local Priorities addressed by this goal:

State Priorities: School Climate will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the Survey report the overall score for all students and student groups.

Local Priorities: Engagement

**Annual Measureable 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 offer edan 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

**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**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team.</p>	<ul style="list-style-type: none"> <li>• Attendance Manager monitored student attendance and communicate with families.</li> <li>• Parent outreach and communications was stress 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 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> </ul> <p>School used Family Support Team process that mirrors the School Support Team.</p>	<p>\$54,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits</p>	<p>\$54,216 LCFF S&amp;C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits</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.

The overall implementation of the Schoolwide Behavior Support Plan and Family Support Team created and maintained a lower annual expulsion rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall implementation as conducted provided with establishing measures to support students and families to understanding that as a community are committed to each student's academic achievement.

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: 2018-19**

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 7**

State Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs. 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

State and/or Local Priorities addressed by this goal:

State 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

Local Priorities: Conditions of learning

**Annual Measureable Outcomes**

Expected

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

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

Multi-tiered System of Support (MTSS)

Offers a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.

Positive Behavior Interventions and Supports (PBIS)

Use strategies found to promote the conditions that improve learning and behavior for all students and used to guide individualized Education Program (IEP) decisions for Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)



**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**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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).	\$21,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	\$20,231 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

**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.

Access to and enroll in all core and non-core subjects’ content areas available to all students. Parents are provided classes/workshops in SBAC, CCSS, SFA and technology.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student academic achievement was measured through results from SFA, Achieve 3000, Illuminate and SBAC,

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: **2018-2019**

### 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?

#### Board of Directors Meetings

July 21, 2018, July 27, 2018

August 28, 2018

September 10, 2018,

September 24, 2018

November 5, 2018

November 18, 2018, Academic Excellence Committee

December 3, 2018

December 10, 2018, Ad Hoc Finance Meeting

December 15, 2018 Special Board Meeting

January 11, 2019 Special Board Meeting

January 28, 2019,

February 11, 2019

February 25, 2019, Academic Excellence Committee

March 11, 2019, Ad Hoc Finance Meeting

March 18, 2019

April 22, 2019

May 28, 2019

June 4, 2019, Ad Hoc Finance Meeting

June 17, 2019

June 28, 2018, Academic Excellence Committee

### LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am

LCAP Data Update (session 2 of 4) October 25, 2018 5:30-6:30pm

LCAP Parent Discussion/Feedback (session 3 of 4) December 13, 2018 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am

### School Advisory Council (SSC and ELAC)

9/21/18

10/19/18

1/25/19

2/27/19

3/25/19

4/26/19

6/12/19

### Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

[The impact of these consultations provided for an opportunity for all stakeholders to become involved and contribute to Bert Corona MS successes. The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The **Bert Corona MS** will review all internal data on an ongoing basis, benchmarks, NWEA, SFA, Achieve 3000, Illuminate assessments and other

internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

All feedback was collected, synthesized, and organized to inform draft LCAP.

Data that will be reviewed include but are not limited to the following:

School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

Course Grades

Attendance Reports

NWEA, SFA, Achieve 3000, and other assessment results.

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

**Goal 1**

Basic Services

- A. The quality of teachers has an impact on student success. **Bert Corona MS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
- B. Pupils at Bert Corona MS have 100% access to the standards-aligned instructional materials;
- C. School facilities are maintained in good repair.

**State and/or Local Priorities addressed by this goal:**

State Priorities: Basic Services

The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.

Pupils at Bert Corona MS have sufficient access to the standards-aligned instructional materials;

School facilities are maintained in good repair.

Bert Corona MS *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

CCSS training will be embedded into professional development meetings.

Progress towards this goal will be measured through SARC 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 MS 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 CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other 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 MS will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona MS will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona MS Master Schedule	100%	100%	100%	100%
Teacher Rosters	100%	100%	100%	100%
Invoices for purchases	100%	100%	100%	100%
Classroom Materials	100%	100%	100%	100%
Facility Inspection documents	100%	100%	100%	100%
Teacher Retention	100%	100%	100%	100%
Professional Learning: Teaching and Management Strategies	100%	100%	100%	100%
Teacher Effectiveness	100%	100%	100%	100%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Quality Professional Learning Standards (QPLS)	100%	100%	100%	100%
Administrator’s Assignment Manual	100%	100%	100%	100%
California Teacher Induction	100%	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.

The quality of teachers has an impact on student success. **Bert Corona MS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona MS**

**OR**

Continuing to meet the increased and improved services requirement.

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/or Low income.

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona MS**



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

- *Annual review of teacher credentials and other certifications-***Bert Corona MS** 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
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC 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 MS 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, and 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.

- *Annual review of teacher credentials and other certifications-***Bert Corona MS** 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
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC 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 MS 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 International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and 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.

- *Annual review of teacher credentials and other certifications-***Bert Corona MS** 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
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
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- Implementation of Bert Corona MS 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 International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and 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.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$478,000	\$481,000	\$481,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

## Goal 2

Implementation of state board adopted academic content and performance standards for all students are:

English Language Arts=Common Core State standards (CCSS) for English Language Arts

Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

### State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2A: To provide for student academic achievement.

Local Priorities: Conditions of Learning

**Identified Need:**

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics. *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 Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
English Language Arts	>5%	>7%	>8%	>10%
Mathematics	>5%	>7%	>8%	>10%
English Language Development	>5%	>7%	>8%	>10%
Career Technical Education	>5%	>7%	>8%	>10%
Health Education	>5%	>7%	>8%	>10%
Physical Education	>5%	>7%	>8%	>10%
Next Generation Science	>5%	>7%	>8%	>10%
Visual and Performing Arts	>5%	>7%	>8%	>10%
World Language	>5%	>7%	>8%	>10%
Purchase Orders	100%	100%	100%	100%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Textbooks, materials	100%	100%	100%	100%
Professional Development- Curriculum design and implementation	100% Participation	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 SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>	CAASPP	2%	5%	8%
<i>Annually increase the number of students achieving proficiency in English Language Arts.</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 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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities, or Specific Student Groups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona MS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona MS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services



2018-19 Actions/Services

Professional Development, Counseling, support from Administration

Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona MS** will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/Coaching-
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Mastery Learning, 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.
- Textbooks and instructional materials. Purchased
- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).
- Technology support, which includes videotaping of instructional delivery cycle.

Full implementation of Reading program, and other programs

2019-20 Actions/Services

Professional Development, Counseling, support from Administration

- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention. Using Data to drive instruction
  - using conference and rotations in the classroom
  - Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs students to ensure academic achievement.

2020-21 Actions/Services

Professional Development, Counseling, support from Administration

- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention. Using Data to drive instruction
  - using conference and rotations in the classroom
  - Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs students to ensure academic achievement.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$118,000	\$182,000	\$182,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 3:** Knowing that parents serve a critical role in a students' success, **Bert Corona Charter School MS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

### Goal 3

Parent 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

### State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement (Engagement)

Local Priorities: Engagement

### Identified Need:

Parent Involvement

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Active participation in SSC, ELAC	> 75%	> 75%	> 75%	> 75%
Attend informational meetings	> 75%	> 75%	> 75%	> 75%
Provide parent access to opportunities for participation and input on decision-making	100%	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	At least 85%	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference	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 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups	<b>Bert Corona MS</b>
-------------------------------------------------------------	-----------------------

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	<b>Bert Corona MS</b>

<b>Actions/Services</b>		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## 2017-18 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.

**Bert Corona MS** seeks parent input in making decisions for the district and school. Parent participation in programs for all students.

## 2018-19 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.

**Root Cause 1**

In the community of Pacoima, CA, that most learners of **Bert Corona Charter** reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. **Bert Corona Charter** needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.

**Root Cause 2**

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPS, 56% are English Language Learners (42 of 75). 66% of all learners at **Bert Corona Charter** are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to **Bert Corona Charter** with significant deficiencies in ELA.

## 2019-20 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.

**Root Cause 1**

In the community of Pacoima, CA, that most learners of **Bert Corona Charter** reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. **Bert Corona Charter** needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.

**Root Cause 2**

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPS, 56% are English Language Learners (42 of 75). 66% of all learners at **Bert Corona Charter** are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to **Bert Corona Charter** with significant deficiencies in ELA.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$61,000	\$68,000	\$68,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

#### Goal 4

Goal 4: **Bert Corona Charter School MS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

Statewide assessments

Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

English Learners who make progress toward English proficiency

The English learner reclassification rate

College preparedness

#### Goal 4

##### State and/or Local Priorities addressed by this goal:

State Priorities: Statewide assessments (Pupil Outcomes)

Local Priorities: Pupil Outcomes

##### Identified Need:

Statewide assessments (Pupil Outcomes)

Student academic achievement



**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Statewide assessments	Increase English Language Arts and Mathematics SBAC results	> 6%	> 11%	> 16%
Build understanding and expertise through research-based professional development	Teacher participation	100%	100%	100%
English Language Arts- Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP/ELPAC	2%	5%	8%
EL Reclassification	CAASPP/ELPAC	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**

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.

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Students with Disabilities, and all subgroups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona MS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona MS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2018-19 Actions/Services

**Bert Corona MS** 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches.

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

2019-20 Actions/Services

**Bert Corona MS** 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

2020-21 Actions/Services

**Bert Corona MS** 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

2018-19 Actions/Services

- 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 4 days/week.
- 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

2019-20 Actions/Services

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- 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.
- 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

2020-21 Actions/Services

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- 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.
- 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

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$53,000	\$45,000	\$45,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 5**

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**State and/or Local Priorities addressed by this goal:**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in the	100%	100%	100%	100%

classroom				
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State Priorities: Goal 5: School Attendance/Absenteeism/High School Dropout Pupil Engagement  
 Local Priorities: Pupil Engagement

**Identified Need:**

Ensure students have access to daily instruction promoting student engagement reflected in the following:  
 Increase school attendance rates  
 Decrease Chronic absenteeism rates,  
 Monitor school dropout rates;  
 Prepare students for high school graduation rates.

**Expected Annual Measureable Outcomes**

**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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Bert Corona MS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2018-19 Actions/Services

2019-20 Actions/Services

2020-21 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Identify and address factors contributing to chronic absenteeism

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism



2018-19 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

2019-20 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

2020-21 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$53,000	\$32,000	\$32,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

## Goals, Actions, & Services 2019-2020

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

### Goal 6

Priority 6: School Climate

- 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.

### State and/or Local Priorities addressed by this goal:

State Priorities: School Climate

Pupil Suspension rates;

Pupil expulsion rates; and

Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Local Priorities: Engagement

### Identified Need:

Support School Climate that includes school attendance/Chronic Absenteeism.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom	100%	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 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities, or Specific Student Groups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona MS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona MS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2018-19 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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

2019-20 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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

2020-21 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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**

Year	2018-19	2019-20	2020-21
Amount	\$54,000	\$48,000	\$48,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services

## Goals, Actions, & Services 2018-2020

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

### Goal 7

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled

#### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Local Priorities: Course Access- Conditions of Learning

#### Identified Need:

Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.



**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. Metric/Method for Measuring: Student Transcripts	100%	100%	100%	100%
Positive Behavior Interventions and Supports (PBIS) implementation	100%	100%	100%	100%
Multi-tiered System of Support (MTSS)	100%	100%	100%	100%
Equity and access to all course offerings Enrollment/ Transcripts	100%	100%	100%	100%
Response to Instruction and Intervention	100%	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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities, or Specific Student Groups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona MS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona MS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

2018-19 Actions/Services

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).

2019-20 Actions/Services

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).

2020-21 Actions/Services

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**

Year	2018-19	2019-20	2020-21
Amount	\$21,000	\$11,000	\$11,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 8 Pupil Outcomes addresses

**Goal 8**

Priority 8 Pupil Outcomes addresses

**State and/or Local Priorities addressed by this goal:**

State Priorities: Priority 8 Pupil Outcomes addresses  
 Local Priorities: Pupil Outcomes

**Identified Need:**

Response to instruction and intervention with the State Standards and the system necessary for academic, behavior and social success

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Multi-Tiered System of Support	100%	100%	100%	100%
Professional Development Support	100%	100%	100%	100%
High School Graduation Indicators	100%	100%	100%	100%
College and Career	100%	100%	100%	100%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Indicators				

**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 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Bert Corona MS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona MS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

New

New

2018-19 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

2019-20 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

2020-21 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount		\$12,000	\$12,000
Source		LCFF S&C	LCFF S&C
Budget Reference		1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year: **2019-2010**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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).

**Priority Goals / Initiatives for 2019-20 School Year (Big Rocks):**

GOAL	Area of Need Addressed	Led by	Details	Key Documents/Links
1. Math Intervention	1	EA, Math Teachers	Taught during school day during Enrichment period by math teachers, focusing on small classes (15) of students at “Standard Nearly Met” level of CAASPP	Math Intervention: Action Plan & Resources (BCCMS 19-20)
2. Enhanced Instructional Training & Support for all teachers	1	LIT Team	Support and Feedback provided for: <ul style="list-style-type: none"> <li>• CCSS-aligned Long Range Plans in all content areas</li> <li>• Weekly lesson plans</li> </ul> Observations/Coaching provided for all teachers on weekly/bi-weekly basis	Enhanced Instructional Support: Action Plan & Resources (BCCMS 19-20)



			Updated PD Calendar w/Instructional Focus & Weekly Collaboration Time (GL/PLC/Content/Committee)	
3. Enhanced Behavioral Expectations/ Systems	2	Culture Team	Effectively designed, communicated, and executed behavioral systems at the school-wide, grade-level, and classroom level	Enhanced Behavioral Systems: Action Plan & Resources (BCCMS 19-20)
4. Restorative Practices	3	EA, RJ Coordinator, SCC	Community Circles, Conflict Circles, and Reintegration circles Conducted for Students/Staff	Restorative Practices: Action Plan & Resources (BCCMS 19-20)
5. SEL Learning (in advisory)	2, 3	EA, Advisory Lead	SEL Learning (ie. Edge): student lessons on bullying, healthy relationships, being drug-free, healthy use of social media, bullying, dealing with trauma, etc (Assemblies / guest speakers?)	SEL Learning: Action Plan & Resources (BCCMS 19-20)

Additional Key Initiatives for 2019-20:

- Updated Bell Schedule
- New Math Curriculum Adoption
- New Assessment/Diagnostic Program (iReady)
- Updated Support for: ELD, Electives, Advisory, SFA
- Committee Restructuring (LIT Team, Culture Team, Parent Committee, Attendance Committee, and Student/Staff Recognition Committee)
- End-of-Year GL Trip

Board of Directors Meetings

July 21, 2018, July 27, 2018

August 28, 2018

September 10, 2018,

September 24, 2018

November 5, 2018

November 18, 2018, Academic Excellence Committee

December 3, 2018

December 10, 2018, Ad Hoc Finance Meeting

December 15, 2018 Special Board Meeting

January 11, 2019 Special Board Meeting

January 28, 2019,

February 11, 2019

February 25, 2019, Academic Excellence Committee

March 11, 2019, Ad Hoc Finance Meeting

March 18, 2019

April 22, 2019

May 28, 2019

June 4, 2019, Ad Hoc Finance Meeting

June 17, 2019

June 28, 2018, Academic Excellence Committee

#### LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am

LCAP Data Update (session 2 of 4) October 25, 2018 5:30-6:30pm

LCAP Parent Discussion/Feedback (session 3 of 4) December 13, 2018 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am

#### School Advisory Council (SSC and ELAC)

9/21/18

10/19/18

1/25/19

2/27/19

3/25/19

4/26/19

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

**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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
<b>Bert Corona Charter High School</b>	Yvette King Berg, Executive Director	ykingberg@ypics.org 818 834-5805

**2017-20 Plan Summary**

**The Story**

Describe the students and community and how the LEA serves them.

**Bert Corona Charter High School** serves 244 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.

**Bert Corona Charter HS** has ensured that the following key factors are addressed:

### Rigorous Academics

At **Bert Corona Charter HS** we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. **Bert Corona Charter HS** utilizes our hallmarks to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

### Support for All Learners

One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and **Bert Corona Charter HS** is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive program, all students work together in general education classrooms to access the rigorous learning required by the California Standard which will push them to their highest potential. **Bert Corona Charter HS** dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

### Wrap Around Services to Support the Whole Learner

We ask all of our Citizen Scholars to follow three basic behaviors at **Bert Corona Charter HS**: Be Safe, Be Responsible, Be Respectful. Safety is first in the line because if a student does not feel safe and secure, less (if any) learning will take place. Our schools place tremendous importance on serving the "whole child," meaning academics are only part of what we pour into our kids. Our positive support plan includes counseling, incentives, celebrations, trips, and even administrators shaving their heads, all with the goal of making our schools places where **students** can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

### Teaching Excellence

Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflection are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of *The Art and Science of Teaching* and through observations using the iObservation platform. Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

### Excellence in Leadership

We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in *Leverage Leadership* by Paul Bambrick-Santoyo, we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day-to-day work of our team. Our number one goal is support for all teachers and all learners.

### Sustainable Growth

At **Bert Corona Charter HS**, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

## ACHIEVE3000 August 2018 – April 2019

The students Lexile performance has changed over time by grade level as measured by ACHIEVE3000. The highest average 9th-grade Lexile level is 736L. The highest 10th-grade Lexile level is 842L. The highest average 11th-grade Lexile level is 892L. The highest 12th-grade Lexile is 1024L. In comparing Lexile levels from month to month the 9th, 10th, and 12th students had a slight decrease and 11th grade students shows growth. In review of the data there is a difference in comparison of scores as they pertain to actual students represented, as in some cases there is not a student to student comparison. However, growth within each student's range shows that gains are being realized by each student over time This program has been used by 11th-grade cohort by 1307 MC Activities and by the 12th-grade cohort 28 MC Activities.

This comparison looks at each individual student gains over time. NWEA MAPs data gathered this year is informative and reflective of growth over time. **BCCHS'** data also shows that the longer students are in attendance the greater the growth. For school year 2018-2019, the total number of all **BCCHS'** 161 students tested in the Fall of 2018, compared to 174 students tested in the Spring 2019. **BCCHS'** students show gains from Fall to Spring on the NWEA Assessment Summary reflect Lexile distribution as follows.

Table 1: NWEA Lexile Distribution for **BCCHS** Fall 2018 and Spring 2019

Grade	Grade Reading Ranges	Fall% (161 Students)	Spring% (174 Students)	Difference
K-1	N/A	4%	4%	0
2-3	450-769	23%	16%	-7
4-5	770-954	18%	26%	+8

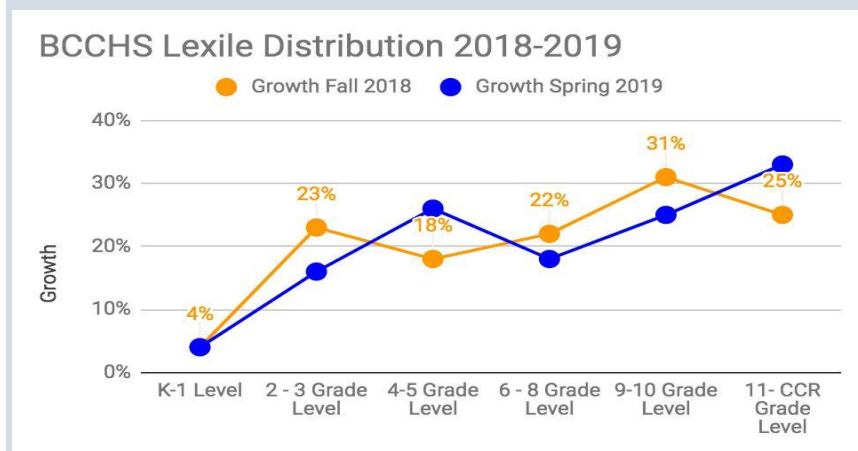
6-8	955-1079	22%	18%	-4
9-10	1080-1214	31%	25%	-6
11-CCR	12-15-1355	25%	33%	+8

BCCHS Data NWEA MAPs 2018-2019 Coordinator of Instruction

2018–2019 Post–LAUSD Oversight Visit | Bert Corona Charter High School | April 2019

Graph 1: BCCHS Lexile Distribution

Table : Lexile Distribution Over Time This chart shows the growth of the students who entered BCCHS reading 9-10 grades below reading level.



