

# Youth Policy Institute Charter Schools (YPICS)

## Regular Board Meeting

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### Date and Time

Friday June 25, 2021 at 5:00 PM PDT

### Location

Join Zoom Meeting

<https://exed.zoom.us/j/96808281467?pwd=SHN6bC8wNXM0czg2Qk53MWdGK21JZz09>

Meeting ID: 968 0828 1467

Passcode: 672837

One tap mobile

+16699006833,,96808281467# US (San Jose)

+16692192599,,96808281467# US (San Jose)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 219 2599 US (San Jose)

Meeting ID: 968 0828 1467

Find your local number: <https://exed.zoom.us/u/aeEjH8kTGB>

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You may join the meeting via your computer and/or phone.

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### Agenda

|   | Purpose | Presenter        | Time           |
|---|---------|------------------|----------------|
| <b>I. Opening Items</b>                   |         |                  | <b>5:00 PM</b> |
| Opening Items                             |         |                  |                |
| <b>A.</b> Record Attendance and Guests    |         | Yesenia<br>Zubia | 1 m            |
| <b>B.</b> Call the Meeting to Order       |         | Mary<br>Keipp    |                |
| <b>C.</b> Additions/Corrections to Agenda |         | Mary<br>Keipp    | 1 m            |

|   | Purpose         | Presenter  | Time |
|---|-----------------|------------|------|
| <b>D.</b> Approval of May 24, 2021 Regular Board Meeting Minutes      | Approve Minutes | Mary Keipp | 1 m  |
| <b>E.</b> Approval of June 14, 2021 Finance Committee Meeting Minutes | Approve Minutes | Mary Keipp | 1 m  |

**II. Communications** **5:04 PM**

|   |     |            |     |
|---|-----|------------|-----|
| <b>A.</b> Presentations from the Public | 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.

|  |  |  |     |
|--|--|--|-----|
| <b>B.</b> Modified Meeting Procedures During COVID-19 Pandemic |  |  | 5 m |
|--|--|--|-----|

Purpose Presenter Time

**Instructions for Presentations to the Board by Parents and Citizens**

The YPI Charter 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.

**MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS ) PANDEMIC:**

As per Executive Order N-29-20 from Governor Newsom, the meetings of the Board of Directors of the YPI Charter Schools will move to a virtual/teleconference environment using Zoom. The purpose of the Governor’s executive order is to control the spread of Coronavirus and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conference, or other mass events.” The Governor’s executive order on March 20, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The intent is not to limit public participation, but rather to protect public health by following the Governor’s Say at Home executive order and the Los Angeles County’s “Safer at Home” Order.

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment, please follow these instructions:

1. A Google Form “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This Google Form will take the place of “speaker cards” available at meetings. <https://forms.gle/Hfm6BTFbqRuMrtCN8>
2. Speakers will fill in their names and select if they wish to address the board regarding specific agenda item (5 minutes allotted) or a non-agenda item (3 minutes allotted).
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.

After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

**III. Public Hearing 5:14 PM**

|  |         |                  |      |
|--|---------|------------------|------|
| <b>A.</b> Public Hearing: YPICS LCAPs (Bert Corona Charter School, Monsenor Charter School, Bert Corona Charter High School) | Discuss | Yvette King-Berg | 10 m |
|--|---------|------------------|------|

|   | Purpose | Presenter        | Time           |
|---|---------|------------------|----------------|
| <b>IV. Items Scheduled For Information</b>  |         |                  | <b>5:24 PM</b> |
| <b>A. Expanded Learning Opportunities Grant Plans</b>   |         |                  | 1 m            |
| Attached are the plans approved at the last board meeting.  |         |                  |                |
| <b>V. Consent Agenda</b>  |         |                  | <b>5:25 PM</b> |
| <b>A. Consent Items</b>   | Vote    | Yvette King-Berg | 2 m            |
| <ol style="list-style-type: none"> <li>1. Recommendation to approve and receive FY 20-21 LAUSD Oversight reports for BCCS, MORCS, and BCCHS</li> <li>2. Recommendation to approve the revised Fiscal Policies and Procedures</li> </ol> |         |                  |                |
| <b>VI. Items Scheduled For Action</b>   |         |                  | <b>5:27 PM</b> |
| <b>A. Revised YPICS Bylaws</b>  | Vote    | Yvette King-Berg | 2 m            |
| Recommendation to approve the revised YPICS Bylaws.   |         |                  |                |
| <b>B. Board Resolution: Submission of Monsenor Oscar Romero's Charter Renewal Petition</b>  | Vote    | Yvette King-Berg | 3 m            |
| Recommendation to approve Board Resolution #2021-3 - submission of the Monsenor Oscar Romero Charter renewal petition to LAUSD.   |         |                  |                |
| <b>C. FY2021 - 2022 Declaration of Need for Fully Qualified Educators</b>   | Vote    | Yvette King-Berg | 2 m            |
| Recommendation to adopt Commission on Teacher Credentialing 2021- 2022 Declaration of Need for Fully Qualified Educators.   |         |                  |                |
| <b>D. Receipt of No Child Hungry Grant</b>  | Vote    | Ruben Duenas     | 2 m            |
| Recommendation to receive the No Child Hungry Grant for YPI Charter Schools   |         |                  |                |
| <b>E. Receipt of UnidosUS CASA Grant</b>  | Vote    | Ruben Duenas     | 2 m            |
| Recommendation to receive the CASA grant for Bert Corona Charter Schools and Monsenor Oscar Romero Charter School.  |         |                  |                |
| <b>F. Receipt of Great Public Schools the LA Education Recovery Grant</b>   | Vote    | Ruben Duenas     | 2 m            |

|   | Purpose | Presenter | Time |
|---|---------|-----------|------|
| Recommendation to receive the the Great Public Schools the LA Education Recovery Grant for Bert Corona Charter School and Monsenor Oscar Romero Charter School. |         |           |      |

**VII. Announcements** **5:40 PM**

|                          |     |                  |     |
|--------------------------|-----|------------------|-----|
| A. Closing Announcements | FYI | Yvette King-Berg | 2 m |
|--------------------------|-----|------------------|-----|

**VIII. Closing Items** **5:42 PM**

|                    |      |  |  |
|--------------------|------|--|--|
| A. Adjourn Meeting | Vote |  |  |
|--------------------|------|--|--|

# Coversheet

## Approval of May 24, 2021 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** D. Approval of May 24, 2021 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on May 24, 2021

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Regular Board Meeting

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#### Date and Time

Monday May 24, 2021 at 6:00 PM

#### Location

Join Zoom Meeting

<https://exed.zoom.us/j/97571559912?pwd=T1Bzc1I4OGw3MitrcUUvM250cHFkQT09>

Meeting ID: 975 7155 9912

Passcode: 943940

One tap mobile

+16