2018–2019 Post–LAUSD Oversight Visit | Bert Corona Charter High School | April 2019

This data shows students’ progress gathered through NWEA MAP Data by grade as follows: Table 3: Total 9th through 12th Grades NWEA MAP Data

# of Students Reading at Grade Level or Above	Grades	Semester	Lexile Levels at Grade Level or Above
90 Students	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup>	Fall 2018 (August)	56%
102 Students	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup>	Spring 2019 (February)	58%

BCCHS Data NWEA MAPs 2018-2019 Coordinator of Instruction

Summary of 9th to 12th In Fall 2018 (August) there were 90 students (56% of the number of students tested) with a Lexile level at a 9th-12th grades are reading at grade level or above. During the Spring 2019 (February) 102 (58% of students tested) with a Lexile level at a 9th-12th grades are reading at grade level or above.

Table: 9th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	9 <sup>th</sup>	Fall 2018 (August)	26%
12 Students	9 <sup>th</sup>	Spring 2019 (February)	26%

*BCCHS Data NWEA MAPs 2018-2019 Coordinator of Instruction*

9th Grade: In Fall 2018 (August) there were 11 students (26% of the number of students tested) with a Lexile level at a 9th-grade level or above. During Spring 2019 (February) 12 (26% of the number of students tested) with a Lexile level at a 9th-grade level or above. *2018–2019 Post–LAUSD Oversight Visit | Bert Corona Charter High School | April 2019*

Table : 10th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
24 Students	10 <sup>th</sup>	Fall 2018 (August)	40%
30 Students	10 <sup>th</sup>	Spring 2019 (February)	49%

*BCCHS Data NWEA MAPs 2018-2019 Coordinator of Instruction*

10th Grade : In Fall 2018 (August) there were 24 students (40% of the number of students tested) with a Lexile level at a 10th-grade level or above. During Spring 2019 (February) 30 (49% of the number of students tested) with a Lexile level at a 10th-grade level or above.

Table : 11th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	11 <sup>th</sup>	Fall 2018 (August)	19%
22 Students	11 <sup>th</sup>	Spring 2019 (February)	33%

*BCCHS Data NWEA MAPs 2018-2019 Coordinator of Instruction*

11th Grade: In Fall 2018 (August) there were 11 students (19% of the number of students tested) with a Lexile level at an 11th-grade level or above. During Spring 2019 (February) 22 (33% of the number of students tested) with a Lexile level at an 11th-grade level or above.

*2018–2019 Post–LAUSD Oversight Visit | Bert Corona Charter High School | April 2019*

Table: 12th Grade NWEA MAP Data

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
12 Students	12 <sup>th</sup>	Fall 2018 (August)	33%
16 Students	12 <sup>th</sup>	Spring 2019 (February)	41%

*BCCHS Data NWEA MAPs 2018-2019 Coordinator of Instruction*

12th Grade: In Fall 2018 (August) there were 12 (33% of the number of students tested) with a Lexile level at a 12th-grade level or above. During Spring 2019 (February) there were 16 (41% of the number of students tested) with a Lexile level at a 12th-grade level or above.

*2018–2019 Post–LAUSD Oversight Visit | Bert Corona Charter High School | April 2019*

### **ALEKS August 2018 – April 2019**

Using the ALEKS Knowledge Check data report for each students' [mastery of topics by courses show the following](#):

**Geometry, First semester:** Students in the Geometry course started with an average Beginning Knowledge of 17% mastery of the content for the course. By the end of the semester, students in the Geometry course students had an average Ending Knowledge of 28% mastery, an increase of 11%. The current average Ending Knowledge for the Geometry course is 29% mastery.

**Algebra 1 First Semester:** (Not a double block) Students had an average Beginning Knowledge of 9% mastery for the content of the course. By the end of the semester, students in the Algebra 1 course had an average Ending Knowledge of 21% mastery. During the second semester, students in the Algebra 1 course took Algebra 1B course that gives students access to content for the second semester. The average Beginning Knowledge of the Algebra 1B course was 5% mastery of the content for the course. The most recent average Knowledge Check score for Algebra 1B is 8% mastery growth of 3%.

**Mathematics Programs:** ALEKS is intended to be used for at least 3 hours per week by each student. The math teachers have been using ALEKS as a supplemental resource and has been used during certain units to support the mathematical function. In the Geometry course, the majority of the “Most Recent Knowledge Checks” were taken in the month of February or mid-March. In the Algebra 1B course, the majority of the “Most Recent Knowledge Checks” were taken during the month of February. Keeping in mind that ALEKS is an adaptive program and a student can only gain access to topics by completing topics in sequential order. In other words, students do not have access to the content they may need to work on aligned to current instruction should they not have completed mathematical steps/functions at a particular time. There is a point where Teachers can use the assignment option to give students access to the content they need at a particular point in time.

In evaluating BCCHS’ use of this program and from the data that is available, gathered, and used for teacher planning instruction, consideration of moving toward programming Knowledge Checks should take place once a month versus the current system that is in place. This would allow teachers and students to have a streamlined approach with ongoing up-to-date data regarding student mastery of content in their ALEKS courses.

Referring to the California School Dashboard, 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



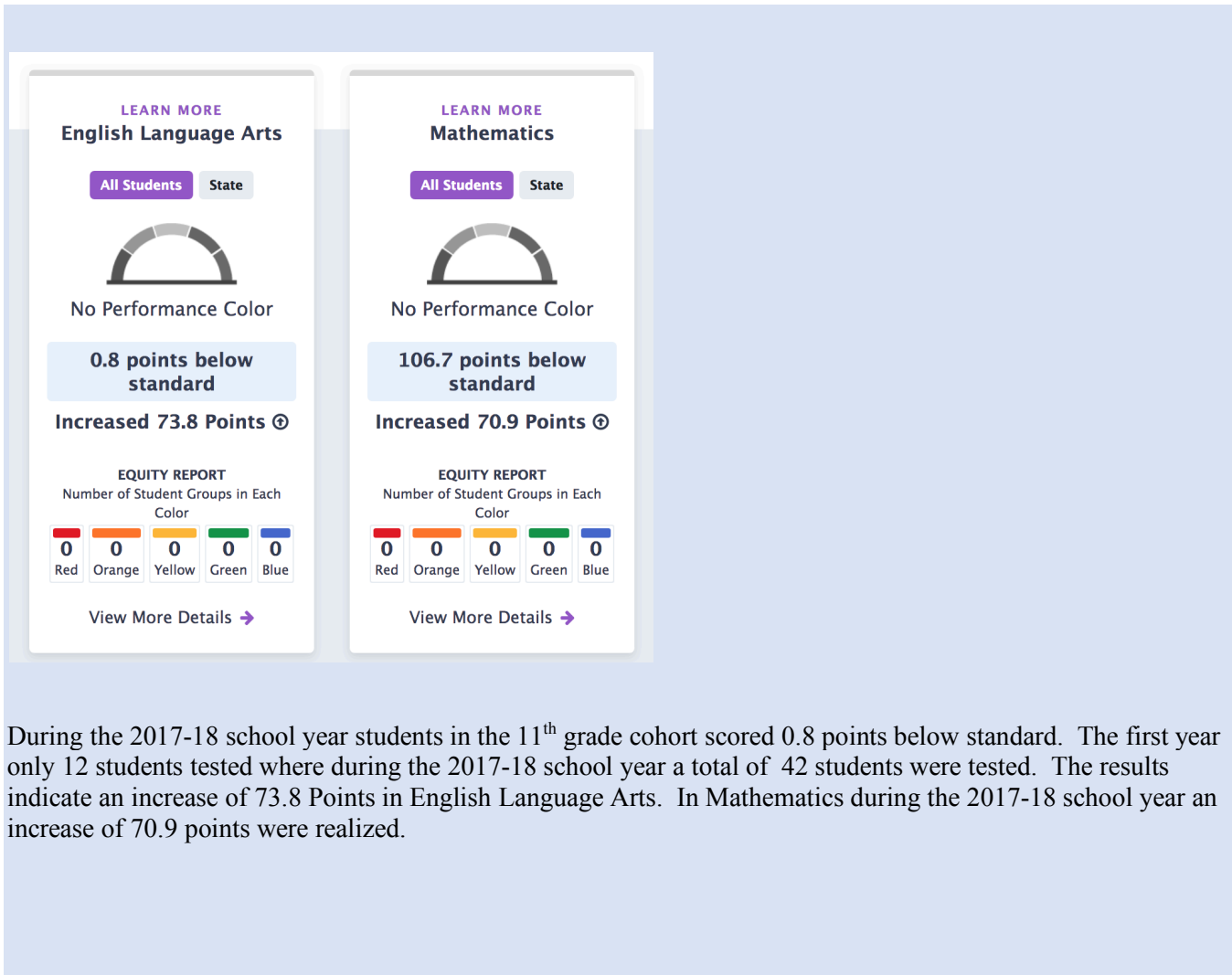
“Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Suspension Rate-Yellow, English Learner Progress-No Performance Color, English Language Arts-No Performance Color, Mathematics No Performance Color, College/Career No Performance Color, Graduation Rate No Performance Color, Basics-Standard Met, Implementation of Academic Standards-Standards, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

Referring to the California School Dashboard, 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**



During the 2017-18 school year students in the 11<sup>th</sup> grade cohort scored 0.8 points below standard. The first year only 12 students tested where during the 2017-18 school year a total of 42 students were tested. The results indicate an increase of 73.8 Points in English Language Arts. In Mathematics during the 2017-18 school year an increase of 70.9 points were realized.

## Comprehensive Support and Improvement

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

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Bert Corona Charter High School

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Support is identified as follows:

- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention.
- Using Data to drive instruction
  - using conference and rotations in the classroom
  - Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs
  - strong observation and feedback cycle of instruction
  - Instructional leadership training
- In addition, the use of the i-Ready program, which is, based on actionable insights, engaging instruction and a proven program that offers diagnostic results for a class, instructional groupings, diagnostic results for a student which serves as an overall standards of mastery indicator.
- The i-Ready program is neither credit-bearing nor degree-bearing. The program does not lead to any certification or licensure. Upon participant request, Relay will furnish a letter attesting to the number of hours a participant has attended at the end of each term.
- Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full year program.

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Administrative Team will monitor and evaluate the implementation and effectiveness of CSI plan to support student and school improvement. This process will be conducted through the 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. In addition **Bert Corona Charter High School** will use of the i-Ready diagnostic process to replace NWEA.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

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 1**

State Priority 1: Basic Services will be provided to all students

State and/or Local Priorities addressed by this goal:

- 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

Local Priorities: Conditions of Learning, LAUSD Authorized

The quality of teachers has an impact on student success. **Bert Corona Charter HS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.

Pupils at **Bert Corona Charter HS** have sufficient access to the standards-aligned instructional materials;

School facilities are maintained in good repair.

Identified Need:

**Bert Corona Charter HS** 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

CCSS training will be embedded into professional development meetings.

Progress towards this goal will be measured through SARC report, documentation

IObservation and Evaluation Process for teacher growth

CCSS ELD Strategies for EL students to access core curriculum/attain academic English

**Implementation of Bert Corona HS 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 CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other 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 HS** will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona HS will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

**Annual Measureable Outcomes**

Expected

Actual

Verification of credential through the CA Commission on Teacher Credentialing	Human Resources, Administrator completed 100% compliance
Retention of Teachers	Retention of teachers was maintained-teachers moving to areas out of state or other areas of the <b>Bert Corona Charter HS</b> area.
Professional Development	Professional Development schedules of on-going teacher and staff training.
Master Schedule	The Master Schedule affirms teachers' assignments are in their area of certification.
Invoice for purchases	Purchase of materials, textbooks and supplies for equitable student access.
Facility inspection documents	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed.

Expected

Actual

Health and Safety Inspections conducted by CDE-Facilities, and Charter Safe Inspection conducted twice (2) a 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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• <i>Annual review of teacher credentials and other certifications- Bert Corona Charter HS</i> 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 <i>Bert Corona Charter HS</i> 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</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Annual review of teacher credentials and other certifications- Bert Corona Charter HS</i> 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 <i>Bert Corona Charter HS</i> 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</li> </ul>	<p>\$485,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>	<p>\$425,600 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies, 5000-5999 Services</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</p> <ul style="list-style-type: none"> <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 HS</b> will fully implement the Common Core in Math and ELA by 2016-17. <b>Bert Corona Charter HS</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>Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</p> <ul style="list-style-type: none"> <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>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).</li> <li>• Conducted evaluation using teacher goals.</li> </ul>		



**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 HS** 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
- B. 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
- C. School facilities are maintained in good condition.

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.  
 Classroom materials were purchased.  
 Facilities are maintained-inspection documents

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.

No changes were made to this goal-teachers are participating in weekly Professional Development that includes support, coaching and teacher intervention.

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: 2018-19

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 2

State Priority 2:

State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Implementation of State Academic Standards

#### Goal 2

A. Implementation of state board adopted academic content and performance standards for all students 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 purpose of gaining academic content knowledge and English language proficiency.

**State and/or Local Priorities addressed by this goal:**

State Priorities: Goal 2: To provide for student academic achievement.

Local Priorities: Conditions of Learning

**Identified Need:**

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts	>5%	>7%	>8%	>10%
Mathematics	>5%	>7%	>8%	>10%
English Language Development	>5%	>7%	>8%	>10%
Career Technical Education	>5%	>7%	>8%	>10%
Health Education	>5%	>7%	>8%	>10%
Physical Education	>5%	>7%	>8%	>10%
Next Generation Science	>5%	>7%	>8%	>10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Visual and Performing Arts	>5%	>7%	>8%	>10%
World Language	>5%	>7%	>8%	>10%

**Annual Measureable Outcomes**

Curriculum and strategy use is an important component in the effective use of CCSS **Bert Corona Charter HS** will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/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.
- 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 SFA that includes Project Based Learning (PBL).
- Technology support, which includes videotaping of instructional delivery cycle.

Curriculum and strategy use is an important component in the effective use of CCSS **Bert Corona Charter HS** provided the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/ 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.
- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).
- Technology support, which includes videotaping of instructional delivery cycle.

**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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Professional Development, Counseling, support from Operations</p> <ul style="list-style-type: none"> <li>• Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>\$204,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies</p> <p>\$15,000 And Consultants, (LCFF Base, LCFF Supplemental &amp; Concentration)</p>	<p>\$204,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books &amp; Supplies</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 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Goal 2: 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.

Priority 2: Basic Services to provide for student academic achievement. Continued professional development teachers were provided with 3 weeks of training in effective instructional practices and supported in institutionalizing what was learned, assisted with pace plans, lesson plans, projects and other teaching/learning activities.

Chronic Absenteeism-Yellow, Suspension Rate-Red, English Learner Progress-No Performance Color, English Language Arts-Orange, Mathematics Red, Basics-Standard Met, Implementation of Academic Standards-Standards, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

To be measured by student academic results and ongoing benchmarks

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.

Use of RTI model and afterschool intervention.

Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

Support of instructional program includes: Counselor, Parent Coordinator, and other support professionals.

SFA, Achieve 3000, Illuminate, NWEA, and other assessments reflect that students are achieving at greater than National Expected growth. Our Smarter Balanced findings indicate that **Bert Corona Charter HS** needs to continue to implement a learning+ component that infuses a rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Partnerships with college have provided additional course offerings. Use of SFA with fidelity and increase writing across the curriculum.

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: 2018-19**

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 3**

State **Goal 3:** Knowing that parents serve a critical role in a students’ success, **Bert Corona Charter HS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child’s school life. Parent 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 need

Parent Engagement

State and/or Local Priorities addressed by this goal:

State Priority 2 and 3: Goal 3: Maintain parent representation on the Parent Committee

Local Priorities: Parent Engagement

**Annual Measureable Outcomes**

Expected

Actual

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.

Parents served as participants in quarterly meetings

Establish opportunities for parent exposure, participation and input on decision-making, which was measured by meeting agendas and sign-ins.

School Site Council (SSC), ELAC, and other meetings.

**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 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Parents participated in activities with students Held informational meetings with parents	Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Formed an active SSC, ELAC, Parents participated in various activities while visiting classrooms Held informational meetings with parents	\$66,100 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits	\$66,100 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits

## 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.

Goal 3: Maintain parent representation on Parent Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent Input: access to opportunities for participation and input on decision-making

To be measured by meeting agendas and sign in sheets.

Formed an active SSC, ELAC, and community groups

Parents participated in activities with students

Held informational meetings

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: 2018-19

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 4

State Priority Goal **Bert Corona Charter HS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

- A. Statewide assessments
- B. Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.
- C. English Learners who make progress toward English proficiency
- D. The English learner reclassification rate
- E. Students who have passed an advanced placement examination
- F. Subsequent assessment of college preparedness

State and/or Local Priorities addressed by this goal:

Statewide assessments

The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC

English learner reclassification rate

Local Priorities: Pupil Outcomes

## Annual Measureable 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.

**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 HS** 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.

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 4 days/week.
- 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

**Bert Corona Charter HS** 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. Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

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: 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.

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.

Provide appropriate intervention and support for EL students via technology-

Expected

Actual

	<p>based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.</p> <p>To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches</p> <p>All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.</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 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Action:</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 set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. <b>Bert Corona Charter HS</b> will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative</p>	<p>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>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 set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. <b>Bert Corona Charter HS</b> will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will</p>	<p>\$22,853 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>	<p>\$22,852 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</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.

**Bert Corona Charter HS** 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall actions support an environment where students are motivated and encouraged to learn. 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.

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: 2018-19**

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 5**

State Priority 5: Increase Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates School attendance rates;

Chronic absenteeism rates,  
 School dropout rates;  
 Increase school attendance rates  
 Decrease Chronic absenteeism rates,  
 Monitor school dropout rates;  
 Student Engagement

Local Priorities: Student Engagement/Family Engagement School Culture

**Annual Measureable Outcomes**

Expected

Actual

School will continue to maintain a high ADA rate above 96%.

School will continue to maintain a high ADA rate above 96%.

Expected

Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:

English Language Arts/Literacy and Mathematics.

Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP

Continue professional development

- 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.

- 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).

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance  
 identify and address factors contributing to chronic absenteeism

Actual

Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:

English Language Arts/Literacy and Mathematics.

Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP

Continue professional development

- 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.

- 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).

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

**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 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team model</p>	<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team model</p>	<p>\$31,733 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</p>	<p>\$31,733 LCFF S&amp;C 1000-1999 Certificated Salaries, 3000-3999 Benefits</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.

Goal 5: School maintained a high Average Daily Attendance (ADA) rate.

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

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

Partnering with local Mental Health Agencies; such as Luminaries who work with individual families, trauma, stress related issues, counseling on cultural relevant group counseling, etc.

DIS Counseling with students with IEPs.

One on one support with other mental health agencies

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Program Coordinator and Compliance Coordinator 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.

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: 2018-19**

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 6**

Maintain School Climate applicable to the following:

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.

State and/or Local Priorities addressed by this goal:

State Priorities: School Climate will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the Survey report the overall score for all students and student groups.

Local Priorities: Engagement

**Annual Measureable 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 offers 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.
- Provided multi-tiered system of support

**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**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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> </ul> <p>School will use Family Support Team process that mirrors the School Support Team.</p>	<ul style="list-style-type: none"> <li>• Attendance Manager monitored student attendance and communicate with families.</li> <li>• Parent outreach and communications was stress 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 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> </ul> <p>School used Family Support Team process that mirrors the School Support Team.</p>	<p>\$53,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits</p>	<p>\$53,000 LCFF S&amp;C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits</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.

The overall implementation of the Schoolwide Behavior Support Plan and Family Support Team created and maintained a lower annual expulsion rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall implementation as conducted provided with establishing measures to support students and families to understanding that as a community are committed to each student's academic achievement.

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: 2018-19**

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 7 & 8**

State Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs. 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

State Priorities: Priority 8: Pupil Outcomes addresses

Local Priorities: Pupil Outcomes

State and/or Local Priorities addressed by this goal:

State 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

Local Priorities: Conditions of learning

State Priorities: Priority 8: Pupil Outcomes addresses

Local Priorities: Pupil Outcomes

**Annual Measureable Outcomes**

Expected

Actual

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all

Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in

Expected

Actual

core and non-core subjects content areas available	all core and non-core subjects content areas available
Multi-tiered System of Support (MTSS)	Offers a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.
Positive Behavior Interventions and Supports (PBIS)	Use strategies found to promote the conditions that improve learning and behavior for all students and used to guide individualized Education Program (IEP) decisions for Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

**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**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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).	\$3,488 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	\$3,488 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

**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.

Access to and enroll in all core and non-core subjects' content areas available to all students. Parents are provided classes/workshops in SBAC, CCSS, SFA and technology.

Review of High School graduation indicators

College and career indicators

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student academic achievement was measured through results from SFA, Achieve 3000, Illuminate and SBAC,

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: **2018-2019**

### 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?

#### Board of Directors Meetings

July 21, 2018, July 27, 2018

August 28, 2018

September 10, 2018,

September 24, 2018

November 5, 2018

November 18, 2018, Academic Excellence Committee

December 3, 2018

December 10, 2018, Ad Hoc Finance Meeting

December 15, 2018 Special Board Meeting

January 11, 2019 Special Board Meeting

January 28, 2019,

February 11, 2019

February 25, 2019, Academic Excellence Committee

March 11, 2019, Ad Hoc Finance Meeting

March 18, 2019

April 22, 2019

May 28, 2019

June 4, 2019, Ad Hoc Finance Meeting

June 17, 2019

June 28, 2018, Academic Excellence Committee

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am

LCAP Data Update (session 2 of 4) October 25, 2018 5:30-6:30pm

LCAP Parent Discussion/Feedback (session 3 of 4) December 13, 2018 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/21/18

10/19/18

1/25/19

2/27/19

3/25/19

4/26/19

6/12/19

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, 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.*

Goal 5: Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

Pupil suspension rates;

Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

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.

### **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

[The impact of these consultations provided for an opportunity for all stakeholders to become involved and contribute to **Bert Corona Charter HS** successes.

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The **Bert Corona Charter HS** will review all internal data on an ongoing basis, benchmarks, NWEA, SFA, Achieve 3000, Illuminate assessments and other internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

All feedback was collected, synthesized, and organized to inform draft LCAP.

Data that will be reviewed include but are not limited to the following:

## School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

Course Grades

Attendance Reports

NWEA, SFA, Achieve3000, and other assessment results.

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

**Goal 1**

Basic Services

- A. The quality of teachers has an impact on student success. **Bert Corona Charter HS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
- B. Pupils at **Bert Corona Charter HS** have 100% access to the standards-aligned instructional materials;
- C. School facilities are maintained in good repair.

**State and/or Local Priorities addressed by this goal:**

State Priorities: Basic Services

The quality of teachers has an impact on student success. **Bert Corona Charter HS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.

Pupils at **Bert Corona Charter HS** have sufficient access to the standards-aligned instructional materials;

School facilities are maintained in good repair.

**Bert Corona Charter HS** 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

CCSS training will be embedded into professional development meetings.

Progress towards this goal will be measured through SARC 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 HS 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 CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other 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 HS** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter HS** will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Verification of credential/certification using the Commission of Teacher Credentialing, and <b>Bert Corona Charter HS</b> Master Schedule	100%	100%	100%	100%
Teacher Rosters	100%	100%	100%	100%
Invoices for purchases	100%	100%	100%	100%
Classroom Materials	100%	100%	100%	100%
Facility Inspection documents	100%	100%	100%	100%
Teacher Retention	100%	100%	100%	100%
Professional Learning: Teaching	100%	100%	100%	100%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
and Management Strategies				
Teacher Effectiveness	100%	100%	100%	100%
Quality Professional Learning Standards (QPLS)	100%	100%	100%	100%
Administrator’s Assignment Manual	100%	100%	100%	100%
California Teacher Induction	100%	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.

The quality of teachers has an impact on student success. **Bert Corona Charter HS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona Charter HS**

**OR**

Continuing to meet the increased and improved services requirement.

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/or Low income.

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona Charter HS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

- *Annual review of teacher credentials and other certifications-***Bert Corona Charter HS** 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
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC 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 HS** 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, and 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.

- *Annual review of teacher credentials and other certifications-***Bert Corona Charter HS** 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
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- Progress towards this goal will be measured through SARC report, documentation
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- Implementation of **Bert Corona Charter HS** 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 International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and 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.

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- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
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- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and 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.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$485,000	\$425,600	\$425,600
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

## Goal 2

Implementation of state board adopted academic content and performance standards for all students are:

English Language Arts=Common Core State standards (CCSS) for English Language Arts

Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

### State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2A: To provide for student academic achievement.

Local Priorities: Conditions of Learning

**Identified Need:**

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics. *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 Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
English Language Arts	>5%	>7%	>8%	>10%
Mathematics	>5%	>7%	>8%	>10%
English Language Development	>5%	>7%	>8%	>10%
Career Technical Education	>5%	>7%	>8%	>10%
Health Education	>5%	>7%	>8%	>10%
Physical Education	>5%	>7%	>8%	>10%
Next Generation Science	>5%	>7%	>8%	>10%
Visual and Performing Arts	>5%	>7%	>8%	>10%
World Language	>5%	>7%	>8%	>10%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%
Professional Development- Curriculum design and implementation	100% Participation	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 SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</i>	CAASPP	2%	5%	8%
<i>Annually increase the number of students achieving proficiency in English Language Arts.</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 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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Bert Corona Charter HS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

Schoolwide

**Bert Corona Charter HS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$118,000	\$204,000	\$204,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 3:** Knowing that parents serve a critical role in a students' success, **Bert Corona Charter HS strives** to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

### Goal 3

Parent 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

### State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement (Engagement)

Local Priorities: Engagement

### Identified Need:

Parent Involvement

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Active participation in SSC, ELAC	> 75%	> 75%	> 75%	> 75%
Attend informational meetings	> 75%	> 75%	> 75%	> 75%
Provide parent access to opportunities for participation and input on decision-making	100%	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	At least 85%	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference	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 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Bert Corona Charter HS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona Charter HS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 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.

**Bert Corona Charter HS** seeks parent input in making decisions for the district and school. Parent participation in programs for all students.

### 2018-19 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.

### 2019-20 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.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$61,000	\$66,100	\$66,100
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits

## Goals, Actions, & Services 2018-2021

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

#### Goal 4

Goal 4: **Bert Corona Charter HS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

- A. Statewide assessments
- B. Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.
- C. English Learners who make progress toward English proficiency
- D. The English learner reclassification rate
- E. Students who have passed an advanced placement examination
- F. Subsequent assessment of college preparedness

Statewide assessments

Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

English Learners who make progress toward English proficiency

The English learner reclassification rate

College preparedness



**Goal 4**

**State and/or Local Priorities addressed by this goal:**

State Priorities: Statewide assessments (Pupil Outcomes)

Local Priorities: Pupil Outcomes

**Identified Need:**

Statewide assessments (Pupil Outcomes)

Student academic achievement

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Statewide assessments	Increase English Language Arts and Mathematics SBAC results	> 6%	> 11%	> 16%
Build understanding and expertise through research-based professional development	Teacher participation	100%	100%	100%
English Language Arts- Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP/ELPAC	2%	5%	8%
EL Reclassification	CAASPP/ELPAC	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**

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.

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Students with Disabilities, and all subgroups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona Charter HS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona Charter HS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2018-19 Actions/Services

**Bert Corona Charter HS** 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches.

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

2019-20 Actions/Services

**Bert Corona Charter HS** 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 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

2020-21 Actions/Services

**Bert Corona Charter HS** 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 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.

To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

### 2018-19 Actions/Services

- 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 4 days/week.
- 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

### 2019-20 Actions/Services

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- 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.
- 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

### 2020-21 Actions/Services

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- 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.
- 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

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$22,853	\$22,853	\$22,853
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 5**

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**State and/or Local Priorities addressed by this goal:**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the	100%	100%	100%	100%

achievement of other students in the classroom				
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State Priorities: Goal 5: School Attendance/Absenteeism/High School Dropout Pupil Engagement  
 Local Priorities: Pupil Engagement

**Identified Need:**

Ensure students have access to daily instruction promoting student engagement reflected in the following:  
 Increase school attendance rates  
 Decrease Chronic absenteeism rates,  
 Monitor school dropout rates;  
 Prepare students for high school graduation rates.

**Expected Annual Measureable Outcomes**

**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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Bert Corona Charter HS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2018-19 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

2019-20 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

2020-21 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism



2018-19 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

2019-20 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

2020-21 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.
- Parent outreach and communications will stress 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.
- 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.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$31,733	\$31,733	\$31,733
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

## Goals, Actions, & Services 2019-2020

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

### Goal 6

Priority 6: School Climate

- 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.

### State and/or Local Priorities addressed by this goal:

State Priorities: School Climate

Pupil Suspension rates;

Pupil expulsion rates; and

Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Local Priorities: Engagement

### Identified Need:

Support School Climate that includes school attendance/Chronic Absenteeism.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom	100%	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 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities, or Specific Student Groups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona Charter HS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona Charter HS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2018-19 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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

2019-20 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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

2020-21 Actions/Services

Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance

Identify and address factors contributing to chronic absenteeism

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Provide multi-tiered system of support

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**

Year	2018-19	2019-20	2020-21
Amount	\$53,000	\$53,000	\$53,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services

## Goals, Actions, & Services 2018-2020

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

### Goal 7

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled

#### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Local Priorities: Course Access- Conditions of Learning

#### Identified Need:

Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.



**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-120	2020-21
<p>Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).</p> <p>Programs and services developed and provided to unduplicated pupils; and</p> <p>Programs and services developed and provided to individuals with exceptional needs.</p> <p>Metric/Method for Measuring: Student Transcripts</p>	100%	100%	100%	100%
<p>Positive Behavior Interventions and Supports (PBIS) implementation</p>	100%	100%	100%	100%
<p>Multi-tiered System of Support (MTSS)</p>	100%	100%	100%	100%
<p>Equity and access to all course offerings</p> <p>Enrollment/ Transcripts</p>	100%	100%	100%	100%
<p>Response to Instruction and</p>	100%	100%	100%	100%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Intervention				

**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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities, or Specific Student Groups

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**Bert Corona Charter HS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona Charter HS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

2018-19 Actions/Services

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).

2019-20 Actions/Services

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).

2020-21 Actions/Services

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**

Year	2018-19	2019-20	2020-21
Amount	\$3,488	\$3,488	\$3,488
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 8 Pupil Outcomes addresses

**Goal 8**

Priority 8: Pupil Outcomes addresses

**State and/or Local Priorities addressed by this goal:**

State Priorities: Priority 8 Pupil Outcomes addresses  
 Local Priorities: Pupil Outcomes

**Identified Need:**

Response to instruction and intervention with the State Standards and the system necessary for academic, behavior and social success

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Multi-Tiered System of Support	100%	100%	100%	100%
Professional Development Support	100%	100%	100%	100%
High School Graduation Indicators	100%	100%	100%	100%

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
College and Career Indicators	100%	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 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups

**Bert Corona Charter HS**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Bert Corona Charter HS**

**Actions/Services**

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

New

New

2018-19 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

2019-20 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

2020-21 Actions/Services

Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.

Provide Career Pathways, Project based learning leadership

College and Career Indicators

**Budgeted Expenditures**

Year	2018-19	2019-20	2020-21
Amount	\$103,388	\$103,388	\$103,388
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

### Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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, **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.

Goal 5: Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

High school graduation rates-Not Applicable

Goal 6: School Climate applicable to the following:

Pupil suspension rates;

Pupil expulsion rate; and



Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

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.

Board of Directors Meetings

July 21, 2018, July 27, 2018

August 28, 2018

September 10, 2018,

September 24, 2018

November 5, 2018

November 18, 2018, Academic Excellence Committee

December 3, 2018

December 10, 2018, Ad Hoc Finance Meeting

December 15, 2018 Special Board Meeting

January 11, 2019 Special Board Meeting

January 28, 2019,

February 11, 2019

February 25, 2019, Academic Excellence Committee

March 11, 2019, Ad Hoc Finance Meeting

March 18, 2019

April 22, 2019

May 28, 2019

June 4, 2019, Ad Hoc Finance Meeting

June 17, 2019

June 28, 2018, Academic Excellence Committee

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am

LCAP Data Update (session 2 of 4) October 25, 2018 5:30-6:30pm

LCAP Parent Discussion/Feedback (session 3 of 4) December 13, 2018 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/21/18

10/19/18

1/25/19

2/27/19

3/25/19

4/26/19

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Bert Corona Charter MS

## CDS code:

19-64733-0106872

## Link to the LCAP:

(optional)

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

**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.

*In the following pages, ONLY complete the sections for the corresponding programs.*

DRAFT

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

### Means to Achieve Mission and Vision

The innovative educational plan of **Bert Corona Charter Middle School's** provides students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at **Bert Corona Charter Middle School's** targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

**Bert Corona Charter Middle School** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system

where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

- Professional development will be provided to teachers in the use of all teaching protocols, iobservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

[Describe alignment here.]

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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
- Data that will be reviewed include but are not limited to the following:

- School Accountability Report Cards
- California Standards Test Report
- Academic Performance Metrics: Smarter Balanced, California 5 x 5 and other indicators
- English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates)
- Course Grades
- Attendance Reports

Responses to CDE:

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION  
1112(b)(1) (A–D)

STATE PRIORITY ALIGNMENT  
1, 2, 4, 7, 8 (*as applicable*)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

**(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;**

All Bert Corona Charter MS core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice. A regular review of all credential and core teachers will be credentialed in the areas they are assigned.

- **Bert Corona Charter MS** recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.



The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

**(B) Identifying students who may be at risk for academic failure;**

**Bert Corona Charter MS** has a strong process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Bert Corona Charter MS** it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design. This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
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- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- 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

**Bert Corona Charter MS** will form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our School . Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at **Bert Corona Charter MS** will be encouraged to work in interdisciplinary teams that will allow strong relationships to form between students and teachers. This will allow student to make connections within content areas.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating —capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a contract that conveys to parents the school's expectations, and school-wide family events organized by the parents.

- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Students will remain with the same set of advisory teachers throughout their four years at our charter. The sustained relationship that develops over time will facilitate student’s learning, and provide an ongoing monitoring of student progress. This process will also allow for additional support for College and Career Readiness and focus on student’s achievement of career and educational goals.
- **Adaptive Pedagogy.** Research supports that students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students’ individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their toolkit of effective practices.

**(C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and**

Curriculum will address all state required standards Common Core State Standards and Appendices, and will utilize:

- Common Core State Standards (English, English Language Development, Mathematics, NEXT Generation for Science, Social Science, and other secondary curriculum for Fine Arts, Foreign Language, and P.E.)
- Common Core Standard based curriculum units
- Technical curricula for Media & Design Arts and Graphic Arts Technology career-technical education component of Linked Learning
- Providing for teacher effectiveness as described in Professional Development.

**(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.**

**Best Practices from Replication Model**

Utilizing the model school’s “best practices” and a network of educational and human resources, **Bert Corona Charter MS** will provide a disciplined, balanced, and enriched college-preparatory education of the highest quality for its student population. Below is an outline of the practices that will be modeled through the curriculum and research-based effective best practices.

As best practices from replication model **Bert Corona Charter Middle School** has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any

innovative school. These students are ready to continue learning under similar aspects of philosophy, mission and vision in the **Bert Corona Charter Middle School**.

### **Family-Community-School Partnerships:**

**Bert Corona School** has actively engages families and the community in the life of the school, and students engage in service to the community. Thus **Bert Corona Charter MS** will continue to interact and engage with its community.

### **Key Accomplishments:**

- The school will establish funding for an after school Service Club. School-wide service days will occur every other month, giving all students access to frequent and meaningful community service opportunities in the Community Service/Community Engagement Club. Students will receive leadership opportunities and will be provided leadership training through workshops and community service such as community cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club will have monthly community clean-ups.
- The school will administer regular parent and student satisfaction surveys, and use the collected data to reflect on and improve school practices.
- Parent participation in school events will range from 80-90% in attendance. This success will be led and attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.
- WASC –initial completed-entered A-Gs.

### **Technology Integration:**

By implementing technology with the curriculum, **Bert Corona Charter MS** ensures that students learn computer skills while pursuing academic goals. The **Bert Corona Middle School** was able to complete the following and will be replicated:

### **Key Accomplishments at the Bert Corona Middle School Replication Model:**

- The Enhancing Education through Technology Grant will support the installation of computers in every classroom in at least a 1:4 computer to student ratio in the classrooms. Schoolwide, the ratio will be 2:3 students to each computer.
- Key technology applications will be integrated into every classroom, and students will be proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
- 100% of students will complete digital portfolios each year.
- All teachers will participate in Robert Marzano's iObservation training and coaching.
- All teachers and students will complete a technology survey that guides technology integration and professional development.
- All elective classes – Spanish, Communications, and Technology – will be fully technology integrated, and teachers regularly collaborate to design integrated, thematic, technology-based projects.

**Small Learning Communities:**

Students will have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

**Key Accomplishments:**

- Students will have a true sense of commitment and ownership of the school, as evidenced by an average attendance rate of 95%.
- Teachers will collaborate at least weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom-learning walks to keep the conversations focused on student needs.

**Interdisciplinary, Project-Based Curriculum:**

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION  
1112(b)(11)

STATE PRIORITY ALIGNMENT  
6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• Students will be thoughtful, engaged citizens of a 21<sup>st</sup> century world.</li> <li>• Students at <b>Bert Corona Charter MS</b> will demonstrate respect for individual differences and uphold the character values that the school has established to provide a positive and safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive community building via advisory, orientation and Town Hall meetings as well as other school events.</li> <li>• Team Advisory course to promote family and establish sense of school connectedness.</li> <li>• Personalized Learning Plans.</li> <li>• Analysis of and action plans from school safety survey.</li> <li>• The <b>Bert Corona Charter MS</b> administrative team will ensure a positive learning environment is in place during classroom and school walkthroughs. The team will facilitate trainings as needed to help teachers ensure students are engaged, feel safe, and respected.</li> <li>• The <b>Bert Corona Charter MS</b> staff will ensure</li> </ul>

	<p>that parents and students understand the school's behavior expectations and related consequences through parent orientation, parent meetings, school assemblies, and classroom meetings.</p> <ul style="list-style-type: none"> <li>• The <b>Bert Corona Charter MS</b> Leadership Team will oversee the implementation of character education and the 6 pillars of Character Counts! through a school wide character focus, classroom meetings, parent meetings and other research- based strategies.</li> <li>• The <b>Bert Corona Charter MS</b> administrative team will monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school's current efforts to create a positive school climate.</li> </ul> <p>The Director of Operations will oversee the distribution of parent, student and staff surveys (translated as needed) to inform policy and decision- making about the effectiveness of the school's efforts to create a positive school climate.</p>
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## Career Technical and Work-based Opportunities

ESSA SECTION  
1112(b)(12)(A–B)

STATE PRIORITY ALIGNMENT  
2, 4, 7 (*as applicable*)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**State Priority #7 (Course Access).** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and

performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> <li>• All <b>Bert Corona Charter MS</b> Students will receive a well-rounded education and instruction that integrates content areas.</li> <li>• Students with exceptional needs and all ELs, high and low-achieving students will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous graduation requirements that exceed A-G.</li> <li>• Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</li> <li>• The Director of Academics will provide instructional staff with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.</li> <li>• The <b>Bert Corona Charter MS</b> leadership team will ensure all teachers implement research-based practices in teaching the broad course of study and will monitor this through regular classroom walk-throughs.</li> </ul> <p>The <b>Bert Corona Charter MS</b> administration will ensure that progress is monitored through the use of a data and assessment management system to track performance of numerically significant subgroups.</p>

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION  
2102(b)(2)(A)

STATE PRIORITY ALIGNMENT  
1, 2, 4 (*as applicable*)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

#### **Supervise and Support Effective Teachers in Every Classroom**

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Marzano Observation and Feedback Protocol
- **Inter-rater reliability** for observers
- Constructing **effective feedback**

- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

**Bert Corona Charter Middle School  
iObservation Certification Process  
AKA iObservation Implementation Plan 2017 - 2018**

<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 4+ years of teaching experience</i></b>
August - October	New Knowledge
November - March	Deepening Knowledge
April - June	Generating and Testing Hypotheses
<b>Routines</b>	
August/September	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
October - December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective
<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i></b>
August - January	New Knowledge
February - May	Deepening Knowledge
<b>Routines</b>	
August - January	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective

The traditional backwards design process guides teachers through a three-step process:

1. Internalization and prioritization of the Common Core State Standards
2. Differentiated assessment methods aligned to prioritized standards and identified learning targets
3. Innovative, research-based instructional strategies clearly articulating student learning objectives

Bert Corona has a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. The expectations are that students will be engaged in the curriculum and learning objectives at all times. Teachers are expected to



continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop 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 the technique in subsequent years. The foundational coursework, as outlined above, 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 instructional presentation
- 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

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION  
3116(b)(3)

STATE PRIORITY ALIGNMENT  
3, 6 (*as applicable*)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.

#### **Response for Master Plan for English Learners: Appropriate Instruction and services for English Learners (EL)-Designated and Integrated English Language Development (ELD)**

1. *How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?*

The comprehensive designated and integrated ELD instruction for every EL student to meet the linguistic and **Bert Corona Charter MS'** leadership; teachers, parents and students support academic goals at their grade level and language learning needs. This comprehensive **English Learners (EL) Plan** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs, which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.

- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

**Bert Corona Charter MS** implements the English Learner Master Plan to monitor the performance of English Language Learners. Bert Corona Charter MS follows the same principles outlined in the EL Master Plan listed below:

1. English learners are held to the same high expectations of learning established for all students and they are not denied access to the full curriculum while they are working on English Language Development. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multifaceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.
2. English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. We recognize that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.
3. English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
4. English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. We recognize that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. We further recognize the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.
5. English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
6. The academic success of English learners is a responsibility shared by all educators, the family, and the community. We are in partnership with the families and community, by offering ESL Classes and other parent workshops. The English Learner Master Plan strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

# ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

**Bert Corona Charter MS** used the Free and Reduced Applications This notice announces the Department's annual adjustments to the Income Eligibility Guidelines to be used in determining eligibility for free and reduced price meals and free milk for the period from July 1, 2018 through June 30, 2019. These guidelines are used by schools, institutions, and facilities participating in the National School Lunch Program (and Commodity School Program), School Breakfast Program, Special Milk Program for Children, Child and Adult Care Food Program and Summer Food Service Program. The annual adjustments are required by section 9 of the Richard B. Russell National School Lunch Act. The guidelines are intended to direct benefits to those children most in need and are revised annually to account for changes in the Consumer Price Index.

**Bert Corona Charter MS** 86.7% of our students are on Free and Reduced Lunch.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Bert Corona Charter MS** is a Schoolwide Program. How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

**Bert Corona Charter MS** holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.

The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.

In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading.

The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Bert Corona Charter MS** will work closely to ensure services to students identified as homeless are served. **Bert Corona Charter MS** serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional instructional support is offered.

## McKinney-Vento Homeless Assistance Act

**Bert Corona Charter MS** shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. **Bert Corona Charter MS** shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

## Non-Discrimination

**Bert Corona Charter MS** shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. **Bert Corona Charter MS** may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

**Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

## THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here] Provide Professional Development provided to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovation and research-based language programs.

Provide Career Pathways, Project-based learning leadership.

College and Career Indicators.

Field trips and relationships with local universities; such as, UCLA, USC, California State University's, other community organizations and involvement of all stakeholders.

## Additional Information Regarding Use of Funds Under this Part

### ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

## THIS ESSA PROVISION IS ADDRESSED BELOW:

**Bert Corona Charter Middle School** is a Schoolwide Program. How the LEA, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

**Bert Corona Charter Middle School** holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.

The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (State results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.

In particular, assessments will be used to set benchmarks, including timelines four times a year to assess each student's progress toward mastery of the standards for reading. The Directors, Administrators, Coordinators, and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.

## TITLE I, PART D

### Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

### Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

### Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



[Address the provision here]

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

DRAFT

## TITLE II, PART A

### Professional Growth and Improvement

#### ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers incorporates instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **Bert Corona Charter School**, it is expected that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students to be involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their

child's education will also ensure that the academic program reflects the diversity of the community being served.

In summary, we have made both System Changes and Instructional Changes that have added to more effectively providing for student academic achievement, teacher support, and parent information and support.

### Systems Changes

- Developed a transformational distributive leadership model. Each YPICS school has, or will have when growing a new school, a Director of Operations, Director/Coordinator of Instruction, and a Director of Student Climate and Culture. Each summer leaders participate in a YPICS Leadership Institute. Leaders new to YPICS attend the annual CCSA Conference and the CSCD Leadership Boot Camp.
- Rewrote job descriptions and established systems to support the institutional learning that was needed to move academic achievement forward. For example, the Assistant Principal Job Function was renamed to the Director of School Climate and Culture in order to focus on developing a culture of excellence, engagement, and caring at the schools. Additionally, the function of this position is to increase student attendance, lower suspension rates, and celebrate students when they grow academically.
- Completely refocused the organization on data-driven outcomes and began to use Study Island and teacher created assessments for weekly assessments.
- Institutionalized Quarterly, Coaching Data sessions: All data benchmark data began to be aggregated and analyzed by cohort, by teacher, by subject, and by students. The Organization has a professional development half-day to look at the organizational data trends. Successes are celebrated and the entire team reflects upon root causes for the outcomes and then takes actions steps to create a plan to increase the academic outcomes. ALL analyzed outcomes are now shared with teachers, parents and students quarterly. Students receive information in class. Parents are invited to workshops to learn about the school's progress and to ensure that parents are informed about their own child's progress.
- Restructured the math program and changed Algebra eligibility requirements, instead of having 90 students in algebra and 30 students in 8th grade math we more clearly defined the criteria for a student to take Algebra in 8<sup>th</sup> grade. In the final year of the CST we only had 30 students in algebra and 90 students in 8th grade math.
- Added a Director of Instruction position to each school to commit an instructional leader to monitor and support instruction weekly.
- Added the IObservation Platform and Instructional Resource Library to develop teacher growth plans and a consistent meaningful teacher evaluation plan.
- Used teacher turnover as a means to hire highly qualified teachers to fill open positions.

- Added a Director of Special Education to oversee the Special Education program on campuses.
- Members of the LAUSD Charter Operated Programs, Options #3.
- Established the YPICS Summer Teacher Training Institute.
- Established Personal Learning Communities in order to have teacher voice in their professional development through action research.
- Teachers now loop with their students, as promised in the petition, from one grade level to another and as they do at Oscar Romero from 6<sup>th</sup> grade to 7<sup>th</sup>. Action research from Romero indicated academic gains are greater when the teacher moves with the student. This allows for teachers to core subjects (ELA/Social Science and Math/Science) in grades 6 and 7. Students benefit by having fewer teachers as they are adjusting to a secondary structure. Teachers have a greater opportunity to personally get to know their students better. Finally, one struggling teacher does not greatly impact an entire subject for an entire grade. And, if the teacher student dynamic just is not working it allows the school administrative team to make adjustments so that all are working together at optimum levels.
- ELA/Social Science teachers focus on implementing our service-learning goals
- Math/Science teachers focus on enhance learning and technology integration goals
- Communications teachers focus on technology skills, presentations, speeches, and training parents on power schools, along with other programs to support our family/community engagement goals.

### Instructional Changes

- Purchased Alex for Math support, intervention, and acceleration
- Implemented Adaptive Curriculum, a technological computer assisted instruction for math and science.
- Added Achieve 3000 for ELA and EL support.
- Hired instructional Experts in EL instruction, such as Elizabeth Jimenez with CABE; and Math Instruction, Guillermo Mendieta and Inquiry by Design.
- Purchased the New Success For All Common Core Reading Program to support struggling students, students with disabilities, general education students, and gifted students.
- Implemented the Hype Program
- Encourage staff members to attend conferences to support their PLCs and as members of NCLR our teachers have multiple opportunities to attend and grow at NCLR National instructional summits.
- All teachers participate in the Summer Special Education Summit for Options 3.
- All teachers participate in the EL/ELD Institute, presented by CABE at Bert Corona.

Moving forward all of the systems and instructional changes that have taken four years to implement will remain in place at all three schools. The students moving forward to the high school are far more prepared today. Several of Bert Corona graduates are currently attending private elite high schools in Los Angeles such as Campbell Hall, Harvard Westlake, and Chaminade due to the Hype Program that is provided for our gifted students. We look forward to completing the task of preparing ALL of our students for secondary and post secondary success!

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

To monitor progress for our students, we use data and measures from multiple resources:

- Classroom assessments
- ALEKS online learning data
- Success for All-Study Island assessment data
- 4Sight Common Core benchmark exam.
- Reading mastery level data (from Success for All Member Center)
- State testing data
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)



**Bert Corona Charter School** understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty is provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.
- To monitor progress for our students, we use data and measures from multiple resources:
  - Classroom assessments
  - ALEKS online learning data
  - Success for All-Study Island assessment data
  - 4Sight Common Core benchmark exam.
  - Reading mastery level data (from Success for All Member Center)
  - State testing data
  - Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Performance Goal 2:

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<b>SCHOOL GOAL # 2</b> <b>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</b> <b>Increase English Language Arts and Mathematics Proficient and Advanced score by 5 points for English Learner sub-group.</b>	
Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> <li>• <b>Bert Corona Charter School</b> Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balance data.</li> <li>• Smarter Balance Test Results are mailed to our school, and in turn <b>Bert Corona Charter School</b> mails individual data results home to the student's parents. Parents and others can also access Smarter Balance school data by using the California Department of Education website.</li> <li>• Each Advisory instructor reviews the Smarter Balanced data with each student and with parents during Parent-Teacher conferences.</li> <li>• Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to <b>Bert Corona Charter School</b> the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly</li> </ul>	Data to be collected to measure academic gains: <b>Bert Corona Charter School</b> uses several information systems to support the operations. The primary systems are: <ul style="list-style-type: none"> <li>• Illuminate- Student Information System (SIS)</li> <li>• NWEA MAPs– student performance database and reporting tool</li> <li>• SFA, Achieve3000, Adaptive Curriculum and other programs</li> <li>• 3N – communication tool linking teachers and parents</li> <li>• School web-site with school focused collaboration tools</li> <li>• Google Apps – open platform for deployment of teacher and student web tools</li> </ul>

growth.

- Curriculum Embedded Assessments: quarterly teacher/ department tests.
- Use of ELPAC for English Learners
  
- Academic Performance Index, is determined by the state. Our students' scores on the Smarter Balanced and additional demographic statistical information are used by the state to determine our growth according to the state formula. This statistical data includes sub-group reports on meeting academic growth.

- The main Student Information System (SIS) used at **Bert Corona Charter School** is Illuminate. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.
- Benchmarks, teachers' assessments and other identified results.

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## Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.  
 Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.								
<b>Required Activities</b>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:                      Describe the programs and activities to be developed, implemented, and administered under the sub grant;                      Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;                      Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122 ;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);                      Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b <b>Bert Corona Charter School</b> will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> <li>• Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios.</li> <li>• Use of SFA Modules for EL, Vocabulary and 4 Sight to assist LEP students.</li> <li>• Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</li> <li>• Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</li> </ul> <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. <b>Bert Corona Charter School</b> receives Title III funds that are reviewed each year, as required under the ESSA, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p>								
		<table border="1"> <thead> <tr> <th>AMAO's</th> <th>Measurable Goals</th> </tr> </thead> <tbody> <tr> <td>                     Progress in Learning English                      Increase One Proficiency Level                      Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level.                      English Proficient level are expected to maintain that level.                 </td> <td>                     Administer the ELPAC to ascertain the level of proficiency.                      Conduct analysis of EL’s using ELSSA.                      Identify factors that contribute to meeting or not meeting AMAO’s.                      Use <b>Bert Corona Charter School</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis.                      Work with teachers, parents and staff to provide services.                 </td> </tr> <tr> <td>                     Progress in the percentage of students who become proficient in English.                 </td> <td>                     Increase English Learner redesignation ratio yearly. Continue to <b>Bert Corona Charter School</b> students who have been redesignated and work with students at each level.                 </td> </tr> <tr> <td>                     Academic targets in English-language arts and mathematics  <input type="checkbox"/> Participation Rate  <input type="checkbox"/> Percentage Proficient or Above                 </td> <td> <b>Bert Corona Charter School</b> </td> </tr> </tbody> </table>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the ELPAC to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use <b>Bert Corona Charter School</b> English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to <b>Bert Corona Charter School</b> students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	<b>Bert Corona Charter School</b>
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Academic targets in English-language arts and mathematics <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	<b>Bert Corona Charter School</b>									
	<p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.                      at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)</p>									

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>R e q u i r e d  A c t i v i t i e s</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>meeting the annual measurable achievement objectives described in Section 3122;</p> <p>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);</p> <p>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);</p> <p>Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p><b>Bert Corona Charter School</b> will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>Ongoing measurement of each LEP (English Learner/EL) student’s progress toward English language proficiency, through the use of ELD portfolios, incorporations of Thinking Maps, and effective Instructional strategies.</p> <p>Use of SFA, Achieve3000, Adaptive Curriculum and other programs to include: Vocabulary, 4Sight, and other materials to assist EL students.</p> <p>Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</p> <p>Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</p> <p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.</p>

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .

- The effectiveness of the LEP programs will be determined by the increase in:
- English proficiency; and
- Academic achievement in the core academic subjects

1. The designated ELD Coordinator will provide mentoring to all subject level teachers and will assist teachers in developing lesson plans that incorporate appropriate language goals for EL students.
2. The staff will discuss research- based literature related to best teaching practices in ELD instruction on an ongoing basis.

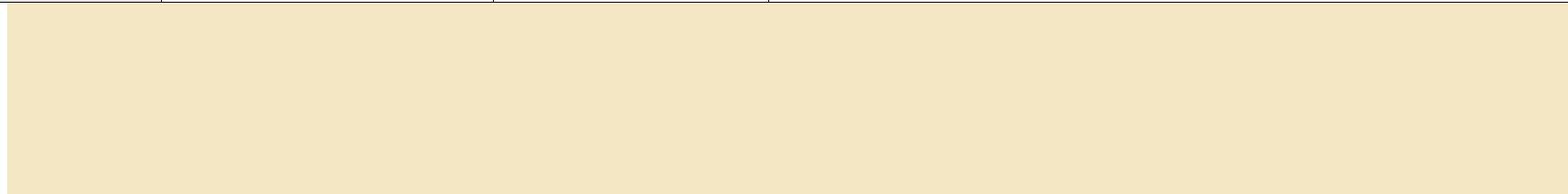
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<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>The Directors, Administrators, Coordinators, and the teachers will participate in professional development workshops provided by our designated ELD coordinator and through various educational organizations. Professional development activities chosen will instruct staff and teachers in the methods of incorporating research-based methodology proven to enable EL students to improve both their English Language proficiency and their mastery of content standards.</p> <p>Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.</p>	
<p>Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No</p> <p>No</p>	<p>If yes, describe:</p>
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	

<p>Allowable Activities</p>	<p>5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.</p>	<p>Yes or No  Yes</p>	<p>If yes, describe:  <b>Bert Corona Charter School</b> will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services</p>	<p>Yes or No Yes</p>	<p>If yes, describe: SFA, Achieve3000, Adaptive Curriculum and other programs will be used as an ELD program and an intervention program for our students scoring below basic on the Smarter Balanced test. An ELD based writing program will be implemented school-wide. (In progress) The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>• Teachers will use methodology learned about in professional development workshops and will work collaboratively across disciplines to improve English proficiency and academic achievement of EL students.</li> <li>• The faculty will adopt a school-wide literacy plan that targets at least seven language objectives, and those objectives will be modified based on students' ELD levels.</li> </ul>



Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –  To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	Yes or No	Description of how the LEA is meeting or plans to meet this requirement.  If yes, describe: 1. <b>Bert Corona Charter School</b> will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Directors, Administrators regarding the school’s ELD program. (Formalizing ELAC)  2. The ELAC, in conjunction with the designated ELD coordinator, will hold parent-training session on how to best support their child’s instruction at home.
	9. Improve the instruction of LEP children by providing for – The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs.	Yes or No Yes	If yes, describe The school will purchase language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.  Monitoring of the incorporation of these resources will take place through assessments, observations and discussions during staff meetings.
	10. Other activities consistent with Title III.	Yes or No  No	If yes, describe:



Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<p>1. The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p>

<p>Required Activity</p>	<p>information pertaining to parental rights that includes written guidance detailing –                      the right that parents have to have their child immediately removed from such program upon their request; and                      the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;                      the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>Parents will be informed of the rights to remove their child from the program, not to enroll their child, and their choice of instructional methods for their child at our August Open Advisory.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>ELPAC is administered, and testing for placement within the 30 days after the beginning of the school year.</p>
<p>LEA Parent Notification Failure to Make Progress                      If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>EL families are provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the ELPAC, 3) their child’s progress in meeting California standards in academic subjects as measured by the Smarter Balanced tests.</p>

### Plans to Provide Services for Immigrants

<p><u>If</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p> <p><b>a)</b> The education and engagement of parents and families of ELs are essential to academic success. In alignment to California Common Core State Standard, ELA and Mathematics. ELD CCSS, NEXT Generation-Science, and Appendices.</p> <p>Teachers are provided profession development opportunities during 2 week teacher institute prior to the start of school. This training includes unpacking California Content Standards Title III funds will be used to support parents to promote family literacy, parent outreach and active participants in their child’s academic achievement and language acquisition. Parent participation will be provided as follows:</p> <ul style="list-style-type: none"> <li>• Training parent coordinator to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home.</li> <li>• All administrators, teachers and staff will be provided on going professional development on program procedures, requirements, mandates and monitoring process.</li> <li>• Training for Title III-Immigrant parents on the legal responsibilities and budget process for this program.</li> <li>• Needs assessments to be conducted for planning appropriate parent training activities and conferences.</li> <li>• Parent education conferences that include sessions on issues relevant to the education of immigrant families, and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career readiness requirements, and parenting skills.</li> <li>• Additional support for family education programs conducted for migrant families and families of recently arrived immigrants.</li> <li>• Parent institutes to provide in-depth information to parents on California Common Core State standards-based instruction and expectations in learning English and grade level content, course requirements, graduation requirements, collaboratively developing an educational plan for their child.</li> <li>• Attendance at national, state, and local conferences relevant to EL issues (e.g., NABE and CAFE).</li> </ul> <p><b>b)</b> Participants will be available to all Title III-Immigrant parents.</p> <p><b>c)</b> Title III funds will assist by providing additional training opportunities to parents to understand Common Core State Standards research-based instruction, curriculum, and assessment for ELs in each program.</p>

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	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> <li>a) Use SDAIE Methodology with a 6-8 SDAIE Lesson Design Template and embed the following four access strategies in professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum aligned to California Common Core State Standards for English and Mathematics along with the California Common Core State Standards English Language Development.             <ul style="list-style-type: none"> <li>• Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions).</li> <li>• Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high -frequency, high -utility academic words).</li> <li>• The use of graphic organizers/visual tools (e.g., Thinking Maps®, Adaptive Curriculum, etc...)</li> <li>• Cooperative learning (structured group activities that promote student interaction and accountability).</li> <li>• Provide professional development to EL instructional staff to build a common understanding of programs and services for ELs.</li> <li>• Provide training to parent coordinator, teachers, staff and administrators to help parents understand EL compliance requirements and how to help their children at home.</li> <li>• Continue to focus on high quality California Common Core State Standards -based instruction</li> <li>• Continue to build the capacity of teachers to act as peer coaches for ELD instruction and provide funds for release time. Provide ongoing high quality professional development for all EL instructional staff, including instructional coaches, and special education staff, regarding the instructional strategies (referenced above) that will provide access to ELs.</li> </ul> </li> <li>b) Faculty professional development held weekly, ongoing in-services and two-weeks before school professional development provided. Additionally, opportunities for teachers to attend conferences when available locally for professional growth.</li> <li>c) These activities involve professional experts in the field of education, English Learners, Special Education, and content areas. These activities are led by Leadership team members, administrators, teachers, staff, Consultant Experts, including University Partners, such as LMU School of Education.</li> </ul>
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	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:                      Intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on ELPAC results, the periodic assessments, Smarter Balanced, NWEA MAPs and other measurements. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, Smarter Balanced, NWEA MAPs school, classroom and student level data and EL Monitoring Rosters</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:                      Title III funds will be used to access additional training materials that enable teachers to focus on effective ELD strategies and methods to enable students to access the core curriculum. The use of the Common Core State Standards-ELD. Teachers can access resources to enhance their instruction, including:</p> <ul style="list-style-type: none"> <li>• rubrics, checklists and anchor papers</li> <li>• teacher-created materials</li> <li>• reteaching options</li> <li>• pacing plans</li> <li>• current research</li> <li>• online course support</li> <li>• Supplemental professional development offered through technology (Online)</li> </ul>

	<p>5. 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:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:                  Intervention programs will be developed and implemented targeting specific students' English language proficiency and academic needs based on ELPAC results, the periodic assessments Smarter Balanced, NWEA MAPs and other assessment tools. Title III allocations will be used to provide targeted intervention services on the use of California Common Core State Standards- and research-based materials, strategies and assessments for ELs. Program effectiveness will be evaluated by multiple measures: pre/post assessments, NWEA MAPs, classroom and student level data and EL Monitoring Rosters</p>
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	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p><b>Yes or No</b></p>	<p>If yes, describe:</p> <p><b>Bert Corona Charter School</b> will align its technology assisted learning, while drawing from best practices offered by SFA, and other internal components.. Include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Practicing a cycle of improvement based on analysis of data; setting realistic and measureable goals; planning strategies, resources, and actions; implementing benchmarks and deliverables; evaluating and monitoring success; and making ongoing to adjustments to ensure students are successful.</li> <li>• Adopting the four guiding principles of Linked Learning as set forth by ConnectEd: 1) pathways prepare students for postsecondary education <i>and</i> careers; 2) pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all post-high school options open; 3) pathways connect academics to real-world applications by integrating challenging academics with a challenging technical curriculum; and 4) pathways improve student achievement.</li> <li>• Adopting the four core components of Linked Learning as set forth by ConnectEd: 1) a challenging academic component; 2) a demanding technical component; 3) work-based learning opportunities to learn through real-world experiences that enhance academic instruction; and 4) wraparound support services to ensure students succeed.</li> <li>• Create performance tasks and interdisciplinary projects and assessments aligned with real world applications and in partnership with industry professionals.</li> <li>• Embed wraparound support services for students and their families to support students' academic success and career preparation.</li> <li>• Offer a progression of technical coursework that builds on the previous year's learning and develop students' higher skills within their pathway.</li> <li>• Ensure career-technical programs promote college and career readiness.</li> </ul>
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<p>Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No</p>	<p><b>If yes, describe:</b></p> <ul style="list-style-type: none"> <li><b>a) Family-Community-School Partnerships Bert Corona Charter School</b> will actively engage families and the community in the life of the school, and students engage in community service to the community.</li> <li><b>b) Interdisciplinary, Project-Based Curriculum:</b> Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations.</li> <li><b>c) Culturally-Relevant Instruction:</b> Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students’ lives.</li> <li><b>d) A student project that will reflect the best practices in capstone projects interfacing with community businesses and services, National Council of La Raza, Youth Policy Institute, and other such organizations.</b></li> <li><b>e) Bert Corona Charter School</b> will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Mission College, and California State University at Northridge (CSUN), building on YPI’s current partnerships with these institutions of higher learning.</li> </ul>
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## Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

## Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

## English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

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## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

# Coversheet

## Recommendation to approve Performance Indicator Review Improvement Plans for BCCS, MORCS,and BCCHS

**Section:** V. Items Scheduled For Action  
**Item:** F. Recommendation to approve Performance Indicator Review  
Improvement Plans for BCCS, MORCS,and BCCHS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
SPPI 3 PERFORMANCE INDICATOR REVIEW 2018 (MORCS) - Google Docs-2.pdf  
SPPI 3 PERFORMANCE INDICATOR REVIEW 2018 (BCCHS).pdf  
SPPI 3 PERFORMANCE INDICATOR REVIEW 2018 (BCCS).pdf

## LEA name:

Monseñor Oscar Romero Charter School

# Performance Indicator Review 2018–19 State Performance Plan Indicator 3 Statewide Assessments Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

# Current Performance

## According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18

### Indicator 3: Assessment

#### ACHIEVEMENT

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

#### English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

#### Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."
3. Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. Select "View Detailed Data," in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

**What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?**

Orange

**What is the Status Level (e.g. Very High, Low, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?**

Very Low

**What is the Change Level (e.g. Increased, Declined, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?**

Increased

**What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)?**

-119.4

**What is the Change – Difference (e.g. + or – average # of points) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + or - # of points)?**

5.7

**In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does not need to address at all, put NA in all of the boxes.)**

**English Language Arts Achievement**

Status Level	Change Level	Both
X		

**Mathematics (3-8 and 11) (Achievement)**

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

**Directions to Access the Five-by-Five Report for Mathematics**

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

Indicator 3



1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select “View Additional Reports” in the upper right hand corner. This will bring you to a new screen, “School Dashboard Additional Reports and Data.”
3. Choose “5x5 Mathematics Placement Report (Grades 3-8 and 11)” by clicking the radio button and click the Submit button.

For small districts and charter schools, the new screen will be the “Student Group Five-by-Five Placement Report.”

For multi-school districts, this new screen will be the “Schools Five-by-Five Placement.”

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

On this new screen, select the link, “View Student Groups Five-by-Five Report” in upper right hand corner.

4. Select “View Detailed Data,” in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

**What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?**

Red

**What is the Status Level (e.g. Very High, Low, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?**

Very Low

**What is the Change Level (e.g. Increased, Declined, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?**

Maintained

**What is the Current Status -- Average distance from Standard (e.g. + or – average # of points) for Students with Disabilities in Mathematics (3-8 and 11)?**

-168.5

**What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + or - # of points) for Mathematics (3-8 and 11)?**

0.6

**In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included?** (Put an 'X' in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does not need to address at all, put NA in all of the boxes.)

**Mathematics Achievement**

Status Level	Change Level	Both
X	X	

**PARTICIPATION**

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

**English Language Arts (Participation)**

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

**What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?**

98%

**Participation Target**

>95%

**Was the participation target met in English Language Arts?** (Answer ‘Yes’ or ‘No.’)

Yes

**Mathematics (Participation)**

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

**What is the participation rate (Rate) of students with disabilities in Mathematics?**

Indicator 3

93%

**Participation Target**

>95%

**Was the participation target met in Mathematics?** (Answer 'Yes' or 'No.')

No

**Focus Elements for Root Cause Analysis and PIR Planning**

Using the information from above, complete the chart.

**Which of the areas will the PIR Team’s Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?**

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	X	X
Participation (APR)		X

**Current Improvement Strategies**

**What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?**

- Effort/participation tracking cards used to incentivize focused participation on SBAC tests by all students
- Testing schedule spread over two weeks (and within each week) so that students are not overwhelmed by back-to-back testing days
- Started testing early and in smaller chunks of time with students who need extended time
- Extended testing period for students who need extended time

**What current improvement strategies that relate to Indicator 3 achievement (Dashboard):**

- Math intervention provided in the morning for low-achieving 6th grade math students
- Enrichment for high-achieving 7th grade math students (Accelerated cohort)

- Increased math intervention within the school day using ALEKS program at 6th and 8th grade
- Daily instruction on literacy skills for all students (grade 6-8) during morning Success For All (SFA) class period
- Targeted tutoring for 40 high-need (in ELA and Math) 7th graders through Family and Success coaching program
- Targeted tutoring for high-need (in ELA and Math) students at the 6th and 8th grade level (through “Hot List” intervention program)

**Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.**

(Put an ‘X’ in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	Mathematics
Participation (APR)	X	X
Achievement (Dashboard)	X	X

**How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?**

All strategies listed above are provided for students regardless of disability.

Additionally, resource teachers provide targeted instruction to students with IEPs based on individual learning gaps in ELA and Math

## Root Cause(s)

**Why was the target not met?**

### Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA’s California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year’s PIR Plan, enter ‘N/A’ into the blanks.

**Root Cause 1:**

**Socio-economic disadvantages in community.**

97% of our students are socio-economically disadvantaged. Only 34% of adults (ie. over 25 years of age) in the neighborhood in which they reside have a high-school diploma and only 6.7% of

adults in the neighborhood have four-year college degrees. 23% of families in the neighborhood are single-parent families. The median household income is about \$26,000, one of the lowest in Los Angeles and in the nation.

Because of all of these factors, our students and families come to school with a great diversity of needs: financially, educationally, and socioemotionally.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 2:**

**Need for Enhanced Academic Support from Parents/Family**

Many of our families do not have the academic background to successfully provide support for our students at home. In Pico Union, about 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 3:**

**High Number of Immigrant Families and English Learners**

64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student population are English Learners (29%).

In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

**Participation – English Language Arts and Mathematics (3-8 and 11)**

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

**Root Cause 1:**

Indicator 3

Our participation rate in CAASPP Math was 91% for students with IEPs, with 41 or 45 students with IEPs completing the exam. 4 total students with IEPs did not complete the exam.

**Student Refusal**

2 of the 4 students who did not complete the exam because they refused to take it. The first student continuously refused to take an assessment that they were not confident about, despite insistent encouragement from staff and parent attempts to support.

The second student also adamantly refused to test, but we were unable to uncover the reason despite insistent encouragement from staff and parent attempts to support. A year later, we uncovered that the student only felt comfortable taking the exam when there were no students on campus because she was very easily distracted, and we were able to successfully have her test in the 2018-19 school year during a weekend administration.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 2:**

**Student(s) Leaving the Country**

The third student that did not test left the country during the testing window and did not return until the school year had ended.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 3:**

**Student(s) with Medical Conditions**

The fourth student that did not test had a serious medical condition and was being hospitalized during the entire testing window.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.

# Action Plan for Improving Schoolwide Assessment for Students with Disabilities

## ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the LEA’s California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA’s achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- Planned strategies and activities
- The subject the planned strategy or activity is targeting (English language arts, math or both)
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

### Root Cause 1:

**Socio-economic disadvantages in community.**

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Updated/differentiated curriculum in Math (and ELA)	We are adopting new math curriculum for the 2019-20 school year, and new ELA curriculum for the 2020-21 school year	funds to pay for curriculum at all grade levels	Executive Administrator, Coordinator of Instruction, Math Team, ELA Team, Resource Team	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will adopt new Math curriculum by July 1, 2019
Targeted intervention in ELA and Math	Provide intervention classes every day within the school day for students who are underperforming in ELA and Math	Reconfigured Matrix to include Enrichment: Math Support courses within school day. Providing summer training to Math Support teachers.	Executive Administrator, Coordinator of Instruction, Math Team, ELA Team, Resource Team	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement intervention courses during 2019-20 school year
Success for All	SFA places students in classes by reading level. Students read texts, both literature and informational, at	leveled texts (literature and informational)	SFA coordinator coordinator of instruction	Cycle tests - given at the end of each cycle teacher cycle record - a detailed record of cycle	Will implement during the 19-20 school year

Indicator 3

	their level and complete tasks and activities that promote critical thinking. SFA is primarily a reading program, but we also use some of the SFA promoted strategies throughout other content classes (ex. roles, TPS, cooperative learning).	teacher's edition (details key elements of lesson, questioning sequence, discussion questions, etc.		scores for each student that is documented on Member Center	
<b>Silent Sustained Reading (weekly in SFA)</b>	ELA	Class sets of books for reading	Executive Administrator, Coordinator of Instruction, All teachers, SFA Coordinator	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
<b>Advisory program: Socioemotional learning</b>	All students in all Grade Levels	Summer planning time with Advisory Lead. Need funds for advisory programs and resources	Executive Administrator, Coordinator of Instruction, All teachers, Advisory Lead	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
<b>Block Periods</b>	All subject areas	Updated Bell Schedule with collaborative input from school site leadership	Executive Administrator, Coordinator of Instruction, All teachers	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
<b>re-teach and pre-teaching of lessons (collaboration with teachers) with SPED teachers</b>	Resource teachers do this for the Math, ELA, and math heavy part of science.	A shared lesson plan between the general education teacher and resource teacher. The Resource teacher will make their own materials to use with the students	Requires collaboration between General Education and Resource Teachers	Resource teachers use the same standards as the general education classroom we are doing the lesson for.	as needed
<b>Increased PLC meeting time in Grade Level teams based on student performance data with an emphasis on students with ieps</b>	Teachers will be able to meet in PLC groups in grade level teams to look at student data and work plan for instruction based on levels of performance.	Time during PD for teachers to meet	Executive Administrator, Coordinator of Instruction, All teachers	5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
<b>teacher mentors (long range, LP feedback, observation/coaching)</b>	Experienced teachers will work with new teachers, or teachers who need more intense support, to ensure that lesson plans and delivery of lessons are as best as possible. Mentor teachers will provide feedback on lessons and will observe their mentees and provide feedback as appropriate.	Stipends for teachers	Executive Administrator Coordinator of Instruction	Weekly lesson plan feedback Formal observations teacher evaluations	will implement during the 19-20 school year



## Root Cause 2:

### Need for Enhanced Academic Support from Parents/Family

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Classes/Workshops for Parents (English language, Illuminate, transition to middle school)	Support parents with English Language acquisition, Gradebook access with Illuminate to support students in ELA, Math achievement	need to plan, calendar, and communicate parent workshops	Coordinator of Operations, Parent Coordinator	Parent Surveys, Parent Participation Rates	Will implement in 2019-20 school year
Parent ambassadors (support other parents, how to become advocates for their kids)	Parents mentor other parents in terms of academic supports for students in ELA, Math, etc	need to plan, calendar, and communicate parent ambassador trainings and expectations	Coordinator of Operations, Parent Coordinator	Parent Surveys, Parent Participation Rates	Will implement in 2019-20 school year
School to Home: computers for parents	Train parents on Technological proficiency, and how to help their students utilize technology to enhance performance in all subjects at home. Also provides laptops for high need families to use at home	Funds to buy computers for high-need families, funds to pay for presenters of School-to-Home workshops	Coordinator of Operations, Parent Coordinator	Parent Surveys, Parent Participation Rates	Will implement in 2019-20 school year

## Root Cause 3:

### High Number of Immigrant Families and English Learners

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
English Learner Snapshots	EL Snapshots consist of data sets to inform teachers of the EL's levels of performance. These data sets include ELPAC scores, initial assessment scores, interim assessment scores, ELA and Math grades, teacher comments, and student goals based on their domain performances in the ELPAC test.	ELPAC results, report cards, interim assessment scores	Executive Administrator, Coordinator of Instruction, ELD teacher, Instructional Aides	ELPAC Results, 5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	Will implement during the 19-20 school year
English Language Development Classes	ELD classes provided in the mornings for English Learners, especially newcomers	summer planning with ELD teacher	Executive Administrator, Coordinator of Instruction, ELD teacher, Instructional Aides	ELPAC Results, 5-week grade reports, Interim Assessment Scores, classroom	will implement during 2019-20 school year

### Indicator 3

				formative/summative assessment results, CAASPP results	
Updated English Language Development Curriculum	Curriculum for ELD students	funds for ELD curriculum	Executive Administrator, Coordinator of Instruction, ELD teacher	ELPAC Results, 5-week grade reports, Interim Assessment Scores, classroom formative/summative assessment results, CAASPP results	will implement during 2019-20 school year

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

## PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA’s participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- Planned strategies and activities
- The subject the planned strategy or activity is targeting (English Language Arts, Math or both)
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

### Root Cause 1:

#### Student Refusal

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Test students during Saturdays/Saturday School	Both	Staff to communicate with parents/students and to test on weekend	Coordinator of Instruction, Testing Coordinator, Resource Team	TOMS student participation metrics	2019-20 school year

### Root Cause 2:

Indicator 3

**Student(s) Leaving the Country**

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Consistent communication with families to ensure that students take their tests before leaving the country.	both	Access to assessment window dates	Coordinator of Instruction, Office Staff, Testing Coordinator, Resource Team	TOMS student participation metrics	2019-20 school year

**Root Cause 3:**

**Student(s) with Medical Conditions**

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Consistent communication with families to ensure that students take their tests before planned medical absences. Also testing students with known medical conditions early in window	both	Access to assessment window dates	Coordinator of Instruction, Office Staff, Testing Coordinator, Resource Team	TOMS student participation metrics	2019-20 school year

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan,

[Indicator 3](#)

which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

**Prepared by California Department of Education March 2019**

**LEA name:**

BERT CORONA CHARTER HIGH SCHOOL

# Performance Indicator Review 2018–19

## State Performance Plan Indicator 3

### Statewide Assessments

### Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

## Current Performance

### According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18

### Indicator 3: Assessment

#### ACHIEVEMENT

*Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for*

students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

## English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

### Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."
3. Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:

On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. Select "View Detailed Data," in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

**What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Status Level (e.g. Very High, Low, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Change Level (e.g. Increased, Declined, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities)?**

N/A

**What is the Change – Difference (e.g. + or – average # of points) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + or - # of points)?**

N/A

**In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included?** (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does not need to address at all, put NA in all of the boxes.)

**English Language Arts Achievement**

Status Level	Change Level	Both
N/A	N/A	N/A

**Mathematics (3-8 and 11) (Achievement)**

*If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.*

*The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.*

**Directions to Access the Five-by-Five Report for Mathematics**

*The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:*

- 1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*
- 2. Select “View Additional Reports” in the upper right hand corner. This will bring you to a new screen, “School Dashboard Additional Reports and Data.”*
- 3. Choose “5x5 Mathematics Placement Report (Grades 3-8 and 11)” by clicking the radio button and click the Submit button.*

*For small districts and charter schools, the new screen will be the “Student Group Five-by-Five Placement Report.”*

*For multi-school districts, this new screen will be the “Schools Five-by-Five Placement.”*

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

On this new screen, select the link, “View Student Groups Five-by-Five Report” in upper right hand corner.

4. Select “View Detailed Data,” in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

**What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Status Level (e.g. Very High, Low, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Change Level (e.g. Increased, Declined, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?**

N/A

**What is the Current Status -- Average distance from Standard (e.g. + or – average # of points) for Students with Disabilities in Mathematics (3-8 and 11)?**

N/A

**What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + or - # of points) for Mathematics (3-8 and 11)?**

N/A

**In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included?** (Put an ‘X’ in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does not need to address at all, put NA in all of the boxes.)

**Mathematics Achievement**

Status Level	Change Level	Both
N/A	N/A	N/A



## PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

### English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

**What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?**

70%

**Participation Target**

>95%

**Was the participation target met in English Language Arts? (Answer 'Yes' or 'No.')**

No

### Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

**What is the participation rate (Rate) of students with disabilities in Mathematics?**

70%

**Participation Target**

>95%

**Was the participation target met in Mathematics? (Answer 'Yes' or 'No.')**

No

## Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)		
Participation (APR)	X	X

## Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

N/A

What current improvement strategies that relate to Indicator 3 achievement (Dashboard):

Ongoing communication with parents regarding state testing and the importance of being present. Monitor completion rate during testing. Provide make-up testing for students who are absent.

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	Mathematics
Participation (APR)	X	X
Achievement (Dashboard)		

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?

All students, including those with disabilities, are included in testing measures to ensure completion of the test.

## Root Cause(s)

Why was the target not met?

### *Achievement – English Language Arts and Mathematics (3-8 and 11)*

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA’s California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year’s PIR Plan, enter ‘N/A’ into the blanks.

**Root Cause 1:**

N/A

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 2:**

N/A

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 3:**

N/A

This root cause addresses (Check all that apply): English Language Arts  Math  Both

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

### *Participation – English Language Arts and Mathematics (3-8 and 11)*

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

**Root Cause 1:**

Several students were in the process of disenrolling, but did not official disenroll prior to testing.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 2:**

Lack of understanding of Performance indicator regarding participation in state testing

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 3:**

This root cause addresses (Check all that apply): English Language Arts  Math  Both

*If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.*

# Action Plan for Improving Schoolwide Assessment for Students with Disabilities

## ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the LEA’s California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA’s achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- Planned strategies and activities
- The subject the planned strategy or activity is targeting (English language arts, math or both)
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

### Root Cause 1:

N/A					
Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

**Root Cause 2:**

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

**Root Cause 3:**

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

***PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)***

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA’s participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

Indicator 3

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English Language Arts, Math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

*Add rows to the chart to input additional strategies/activities, etc., as needed.*

*If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.*

### **Root Cause 1:**

Absenteeism: Several students were in the process of disenrolling, but did not official disenroll prior to testing.

<b>Planned Strategies/Activities</b>	<b>ELA, Math or Both</b>	<b>Resources Required</b>	<b>Person(s)/ Title(s) Responsible</b>	<b>Methods/ Standards to Measure Success</b>	<b>Due Date</b>
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<p><b>1. Professional Development – Review Board approved attendance/enrolment policy and procedures</b></p> <p><b>2. Review the list of students taking the test. Ensure all students with IEPs start and complete the state test</b></p>	<p><b>Both</b></p>	<p><b>Time for professional development.</b></p> <p><b>Access to Attendance/ Enrollment policy</b></p> <p><b>Roster of students with IEPs taking the test</b></p> <p><b>List of students who will need to make up a test.</b></p>	<p><b>Executive Admin.</b></p> <p><b>Director of Operations</b></p> <p><b>Director of Special Education</b></p> <p><b>Office Programs manager</b></p> <p><b>Special Education and general education teachers</b></p>	<p><b>Verify that professional development is planned.</b></p> <p><b>Verify that attendance and truancy letters are being mailed home.</b></p> <p><b>PD agenda and sign in</b></p> <p><b>Spreadsheet or testing tracker to document test completion</b></p>	<p><b>September 2019</b></p> <p><b>April 2020 (before testing)</b></p>
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**Root Cause 2:**

School team had a lack of understanding of Performance Indicator 3 related to state testing participation.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
<p><b>Professional Development – Train all staff on PIR indicators to ensure all stakeholders understand how the school is being measured</b></p>	<p><b>Both</b></p>	<p><b>Time for professional development.</b></p>	<p><b>Executive Admin.</b>   <b>Director of Operations</b>   <b>Director of Special Education</b>   <b>Teachers/staff</b></p>	<p><b>Verify that PD is planned</b>   <b>PD agenda and sign-in.</b></p>	<p><b>September 2019</b></p>

**Root Cause 3:**

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
N/A					

*If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.*

*After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.*

*It is recommended that the full PIR Plan be presented to the Local Board.*

*Once all of the Indicators and Child Find have been addressed, as indicated in the LEA’s PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.*

**Prepared by California Department of Education March 2019**

## LEA name:

Bert Corona Charter School

# Performance Indicator Review 2018–19 State Performance Plan Indicator 3 Statewide Assessments Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local education agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (ALAPR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Achievement (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CLPDS) for the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be met if the percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics is less than 5%.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard for English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the 2018 Spring CAASPP. Performance level of Red or Orange for English language arts or mathematics for students with disabilities, a LEA's Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for the next year.

# **Current Performance According to California School Dashboard Fall 2018 and Performance Report 2017–18 Indicator 3: Assessment**

## **ACHIEVEMENT**

Using the data from the LEA’s California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for students with disabilities. The questions below will focus on achievement in English language arts on statewide assessments and use data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

### **English Language Arts (3-8 and 11) (Achievement)**

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Student Groups Five-by-Five Report on the Dashboard to complete.

### **Directions to Access the Five-by-Five Report for English Language Arts**

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the detailed report, follow these steps:

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select “View Additional Reports” in the upper right hand corner. This will bring you to a new screen, “School Performance Reports and Data.”
3. Choose “5x5 English Language Arts Placement Report (Grades 3-8 and 11)” by clicking the radio button a

For small districts and charter schools, the new screen will be the “Student Group Five-by-Five Placement Report”

For multi-school districts, this new screen will be the “Schools Five-by-Five Placement.”

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for students with disabilities.

On this new screen, select the link, “View Student Groups Five-by-Five Report” in upper right hand corner.

### **Indicator 3**

4. Select "View Detailed Data," in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

**What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?**

**Red**

**What is the Status Level (e.g. Very High, Low, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?**

**Very Low**

**What is the Change Level (e.g. Increased, Declined, etc.) for English Language Arts (3-8 and 11) for Students with Disabilities?**

**Declined**

**What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) for Students with Disabilities)?**

**-140**

**What is the Change – Difference (e.g. + or – average # of points) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + or - # of points)?**

**-6**

**In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment for English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box(es) indicating which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is not an area LEA does not need to address at all, put NA in all of the boxes.)**

**English Language Arts Achievement**

Status Level	Change Level	Both
		X

Indicator 3



### **Mathematics (3-8 and 11) (Achievement)**

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Placement Report on the Dashboard to complete.

#### **Directions to Access the Five-by-Five Report for Mathematics**

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section of the PIR Plan. To access the detailed report, follow these steps:

1. Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.
2. Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "Student Group Five-by-Five Placement Report and Data."
3. Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and clicking the "View Report" link.

For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report and Data."

For multi-school districts, this new screen will be the "Schools Five-by-Five Placement Report and Data."

- a. If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for students with disabilities:

On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. Select "View Detailed Data," in the top right-hand corner.
5. On the vertical axis of this chart, find Students with Disabilities to answer the following questions:

#### **What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?**

**Red**

**What is the Status Level (e.g. Very High, Low, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?**

**Very low**

**What is the Change Level (e.g. Increased, Declined, etc.) for Mathematics (3-8 and 11) for Students with Disabilities?**

**Maintained**

**What is the Current Status -- Average distance from Standard (e.g. + or – average # of points) for Students with Disabilities Mathematics (3-8 and 11)?**

**-173.1**

**What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + or – average # of points) for Mathematics (3-8 and 11)?**

**1.6**

**In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment, what area(s) from the Five-by-Five Report need to be included?** (Put an 'X' in the appropriate box to indicate the area(s) that need to be addressed for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does not address, put NA in all of the boxes.)

**Mathematics Achievement**

Status Level	Change Level	Both
X		



## PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the question. Participation Target for students with disabilities in both English Language Arts (ELA) and Math is 95 percent. What percentage for both English Language Arts and Math.

### English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

**What is the participation rate (Rate) of students with disabilities in English Language Arts assessments?**

N/A

**Participation Target**

>95%

**Was the participation target met in English Language Arts?** (Answer 'Yes' or 'No.')

### Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

**What is the participation rate (Rate) of students with disabilities in Mathematics?**

N/A

**Participation Target**

>95%

**Was the participation target met in Mathematics?** (Answer 'Yes' or 'No.')

**Focus Elements for Root Cause Analysis and PIR Planning**

**Using the information from above, complete the chart.**

**Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3?**

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	x	x
Participation (APR)		

**Current Improvement Strategies**

**What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessment?**

N/A

**What current improvement strategies that relate to Indicator 3 achievement (Dashboard):**

- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistent monitoring to track learners progress towards meeting their IEP goals.
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction and enrichment for learners specific reading level.
- Aleks & Prodigy Math, a computer-based program, is provided to learners. The program provides targeted instruction based on their math achievement. Teachers provide targeted instruction to focus on establishing the foundation to successful progress through the program. Enrichment is provided to learners in mathematics as well as additional periods of math instruction provided through electives. Learners, in these electives, are grouped by ability levels and receive targeted instruction.
- Achieve 3000, a computer-based program, is provided to learners. Targets learners based on their lexile level and provides texts and activities to foster comprehension and lexile growth.
- Learners, through after-school intervention programs, receive targeted Mathematics instruction through the computer-based intervention.

**Check the box(es) to indicate whether these current strategies support improvement in English Language Arts and whether they support improvement in participation, achievement or both.**

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies)

	English Language Arts	Mathematics
Participation		

Indicator 3

(APR)		
Achievement (Dashboard)	X	X

**How are students with disabilities included in the above-listed strategies or other strategies that relate to this indicator?**

Students with disabilities participate in the various strategies with the support and monitoring of case carriers use of targeted instruction that is scaffolded and accommodated to meet the needs of learners with IEPs. In a differentiated instruction learners receive support through targeted interventions including Success for ALL, A Prodigy Math.

Success for All makes use of tools to help scaffold instruction for learners these include: thinking maps, visual clear roles and responsibilities, as well as meeting learners at their identified level of literacy. Achieve 3000 is instruction which allows for learners to access articles at their lexile level and provides targeted instruction based on Aleks and Prodigy Math provides students with special needs with an adaptive computer-based instructional learners to accelerate and remediate as needed. The students with special needs benefit from these computer instructional supports.

## Root Cause(s)

**Why was the target not met?**

### Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA’s Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year’s PIR Plan, enter ‘N/A’ into the blanks.

**Root Cause 1:**

In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community is challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona work to continue strengthening its parent outreach, training, and offerings to families and students to ensure

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 2:**

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). Bert Corona Charter are EL learners and or RFEPs. For many the majority of learners in the community we speak Spanish as their primary language. This creates a challenge for families to support ELA development and growth. In reviewing elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona with significant deficiencies in ELA.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 3:**

In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange on Mathematics. Special Education Learners are arriving to Bert Corona with significant deficiencies in Math.

This root cause addresses (Check all that apply): English Language Arts  Math  Both

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number of root causes.

### Participation – English Language Arts and Mathematics (3-8 and 11)

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Performance Report (APR).

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

**Root Cause 1:**

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 2:**

This root cause addresses (Check all that apply): English Language Arts  Math  Both

**Root Cause 3:**

This root cause addresses (Check all that apply): English Language Arts  Math  Both

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number of root causes.

# Action Plan for Improving Schoolwide Assessment for Students with Disabilities

## ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the LEA Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA’s achievement rate for students with disabilities assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- Planned strategies and activities
- The subject the planned strategy or activity is targeting (English language arts, math or both)
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

### Root Cause 1:

In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community is challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona Charter will continue to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Method/ Standard Measure
	Both -Support parents with English Language acquisition,	need to plan, calendar, and	Executive Administrator	Parent Surveys, Participation Rates

Classes/Workshops for Parents (English language, Illuminate, transition to middle school)	Gradebook access with Illuminate to support students in ELA, Math achievement	communicate parent workshops	Coordinator of Operations, Director of Special Education	
Parent ambassadors (support other parents, how to become advocates for their kids)	Both - Parents mentor other parents in terms of academic supports for students in ELA, Math, etc	need to plan, calendar, and communicate parent ambassador trainings and expectations	Executive Administrator Coordinator of Operations, Director of Special Education	Parent Surveys, Participation Rates
School to Home: computers for parents	Both- Train parents on Technological proficiency, and how to help their students utilize technology to enhance performance in all subjects at home. Also provides laptops for high need families to use at home	Funds to buy computers for high-need families, funds to pay for presenters of School-to-Home workshops	Executive Administrator Coordinator of Operations, Director of Special Education	Parent Surveys, Participation Rates

## Root Cause 2:

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). Bert Corona Charter are EL learners and or RFEPs. For many the majority of learners in the community we speak Spanish as their primary language. This creates a challenge for families to support ELA development and growth. In reviewing elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education L. Bert Corona with significant deficiencies in ELA.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Method/ Standard Measure
English Learner Snapshots	Both - EL Snapshots consist of data sets to inform teachers of the EL's levels of performance. These data sets include	ELPAC results, report cards, interim assessment scores	Executive Administrator, Coordinator of Instruction, ELD teacher, Instructional Aides	ELPAC Results, reports, Interim Assessment Scores, classroom formative/summative

Indicator 3



	ELPAC scores, initial assessment scores, interim assessment scores, ELA and Math grades, teacher comments, and student goals based on their domain performances in the ELPAC test.			assessment results
English Language Development Classes	Both- ELD classes provided in the mornings for English Learners, especially newcomers	summer planning with ELD teacher	Executive Administrator, Coordinator of Instruction, ELD teacher, Instructional Aides	ELPAC Results, reports, Interim Assessment Scores, classroom formative/summative assessment results
Updated English Language Development Curriculum	Both - Curriculum for ELD students	funds for ELD curriculum	Executive Administrator, Coordinator of Instruction, ELD teacher	ELPAC Results, reports, Interim Assessment Scores, classroom formative/summative assessment results

### Root Cause 3:

In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange on Mathematics. Special Education Learners are arriving to Bert Corona with significant deficiencies in Math. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona with significant deficiencies in ELA.

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Measurement
Review previous test scores and 5 x 5 data from feeder schools to better understand where students are when they come in	Both	Access to feeder schools' data	Executive Administrator Director of instruction	Data review meeting and sign-off

			<b>Director of Special Education</b>	
<b>Adaption of new math curriculum</b>	<b>Math</b>	<b>Funds to purchase new math curriculum</b>	<b>Executive Administrator</b>	<b>New program purchase agreements</b>
<b>Professional Development on new math curriculum</b>  <b>Ongoing progress monitoring</b>  <b>Interim/benchmark assessments</b>	<b>Math</b>	<b>Time for PD</b>  <b>funds for assessment tool</b>	<b>Executive Administrator</b>  <b>Director of instruction</b> <b>Director of Special Education</b>  <b>Director of operations</b>	<b>PD is planned on the calendar</b>  <b>PD Agenda sign-in</b> <b>Data review meetings</b>
<b>Professional Development of Success for All reading program</b>  <b>Ongoing progress monitoring</b>  <b>Interim/benchmark assessments</b>	<b>ELA</b>	<b>Time for PD</b>	<b>Executive Administrator</b>  <b>Director of instruction</b> <b>Director of Special Education</b>	<b>PD is planned on the calendar</b>  <b>PD Agenda sign-in</b>  <b>Data review meetings</b>

Indicator 3

			<b>Director of operations</b>	
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Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

## PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team’s Root Cause Analysis and PIR Planning, using the data from the 2018 Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA’s participation rate for students with disabilities assessments in English Language Arts and Math. For each root cause, fill in the following:

- Planned strategies and activities
- The subject the planned strategy or activity is targeting (English Language Arts, Math or both)
- Resources needed for the planned strategy or activity to be successful
- The person(s) and title(s) responsible for that particular strategy or activity
- The methods and standards that will be used to measure the relative success of the strategy or activity
- The date that activity is due to begin or the deadline for its completion

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year’s PIR Plan for the LEA, enter ‘N/A’ into the blanks.

### Root Cause 1:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Meth Stand Measure
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Indicator 3

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**Root Cause 2:**

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Meth Stand Measure

**Root Cause 3:**

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Meth Stand Measure

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already, create an initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

[Indicator 3](#)

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines. SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document to the Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

**Prepared by California Department of Education March 2019**

# Coversheet

## Recommendation to approve 2019-2020 Salary Schedules

**Section:** V. Items Scheduled For Action  
**Item:** G. Recommendation to approve 2019-2020 Salary Schedules  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 19-20 YPICS Teacher Salary Table Proposed.pdf

Bonus amounts are based an employee's base pay rate. (Additional duty stipends or over time hours were not counted for the retention bonus.)													
Pending 2019-2020 YPICS Credentialed Teacher Salary Table													
Level	Semster Units/ Years		1	2	3	4	5	6	7	8	9	10	11
20	14 Units or less	19-20	\$50,000	\$50,125	\$50,250	\$50,376	\$50,502	\$51,000	\$51,572	\$52,778	\$54,596	\$56,148	
		18-19	\$48,896	\$48,955	\$49,475	\$49,997	\$50,055	\$50,135	\$51,572	\$52,778	\$54,596	\$56,148	
		\$ Move Right		\$1,229	\$1,296	\$900	\$505	\$945	\$1,437	\$1,205	\$1,818	\$1,552	
		% Move Right		2.51%	2.65%	1.82%	1.01%	1.89%	2.87%	2.34%	3.44%	2.84%	
		1 time bonus	\$488.96	\$489.55	\$494.75	\$499.97	\$500.55	\$501.35	\$515.72	\$527.78	\$545.96	\$561.48	
	bonus +		\$1,718.11	\$1,785.09	\$1,395.21	\$1,004.60	\$1,445.44	\$1,938.11	\$1,721.06	\$2,345.95	\$2,098.43		
21	More than 14 Units	19-20	\$50,125	\$50,250	\$50,376	\$50,502	\$51,000	\$52,070	\$52,778	\$55,140	\$56,727	\$58,616	
		18-19	\$48,955	\$49,475	\$49,997	\$50,055	\$50,135	\$52,070	\$52,778	\$55,140	\$56,727	\$58,616	
		\$ Move Right		\$1,296	\$900	\$505	\$945	\$1,935	\$707	\$2,362	\$1,587	\$1,889	
		% Move Right		2.65%	1.82%	1.01%	1.89%	3.86%	1.36%	4.48%	2.88%	3.33%	
		1 time bonus	\$489.55	\$494.75	\$499.97	\$500.55	\$501.35	\$520.70	\$527.78	\$551.40	\$567.27	\$586.16	
	bonus +		\$1,785.09	\$1,395.21	\$1,004.60	\$1,445.44	\$2,436.32	\$1,227.83	\$2,890.23	\$2,138.16	\$2,456.16		
22	More than 28 Units	19-20	\$50,250	\$50,376	\$50,502	\$51,000	\$51,839	\$53,854	\$55,674	\$57,295	\$58,939	\$61,662	
		18-19	\$49,475	\$49,533	\$50,055	\$50,135	\$51,839	\$53,854	\$55,674	\$57,295	\$58,939	\$61,662	
		\$ Move Right		\$900	\$969	\$945	\$1,704	\$2,015	\$1,819	\$1,621	\$1,645	\$2,722	
		% Move Right		1.82%	1.96%	1.89%	3.40%	3.89%	3.38%	2.91%	2.87%	4.62%	
		1 time bonus	\$494.75	\$495.33	\$500.55	\$501.35	\$518.39	\$538.54	\$556.74	\$572.95	\$589.39	\$616.62	
	bonus +		\$1,395.21	\$1,463.88	\$1,445.44	\$2,204.89	\$2,533.71	\$2,357.79	\$2,177.78	\$2,217.56	\$3,311.84		
23	More than 42 Units	19-20	\$50,376	\$50,502	\$51,000	\$51,839	\$53,623	\$55,708	\$57,851	\$59,507	\$61,245	\$65,000	
		18-19	\$49,533	\$50,055	\$50,135	\$51,839	\$53,623	\$55,708	\$57,851	\$59,507	\$61,245	\$64,928	
		\$ Move Right		\$969	\$945	\$1,704	\$1,784	\$2,085	\$2,143	\$1,656	\$1,738	\$3,755	
		% Move Right		1.96%	1.89%	3.40%	3.44%	3.89%	3.85%	2.86%	2.92%	6.13%	
		1 time bonus	\$495.33	\$500.55	\$501.35	\$518.39	\$536.23	\$557.08	\$578.51	\$595.07	\$612.45	\$649.28	
	bonus +		\$1,463.88	\$1,445.44	\$2,204.89	\$2,302.28	\$2,621.19	\$2,699.89	\$2,234.90	\$2,332.89	\$4,367.55		
24	More than 56 Units	19-20	\$50,502	\$51,000	\$51,839	\$53,623	\$55,708	\$57,886	\$60,109	\$61,835	\$63,956	\$68,091	
		18-19	\$50,055	\$50,135	\$51,839	\$53,623	\$55,708	\$57,886	\$60,109	\$61,835	\$63,956	\$68,091	
		\$ Move Right		\$945	\$1,704	\$1,784	\$2,085	\$2,178	\$2,223	\$1,726	\$2,120	\$4,136	
		% Move Right		1.89%	3.40%	3.44%	3.89%	3.91%	3.84%	2.87%	3.43%	6.47%	
		1 time bonus	\$500.55	\$501.35	\$518.39	\$536.23	\$557.08	\$578.86	\$601.09	\$618.35	\$639.56	\$680.91	
	bonus +		\$1,445.44	\$2,204.89	\$2,302.28	\$2,621.19	\$2,735.25	\$2,802.03	\$2,327.13	\$2,738.67	\$4,775.19		
25	More than 70 Units	19-20	\$51,000	\$51,839	\$53,623	\$56,380	\$58,570	\$60,862	\$62,438	\$64,372	\$66,875	\$73,000	
		18-19	\$50,135	\$51,839	\$53,322	\$56,380	\$58,570	\$60,862	\$62,438	\$64,372	\$66,875	\$71,324	
		\$ Move Right		\$1,704	\$1,784	\$3,058	\$2,190	\$2,293	\$1,576	\$1,934	\$2,503	\$6,125	
		% Move Right		3.40%	3.44%	5.73%	3.88%	3.91%	2.59%	3.10%	3.89%	9.16%	
		1 time bonus	\$501.35	\$518.39	\$533.22	\$563.80	\$585.70	\$608.62	\$624.38	\$643.72	\$668.75	\$713.24	
	bonus +		\$2,204.89	\$2,302.28	\$3,591.02	\$2,753.75	\$2,878.51	\$2,184.67	\$2,558.28	\$3,146.53	\$6,793.61		
26	More than 84 Units	19-20	\$52,070	\$53,577	\$55,140	\$58,627	\$60,910	\$63,296	\$64,882	\$67,141	\$71,324	\$75,000	
		18-19	\$52,070	\$53,577	\$55,140	\$58,627	\$60,910	\$63,296	\$64,882	\$67,141	\$69,805	\$74,485	
		\$ Move Right		\$1,506	\$1,563	\$3,487	\$2,282	\$2,386	\$1,587	\$2,259	\$4,183	\$5,195	
		% Move Right		2.89%	2.92%	6.32%	3.89%	3.92%	2.51%	3.48%	6.23%	7.44%	
		1 time bonus	\$520.70	\$535.77	\$551.40	\$586.27	\$609.10	\$632.96	\$648.82	\$671.41	\$698.05	\$744.85	
	bonus +		\$2,027.10	\$2,098.95	\$4,038.83	\$2,868.37	\$2,995.12	\$2,219.71	\$2,907.35	\$4,854.19	\$5,892.61		

Bonus amounts are based an employee's base pay rate. (Additional duty stipends or over time hours were not counted for the retention bonus.)													
<b>Pending 2019-2020 YPICS Credentialed Teacher Salary Table</b>													
Level	Semster Units/ Years		1	2	3	4	5	6	7	8	9	10	11
27	More than 98 Units	19-20	\$53,577	\$55,696	\$57,318	\$60,978	\$63,353	\$65,833	\$67,408	\$69,957	\$74,485	\$77,776	\$79,000
		18-19	\$53,229	\$55,696	\$57,318	\$60,978	\$63,353	\$65,833	\$67,408	\$69,957	\$72,725	\$77,776	na
		<b>\$ Move Right</b>		\$2,467	\$1,622	\$3,660	\$2,375	\$2,479	\$1,575	\$2,549	\$4,529	\$5,051	\$1,224
		<b>% Move Right</b>		4.64%	2.91%	6.39%	3.90%	3.91%	2.39%	3.78%	6.47%	6.94%	1.57%
		<b>1 time bonus</b>	\$532.29	\$556.96	\$573.18	\$609.78	\$633.53	\$658.33	\$674.08	\$699.57	\$727.25	\$777.76	\$4,740.00
		<b>bonus +</b>		\$2,999.74	\$2,179.07	\$4,233.11	\$2,985.09	\$3,112.77	\$2,233.30	\$3,222.96	\$5,228.41	\$5,777.87	\$2,002.11
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	



## Coversheet

### Recommendation to receive revised costs for illuminate Education, Inc Software Licenses for 2019-202

**Section:** V. Items Scheduled For Action  
**Item:** H. Recommendation to receive revised costs for illuminate Education, Inc  
Software Licenses for 2019-202  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
recommendation\_to\_receive\_revised\_costs\_for\_illuminate\_education\_\_inc.\_softward\_licenses\_for  
\_2019-2020-2.pdf  
Illuminate 2019-2022 Proposal-0417P - Youth Policy Institute Charter Schools (1).pdf



## YPI CHARTER SCHOOLS

June 17, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to receive revised costs for Illuminate Education, Inc. Software Licenses for 2019-2020**

### BACKGROUND

Illuminate Education, Inc. develops tools to collect, organize, and analyze student data. Its products include Illuminate Student Information (ISI), a student information system that provides all school site staff with a single, web-based point of access to student information; Illuminate Data and Assessment Management (DnA); and Illuminate Special Education, a web-based data management system that simplifies special education processes and regulations while ensuring speed and compliance. The company was founded in 2009 and is based in Irvine, California.

### ANALYSIS

YPICS have contracted for the use of two to three Illuminate software systems since 2015. Only Special Education software was not purchased due to the requirement that all LAUSD Schools and District authorized charter schools utilize Welligent, the District's Special Education software system.

The Illuminate tools have proven to be efficient tools, especially as the organization has grown to three schools. The transition from Power schools to Illuminate has been seamless and the ease of use much more effective for implementation and fidelity of use.

The Cost for the Illuminate systems for 2019-2020 is shown below:

#### Illuminate Student Information (ISI)

Year	Product	Fee Structure	Estimate of Annual Fee
July 1, 2019-June 30, 2020	ISI System	\$4.00 per student	\$11, 820.00

**Illuminate Data and Assessment Management System (DnA)**

<b>Quantity</b>	<b>Product</b>	<b>Description</b>	<b>List</b>	<b>Total Price</b>
July 1, 2019-June 30, 2022				
2,955	DnA Licenses	Per student licenses—Illuminate Data and Assessment	\$3.50	\$10,342.50
		Assessment Scanning and Scoring	\$1.00	\$2,955.00
		Access to Key Data Systems’ KDS Inspect Item Bank and Pre-built Assessments	\$150.00	\$4,432.50

The projected cost for the 2019-2020 school year from the original agreement was \$30,550.00. Due to a decline in enrollment, the cost is now \$29,550.00

**RECOMMENDATION**

It is recommended that the Board of YPI Charter Schools to receive revised costs for Illuminate Education, Inc. Software Licenses for 2019-2020



# Client Order

Q-34652

## Illuminate Education

6531 Irvine Center Drive Suite 100  
 Irvine, California 92618  
 (949) 656-3133  
<https://www.illuminateeducation.com/>

Prepared Date:	4/17/2019	Customer:	Youth Policy Institute Charter Schools
Valid Through:	5/17/2019	Address:	10660 White Oak Ave, STE B101 Granada Hills, California 91344
Prepared By:	Kenny Hsu	Contact:	Ryan Bradford
Start Date:	7/1/2019	Phone:	
End Date:	6/30/2022	Number of Schools:	3
Quote Term:	36		

### Year 1

Dates: 7/1/2019 - 6/30/2020

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
937	DnA, Software License	Per Student Licenses - Illuminate Data and Assessment™	\$4620.00	\$4,620.00
937	Inspect Plus	Access to Key Data Systems' KDS Inspect Plus	\$1.75	\$1,639.75
937	ISI, Software License	Per Student Licenses - Illuminate Student Information™ (ISI)	\$7500.00	\$7,500.00
<b>Year 1 TOTAL:</b>				<b>\$13,759.75</b>

### Year 2

Dates: 7/1/2020 - 6/30/2021

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
937	DnA, Software License	Per Student Licenses - Illuminate Data and Assessment™	\$4759.00	\$4,759.00
937	Inspect Plus	Access to Key Data Systems' KDS Inspect Plus	\$2.00	\$1,874.00
937	ISI, Software License	Per Student Licenses - Illuminate Student Information™ (ISI)	\$7725.00	\$7,725.00
<b>Year 2 TOTAL:</b>				<b>\$14,358.00</b>

### Year 3

Dates: 7/1/2021 - 6/30/2022

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
937	DnA, Software License	Per Student Licenses - Illuminate Data and Assessment™	\$4902.00	\$4,902.00
937	Inspect Plus	Access to Key Data Systems' KDS Inspect Plus	\$2.25	\$2,108.25
937	ISI, Software License	Per Student Licenses - Illuminate Student Information™ (ISI)	\$7957.00	\$7,957.00
<b>Year 3 TOTAL:</b>				<b>\$14,967.25</b>

On-Going Illuminate subscription license and/or support fees are invoiced at then current rates & enrollment per terms of the Master Subscription Licenses & Services Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases (i.e., as your student count increases or decreases, the quantity will be adjusted in accordance with the terms of the Agreement).

Any applicable state sales tax has not been added to this Client Order. Subscription Start and Expiration Dates shall be as set forth above, which may be delayed based upon the date that Illuminate receives your purchase order.

In the event that this Client Order includes promotional pricing, said promotional pricing is only valid for the select term(s), product(s), and/or service(s) as shown in this Client Order. The promotional pricing may also be limited in availability to you through the date on this Client Order that is shown as the "Valid Through" period.

All invoices shall be paid within thirty (30) days of the date of invoice.

All purchase orders must contain the exact Client Order number stated within.

To accept and finalize this Client Order, please remit a purchase order to:

Orders@IlluminateEd.net  
or  
6531 Irvine Center Drive #100  
Irvine, CA 92618

DRAFT



## Master Subscription Licenses & Services Agreement

This Master Subscription Licenses & Services Agreement (“Agreement”) is hereby entered into as of the date of receipt of purchase order and/or enforcement of any and all product and/or service orders (the “Effective Date”) between the purchasing agency (“Client”) and Illuminate Education, Inc., a California corporation having its principal place of business at 6531 Irvine Center Drive, Irvine, CA 92618, and wholly-owned subsidiaries, including, but not limited to Adrylan Communications, LLC, eduClimber, LLC, eSchoolData, LLC, IO Education, LLC, Sanford Systems, Inc. dba Key Data Systems, SchoolCity, Inc., and The Learning Egg, LLC (collectively “Illuminate”) (Client and Illuminate are referenced herein as each a “Party” and collectively the “Parties”).

### Definitions.

(a). “**Client Order**” means the Illuminate document attached hereto (or subsequently produced invoice), which lists the Licensed Product(s), current pricing, Service(s), Software, Subscription Period, Third Party Software, and/or applicable financial terms related to this Agreement, and is hereby incorporated into this Agreement upon receipt of Client’s purchase order as specified herein.

(b). “**Documentation**” means technical materials provided by Illuminate to Client in hard copy or electronic form describing the use and operation of the Software, which does not include any sales and/or marketing materials that Illuminate may provide Client to describe functionality intended for sales and/or marketing purposes.

(c). “**Licensed Product(s)**” means all software (including Embedded Applications, which is software licensed by Illuminate and provided to Client as part of the terms of this Agreement) and subsequent versions provided during an active Subscription Period and/or in relation to Support Services and all related Documentation licensed to Client pursuant to this Agreement, now or in the future.

(d). “**Services**” means the service(s) described in the applicable Client Order attached hereto or an executed statement of work (“SOW”), associated with the Software and the Documentation, including any applicable software hosting or Professional Services, as defined herein, and/or provided by Illuminate to Client.

(e). “**Software**” means the Illuminate software programs described in the applicable Client Order.

(f). “**Subscription Period**” means the period commencing upon the start date set forth in the applicable Client Order and continuing until terminated in accordance with Section 14 (“**Termination**”).

(g). “**Third Party Software**” means any software product designated as Third Party Software by Illuminate, and any related documentation supplied to Client, which is licensed directly between Client and a third party. Third Party Software is different than Embedded Applications in that Illuminate licenses the Embedded Applications to Client as part of Licensed Product (but in some cases, such Embedded Applications may be subject to additional license terms as identified herein). Illuminate is not a licensor of Third Party Software.

**1. Subscribing to the Service(s).** Client will subscribe to the Licensed Product(s) and/or Services by providing a purchase order displaying the unique identifier contained within the Client Order attached hereto and/or executing a written SOW for such Licensed Product(s) and/or Services with Illuminate. Any additional and/or varying terms included in the Client’s purchase order are hereby deemed null and void. Upon mutual consent, each SOW will be incorporated into this Agreement. Each Client Order and/or SOW will specify the Licensed Product(s) and/or Services and specific terms and conditions applicable to that order. In the event of any conflict between this Agreement and a SOW, the mutually agreed upon SOW shall control, except this Agreement shall

govern all terms relating to intellectual property rights, confidential information, warranty, indemnity and liability. Subject to the terms and conditions of this Agreement [including all incorporated documents as set forth in Section 15(k) herein], Illuminate will provide the Licensed Product(s) and/or Services described in the initial Client Order. Additional Client Orders and/or SOWs may be entered into by the Parties to subscribe to additional or different features of the Licensed Product(s) and/or Services. Unless designated as replacing a specific Client Order and/or SOW, subsequent Client Orders and SOWs will be considered in addition to currently effective Client Orders and SOWs.

### 2. License.

(a). **License Grant.** Subject to the terms and conditions of this Agreement, including Illuminate’s Privacy Policy, which is incorporated in full herein by reference, Illuminate grants to Client a limited, revocable, annual (or multi-year as specified in Illuminate’s Client Order), non-exclusive, non-transferable license during the Subscription Period, to access the Licensed Product(s) and/or Services through the User IDs and to operate the features of the Licensed Product(s) and/or Services according to the Documentation under normal circumstances. No source code or technical-level documentation to the Licensed Product(s) and/or Services is licensed under this Agreement.

(b). **User IDs.** Illuminate will issue Client’s system administrator access to Client’s designated user(s) that will have the ability to issue a singular User ID and password to each student, teacher, and administrator for access to and to utilize the Licensed Product(s) and/or Service(s) specified in the applicable Client Order and/or SOW. Client shall limit the total number of issued User IDs and passwords to the student count noted for each Licensed Product and/or Service on the Client Order; provided that said student count does not limit the total number of teacher and administrator User IDs and passwords that Client may issue. Each User ID may only be used to access the Services during one (1) concurrent login session. Client shall not allow Client Personnel and/or students to share User IDs with any third parties, which require prior written approval for access by Illuminate. “Client Personnel” is defined as Client’s internal employees, who shall be bound by confidentiality restrictions at least as restrictive as this Agreement provides, explicitly excluding contractors and/or vendors that are not granted access herein. Client is responsible for all activity occurring under its User IDs and control of said User IDs, including the corresponding password credentials. Client is responsible for all use of the Licensed Product(s) and/or Services by Client Personnel, students Client grants access to, for maintaining the confidentiality of all User IDs, and promptly notifying Illuminate of any actual or suspected unauthorized use of the Licensed Product(s) and/or Services. Illuminate reserves the right to suspend or terminate any Client user that Illuminate determines may have been used for an unauthorized purpose.

(c). **Limitations.** Client agrees that it will not and will not permit any Client Personnel or other party to: (i) permit any party to access or use the Licensed Product(s) and/or Services, Software, or Documentation, other than Client Personnel explicitly authorized by Illuminate; (ii)

modify, adapt, alter or translate the Software or Documentation, except as expressly allowed hereunder; (iii) sublicense, lease, rent, loan, distribute, or otherwise transfer the Licensed Product(s) and/or Services, Software, or Documentation to any third party; (iv) reverse engineer, decompile, disassemble, or otherwise derive or determine or attempt to derive or determine the source code (or algorithms, structure or organization) of the Software; (v) use or copy the Software or Documentation except as expressly allowed hereunder; (vi) disclose or transmit any data contained in the Software to any individual other than Client Personnel. To the extent permitted under the law, Client shall hold Illuminate harmless from any and all claims relating to Client's misuse of Licensed Product(s) and/or Services rendered by Illuminate to Client, including Illuminate's intellectual property.

(d). **Client Responsibility.** Client shall perform the responsibilities necessary to establish Client's use of the Licensed Product(s) and/or Services, including (i) providing Client Personnel lists to setup User IDs, (ii) properly maintaining all associated equipment, software and environmental conditions in accordance with applicable industry standards and/or specifications Illuminate may provide Client, and (iii) designating Client Personnel to participate in training.

**3. Acceptable Use Policy.** Client acknowledges and agrees that Illuminate does not monitor or police the content of communications or data of Client or its users transmitted through the Licensed Product(s) and/or Services, and that Illuminate shall not be responsible for the content of any such communications or transmissions. In using the Software, Licensed Product(s), and/or Services, Client agrees to the following: (i) Client shall not incorporate into or otherwise transmit through the Software, Licensed Product(s), and/or Services any content that violates or infringes the rights of others, including without limitation any material that: (A) may be abusive, indecent, threatening, obscene, harassing, violent, defamatory, libelous, fraudulent, or otherwise objectionable; (B) encourages or otherwise promotes conduct that would constitute a criminal offense or give rise to civil liability; (C) impersonates any person or entity or that otherwise misrepresents Client's affiliation with a person or entity; (D) contains malicious code; (E) is in violation of the CAN-SPAM Act or any other applicable laws pertaining to unsolicited email, SMS, text messaging or other electronic communications, or the transmission of emails to an individual or entity with which Client has no preexisting relationship; (F) includes the private information of another without express permission, including but not limited to contact information, social security numbers, credit card numbers or other information which a reasonable individual would consider private in nature, (G) violates any privacy, intellectual property or proprietary right of another; (H) is pornographic or sexual in nature; (I) expressly targets children under the age of 13; or (J) is unlawful or otherwise objectionable, in Illuminate's sole opinion; and (ii) Client shall ensure that Client's use of the Software and/or Services is at all times compliant with all applicable local, state, federal and international law, regulations and conventions, including without limitation, those related to data privacy, international communications, and the exportation of data of any kind, regulations of the U.S. Securities and Exchange Commission and/or any rules of a securities exchange in the U.S. or elsewhere.

#### 4. Reservation of Rights.

(a). **Illuminate.** Illuminate expressly reserves all rights in the Licensed Product(s), Services, Software, Documentation, and all other materials provided by Illuminate hereunder not specifically granted to Client. It is acknowledged that all right, title and interest in the Licensed Product(s), Services, Software, Documentation, and all other materials provided by Illuminate hereunder, including, but not limited to any update,

adaptation, translation, customization or derivative work thereof, and all intellectual property rights therein will remain with Illuminate (or third party suppliers, if applicable) and that the Licensed Product(s), Services, Software, Documentation, and all other materials provided by Illuminate hereunder are licensed on a subscription basis and not transferred to Client apart from the temporary license(s) discussed herein.

(b). **Client.** Client expressly reserves all rights in any data that Client (or Client Personnel/student users) loads or enters into the Licensed Product(s) and/or Services and all results from processing such data, including compilations, and derivative works thereof (the "Client Data"), except that Client grants Illuminate a non-exclusive, royalty-free, license to use, reproduce, and create derivative works of the Client Data in operating the Licensed Product(s) and/or Service features for Client's benefit as is explicitly permitted under the law. Additionally, Illuminate may use and distribute the Client Data for any lawful purpose outside the scope of the Agreement, provided always that such Client Data must be aggregated and/or de-identified (e.g., the development of Illuminate's products and/or services, as authorized under F.E.R.P.A. and applicable state laws). Client represents and warrants that Client has all rights under applicable law to provide and input in the Licensed Product(s) and/or Services the Client Data, including any personally identifiable information of any of the students and or other persons included therein.

**5. Term.** Unless earlier terminated pursuant to this Agreement, this Agreement shall be in effect pursuant to the dates set forth in the Client Order and/or SOW ("Initial Term"), and thereafter may be renewed for additional one (1) year periods upon each anniversary of the commencement of the Initial Term (each subsequent period will be known as a "Renewal Term" and together with the Initial Term, the "Term"). The Renewal Term(s) will be invoiced at then-current rates; provided that Illuminate does not enter into a multi-year item price agreement with Client, as denoted in the attached Client Order. Expiration or termination of one Client Order and/or SOW shall not affect any other Client Order and/or SOW, unless the Agreement Term expires or the Agreement as a whole is terminated under Section 14 ("Termination").

**6. Client Support.** During the Subscription Period for the applicable Services, Illuminate will provide the following standard customer support:

(a). **Web & Phone Support.** Client's designated representative(s) shall have access to Illuminate's technical support via website/email and telephone and may use the website/email to submit service requests. Illuminate will use reasonable efforts to respond in a timely manner under the given circumstances.

(b). **Client's Responsibilities.** To receive support, Client shall: (i) report errors or suspected errors for which support is needed, and supply Illuminate with sufficient information and data to reproduce the error; (ii) procure, install, operate and maintain hardware, operating systems and other software that are compatible with the most current supported version of Software; (iii) establish adequate operational back-up provisions in the event of malfunctions or errors; (iv) maintain an operating environment free of any modifications or other programming that might interfere with the functioning of Software; (v) maintain hardware and system software consistent with Illuminate's minimum requirements; and (vi) timely install all fixes and new versions supplied by Illuminate in the proper sequence, and have the most current version of Software installed (if applicable). Client acknowledges that fixes and new versions may be made available electronically, and that, in some cases, Illuminate may maintain email distribution lists that are used to

notify Clients of the availability of fixes and new versions and to provide other information to Clients that are eligible for support. Client shall be responsible for including the appropriate Client Personnel on any such email distribution lists of Illuminate so that Client receives such notifications and other information.

(c). **Service Upgrades and Scheduled Downtime.** Client shall receive, through the Licensed Product(s) and/or Services, generally available versions and releases for the Software, as designated by Illuminate in its sole discretion and that Illuminate generally offers to its other clients in Illuminate's sole discretion, and at no additional charge (beyond current support and subscription fees). Illuminate may from time to time schedule downtime for maintenance and upgrades. Illuminate may provide Client notice of any scheduled downtime, including any scheduled user disruption, if the circumstances permit such notice. Illuminate will strive to perform updates during non-peak hours.

**7. Professional Services.** In consideration of Client's payment of the applicable and non-refundable fees and expenses set forth in the Client Order or SOW for professional services, Illuminate will provide Client the professional services set forth therein, which may include attendance at designated training sessions provided by Illuminate as set forth herein ("Professional Services"). Training and/or consultation sessions may be conducted, as Illuminate deems appropriate or as explicitly agreed upon in writing on the Client Order or SOW at the time of purchase, at Illuminate's training facility, at Client's location, or by teleconference.

(a). **Use Period.** All Professional Services must be prepaid or paid in the same manner as agreed to with other Licensed Products included on the applicable Client Order and utilized by Client within one (1) year of purchase. Illuminate, in its sole discretion, may extend this period up to a maximum of one (1) additional year to utilize said Professional Services; however, regardless of whether the Professional Services use period described herein is extended, Client's non-utilization of purchased Professional Services will be deemed null and void upon expiration of the applicable use period.

(b). **Third Party Integration.** Illuminate, in its sole discretion, will assist Client with integration of Licensed Product(s) with Client's third party applications that are compatible in nature. Due to the potential access of students' personally identifiable information, Illuminate provides said integration only at the request of Client in writing. Client is solely and entirely responsible for compliance with local, state, and federal laws corresponding with integrations. To the extent permitted under the law, Client agrees to indemnify and hold Illuminate harmless for any actions and/or omissions pertaining to said integration.

## **8. Hosting.**

(a). **Availability.** Client acknowledges and agrees that the hosted Licensed Product(s) and/or Services may be inaccessible or inoperable from time to time due to planned maintenance or to causes that are beyond the control of Illuminate or are not reasonably foreseeable by Illuminate, including, but not limited to: (i) the interruption or failure of telecommunication or digital transmission links; (ii) hostile network attacks; (iii) network congestion; (iv) or other failures (collectively "Downtime"). Illuminate shall use commercially reasonable efforts to minimize any disruption, inaccessibility and/or inoperability of the Licensed Product(s) and/or Services caused by Downtime, whether scheduled or not.

(b). **Security.** Client will not: (i) breach or attempt to breach the security of the hosting environment or any network, servers, data, computers or other hardware relating to or used in connection with the Licensed Product(s) and/or Services, or any third party that is hosting or interfacing with any part of the Licensed Product(s) and/or Services; or

(ii) use or distribute through the Licensed Product(s) and/or Services any software, files or other tools or devices designed to interfere with or compromise the privacy, security or use of the Licensed Product(s) and/or Services or the operations or assets of any other customer of Illuminate or any third party. Client will comply with any potential user authentication requirements for use of the Licensed Product(s) and/or Services. Client is solely responsible for monitoring its authorized users' access to and use of the Licensed Product(s) and/or Services. Illuminate has no obligation to verify the identity of any person who gains access to the Licensed Product(s) and/or Services by means of an access ID. Any failure by any authorized user to comply with the Agreement shall be deemed to be a material breach by Client, and Illuminate shall not be liable for any damages incurred by Client or any third party resulting from such breach. Client must immediately take all necessary steps, including providing notice to Illuminate, to affect the termination of an access ID for any authorized user if there is any compromise in the security of that access ID or if unauthorized use is suspected or has occurred in relation to hosted Licensed Product(s) and/or Services.

(c). **Data.** Client has sole responsibility for the legality, reliability, integrity, accuracy and quality of the data it processes through and submits to the hosting environment.

## **9. Fees and Payment.**

(a). **Subscription Fees.** Subscription Fees (set forth in each Client Order and/or SOW) are payable in advance pursuant to subsection 9(b) below. Illuminate will issue an invoice for each payment annually.

(b). **Fees.** All fees and expenses will be invoiced and are payable net thirty (30) days after the invoice date and are non-refundable after being granted access to any products and/or the commencement of internal preparations to provide Professional Services. Such other fees and expenses along with the corresponding fees for Licensed Product(s) and/or Services are collectively "Fees".

(c). **Renewals; Enrollment Increases.** Prior to any Renewal Term, Client shall provide Illuminate with an updated student count for proper invoicing and to maintain an accurate number of students accessing the Licensed Product(s) and/or Services specified in all applicable Client Orders. Illuminate reserves the right to validate, adjust, and/or invoice for variation of Client's student count based on information provided to state reporting agencies. If an increase in student enrollment in excess of five percent (5%) occurs, then Client shall remit payment for additional student access to Licensed Product(s) and/or Services in accordance with Illuminate's supplemental invoice. Such additional fees will be calculated by multiplying the then-current per student fee for Licensed Product(s) and/or Services by Client's additional enrollment. Additionally, in the event a Client Order includes discounted pricing for bundled Licensed Product(s) and/or Services and Client terminates any Licensed Product(s) and/or Services within the bundle, Illuminate reserves the right to invoice Client at then-current pricing for the non-terminated Licensed Product(s) and/or Services. Illuminate may supply new or modified policies or other terms and conditions to Client related to the provision of Licensed Product(s) and/or Services in a renewal term in order to remain compliant with applicable laws and/or Illuminate's uniform procedures, in which event such new or modified policies or other terms and conditions will govern Illuminate's provision of Licensed Product(s) and/or Services in such renewal term.

(d). **Late Payment.** Client may not withhold or "setoff" any amounts due hereunder. Illuminate reserves the right to suspend Services, including access to the Software, and Professional Services (if any) until all undisputed past due amounts are paid in full after giving Client advance written notice and an opportunity to cure as specified in Section 13



("Notices") and Section 14 ("Termination"). Illuminate also reserves the right to charge Client a 1.5% late fee for any outstanding invoices that exceed ninety (90) days past due.

(e). **Certain Taxes.** Fees quoted do not include and Client shall pay, and to the extent permitted under the law, indemnify and hold Illuminate harmless from all gross receipts, value-added, personal property or other taxes, and all applicable duties, tariffs, assessments, export and import fees or similar charges (including interest and penalties imposed thereon) on the transaction contemplated herein, other than taxes based on the net income or profits of Illuminate. If client is exempt from federal, state, sales, and use taxes the client will not be charged the same upon providing Illuminate with sufficient evidence of said exemption.

#### 10. Confidential Information.

(a). **Definitions.** For purposes of this section, a Party receiving Confidential Information (as defined below) shall be the "Recipient" and the Party disclosing such information shall be the "Discloser" and "Confidential Information" means all information disclosed by Discloser to Recipient during the Term and marked as "confidential" or "proprietary". Client hereby acknowledges that the Services (including any Documentation, Software, and any translations, compilations, partial copies and derivative works thereof) will be considered Confidential Information belonging exclusively to Illuminate (or its designated third party supplier), and Illuminate hereby acknowledges that Client Data will be considered Confidential Information belonging to Client, in each case regardless of whether or not marked as "confidential" or "proprietary".

(b). **Covenant.** To the extent permitted by law, recipient hereby agrees that during the Term and at all times thereafter it shall not (i) disclose such Confidential Information of the Discloser to any person or entity, except to its own personnel having a "need to know" (and who themselves are bound by similar nondisclosure restrictions), and to such other recipients as the Discloser may approve in writing; provided that all such recipients shall have first executed a confidentiality agreement in a form acceptable to Discloser; (ii) use Confidential Information of the Discloser except to exercise its license rights or perform its obligations under this Agreement; or (iii) alter or remove from any Confidential Information of the Discloser any proprietary legend. Recipient shall use at least the same degree of care in safeguarding the Confidential Information of the Discloser as it uses in safeguarding its own confidential information of a similar nature, but in no event shall less than due diligence and reasonable care be exercised. Upon the earlier of Discloser's written request or termination or expiration of this Agreement, and regardless of whether a dispute may exist, Recipient shall return or destroy (as instructed by Discloser) all Confidential Information of Discloser in its possession or control and cease all further use thereof. Notwithstanding the foregoing, Recipient may disclose Discloser's Confidential Information to the extent that such disclosure is necessary for the Recipient to enforce its rights under this Agreement or is required by law or by the order of a court or similar judicial or administrative body, provided that the Recipient promptly notifies the Discloser in writing of such required disclosure and cooperates with the Discloser to seek an appropriate protective order.

(c). **Injunctive Relief.** Recipient acknowledges that violation of the provisions of this section would cause irreparable harm to Discloser not adequately compensable by monetary damages. In addition to other relief, it is agreed that injunctive relief shall be available without necessity of posting bond to prevent any actual or threatened violation of such provisions.

#### 11. Disclaimers.

(a). **DISCLAIMER OF OTHER WARRANTIES. SOFTWARE AND SERVICES ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND (UNLESS EXPLICITLY PROVIDED FOR HEREIN), AND ILLUMINATE AND ITS LICENSORS EXPRESSLY DISCLAIM ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND POTENTIAL IMPLEMENTATION DELAYS. ILLUMINATE DOES NOT WARRANT THAT THE FUNCTIONALITY CONTAINED IN THE LICENSED PRODUCT WILL MEET CLIENT'S REQUIREMENTS, OR THAT THE OPERATION OF THE SOFTWARE OR CLOUD HOSTING WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT DEFECTS IN THE LICENSED PRODUCT WILL BE CORRECTED. FURTHERMORE, ILLUMINATE DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OR THE RESULTS OF THE USE OF THE SOFTWARE OR SERVICES IN TERMS OF CORRECTNESS, ACCURACY, RELIABILITY, SECURITY OR OTHERWISE. CLIENT AGREES THAT THE USE OF SOFTWARE AND SERVICES IS AT CLIENT'S OWN RISK. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY ILLUMINATE OR AN ILLUMINATE REPRESENTATIVE SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF ANY WARRANTY. SOME JURISDICTIONS MAY NOT ALLOW THE EXCLUSION OF CERTAIN IMPLIED WARRANTIES, SO THE ABOVE EXCLUSION MAY NOT FULLY APPLY TO CLIENT.**

(b). **Limited Non-Infringement Warranty.** Illuminate warrants that it has the right to license to Client the Software and Services as contemplated by this Agreement. Illuminate represents and warrants that as of the date the Software and Services is first made available hereunder, when properly used in accordance with the Documentation and this Agreement, will not misappropriate or infringe any third party's intellectual property rights recognized under any trade secret law, any U.S. copyright, or U.S. patent issued as of the Effective Date.

(c). **Limited Privacy Warranty.** Illuminate hereby recognizes that the Client Data which Client provides to Illuminate may include personally identifiable information of students. In order for Illuminate to carry out its obligations under this Agreement, it is necessary for Illuminate to use the Client Data. Illuminate agrees to use the Client Data, some of which may contain personally identifiable information of students, only for the purpose of fulfilling its obligations under this Agreement. Illuminate agrees all usage of Client Data shall be in compliance with the requirements of applicable privacy laws. Illuminate warrants that it has put in place reasonable and appropriate security, technical, and organizational measures to protect its usage of the Client Data against accidental or unlawful destruction or accidental loss, alterations, and unauthorized use, disclosure, or access. Illuminate also warrants that it shall not disclose to, permit the disclosure to, or provide access to the Client Data to any third parties, except as is necessary for Illuminate to fulfill its obligations under this Agreement and under the law. In the event the Client or any third party believes there has been a material breach of this provision, Illuminate shall have a reasonable amount of time, which will be a minimum of thirty (30) days from the date of receiving written notice to cure any such alleged breach.

**12. Limitation of Liabilities.** The Parties acknowledge that the following provisions have been negotiated by them and reflect a fair allocation of risk and form an essential basis of the bargain and shall survive and continue in full force and effect despite any failure of consideration or of an exclusive remedy:

**ILLUMINATE SHALL NOT BE LIABLE TO CLIENT FOR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES; OR LOST PROFITS, LOST FUNDING, LOST SAVINGS, OR LOST OR DAMAGED DATA; OR FOR CLAIMS OF A THIRD PARTY; ARISING OUT OF THIS AGREEMENT, SOFTWARE, THIRD PARTY SOFTWARE, SUPPORT, HOSTING, SERVICES, OR OTHER ITEMS PROVIDED, OR THE USE OR INABILITY TO USE ANY OF THE FOREGOING, EVEN IF ILLUMINATE HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR THEY ARE FORESEEABLE. IN ANY EVENT, IN RESPECT OF ANY CLAIM, DEMAND OR ACTION ARISING OUT OF THIS AGREEMENT, CLIENT SHALL BE LIMITED TO RECEIVING ACTUAL AND DIRECT DAMAGES IN A MAXIMUM AGGREGATE AMOUNT EQUAL TO THE CHARGES PAID BY CLIENT TO ILLUMINATE HEREUNDER FOR THE APPLICABLE LICENSED PRODUCT, ITEM OR SERVICE ON WHICH THE CLAIM IS BASED IN THE PREVIOUS TWELVE (12) MONTHS.**

**13. Notices.** Notices sent to either Party shall be effective when delivered electronically or physically to the address designated by Client and in the case of Illuminate to the attention of: Illuminate Legal Department to the address listed as Illuminate's principal place of business herein and in the case of Client to the recipient provided by Client at the commencement of the Services and/or use of Software. Notices must be in writing. Each Party may change its address for receipt of notice by giving notice of such change to the other Party.

#### **14. Termination.**

(a). **Termination for Breach.** Illuminate shall have the right to immediately suspend performance under this Agreement in the event that Client is in breach of any of its obligations under this Agreement. In addition, either party shall have the right to terminate this Agreement in whole or in part upon thirty (30) days written notice to the other party, in the event the other party materially breaches this Agreement and fails to correct such breach within such thirty (30) day period; provided that Illuminate shall have the right to terminate this Agreement immediately upon written notice in the event that Client breaches any of its obligations under Section 10. Client further acknowledges that, as breach of the provisions of Section 10 could result in irreparable injury to Illuminate, Illuminate shall have the right to seek equitable relief against any actual or threatened breach thereof, without proving actual damages.

(b). **Liquidated Damages.** In the event that Client enters into a multi-year contract with Illuminate and Client terminates the contract or any portion thereof, Client agrees to pay Illuminate the remaining sum due to Illuminate through the stated term of the Client Order and/or SOW as liquidated damages, as actual damages being impossible to calculate. This clause shall not apply in the event Client terminates this Agreement as a result of Illuminate's breach in accordance with Subsection 14(a) herein. Notwithstanding the foregoing, Client shall not be liable for said liquidated damages in the event that: (i) Client provides Illuminate at least thirty (30) days' advance notice of termination prior to the effective date anniversary; and (ii) said termination is a result of the non-appropriation of funds for Client's contract. Client shall not utilize this clause as a right to terminate the contract for convenience. Illuminate reserves the right to seek documentation evidencing the non-appropriation of funds.

(c). **Survival.** Upon termination or expiration of this Agreement for any reason: (i) all rights and obligations of both Parties (except for Client's payment of all Fees then owing), including all licenses granted hereunder, shall immediately terminate except as provided below; (ii) within thirty (30) days after the effective date of termination, each Party shall comply with the obligations to return or destroy, at Illuminate's sole discretion, all Confidential Information of the other Party, as set forth in Section 10 ("**Confidential Information**"). The following Sections and Subsections will survive expiration or termination of this Agreement for any reason: Section 4 ("**Reservation of Rights**"), Section 10 ("**Confidential Information**"), Section 11 ("**Disclaimers**"), Section 12 ("**Limitation of Liabilities**"), Section 14(c) ("**Survival**"), and Section 15 ("**General Provisions**"). Upon termination, as long as Client is not in breach, if requested, Illuminate shall make a final backup of Client data and provide the backup media to Client at Illuminate's then-current rates in a readily usable form in accordance with industry standards.

#### **15. General Provisions.**

(a). **Assignment.** Client may not assign this Agreement to any third party without Illuminate's prior written consent. Any assignment in violation of this section shall be void. The terms of this Agreement shall be binding upon permitted assignees.

(b). **Choice of Law.** This Agreement and any action related thereto shall be governed by and construed in accordance with the laws of the State of California, without regard to conflicts of law principles. Each of the Parties hereto agrees to be subject to the exclusive jurisdiction, and venue shall reside, in the state and federal courts located in Orange County, California for the purpose of adjudicating any dispute relating to or arising out of this Agreement and irrevocably consent to exclusive personal jurisdiction and venue of state and federal courts located therein. The U.N. Convention on Contracts for the International Sale of Goods shall not apply to this Agreement. Any claim against Illuminate must be brought within one (1) year after it arose, or be barred.

(c). **Compliance with Export Regulations.** Client has or shall obtain in a timely manner all necessary or appropriate licenses, permits or other governmental authorizations or approvals; to the extent permitted under the law, shall indemnify and hold Illuminate harmless from, and bear all expense of, complying with all foreign or domestic laws, regulations or requirements pertaining to the importation, exportation, or use of the technology to be developed or provided herein. Client shall not directly or indirectly export or re-export (including by transmission) any regulated technology to any country to which such activity is restricted by regulation or statute, without the prior written consent, if required, of the administrator of export laws (e.g., in the U.S., the Bureau of Export Administration of the U.S. Department of Commerce).

(d). **Construction.** Except as otherwise provided herein, the Parties rights and remedies under this Agreement are cumulative. The term "including" means "including without limitation."

(e). **Force Majeure.** Neither Party shall be liable for delays caused by events beyond its reasonable control, except non-payment of amounts due hereunder shall not be excused by this provision.

(f). **Severable.** Any provision hereof found by a tribunal of competent jurisdiction to be illegal or unenforceable shall be automatically conformed to the minimum requirements of law and all other provisions shall remain in full force and effect. Without limiting the generality of the foregoing, Client agrees that the section titled Limitation of Liabilities will remain in effect notwithstanding the enforceability of any other provision herein.

(g). **Waiver.** Waiver of any provision hereof in one instance shall not preclude enforcement thereof on future occasions.

(h). **Counterparts; Facsimile Signature.** Illuminate requires Client's execution of select Client Orders and/or SOWs, all of which are incorporated into this Agreement, and may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. If any Client Order and/or SOW is executed in counterparts, no signatory hereto shall be bound until both the Parties named below have duly executed or caused to be duly executed a counterpart of said Client Order and/or SOW. A signature received by either Party by facsimile is binding upon (the other Party) as an original.

(i). **Client Authorization; Enforceability.** Client represents and warrants that (i) it has obtained all necessary authorizations to enter into this Agreement and all related SOWs, (ii) the person signing and/or

consenting on behalf of Client is a duly authorized representative of the Client, and (iii) this Agreement is a duly authorized binding and enforceable obligation of Client.

(j). **Independent Contractors.** Client's relationship to Illuminate is that of an independent contractor, and neither Party is an agent or partner of the other. Client will not have and shall not represent to any third party that it has any authority to act on behalf of Illuminate.

(k). **Entire Agreement.** This Agreement, Illuminate's Privacy Policy, the attached Client Order, Illuminate's SOWs (if applicable), and Client's purchase order incorporated by reference constitute the entire Agreement between the Parties with respect to the subject matter hereof and supersede all other communications, whether written or oral. This Agreement may be amended only by a written document signed by both Parties. The headings of sections of this Agreement are for reference purposes only and have no substantive effect.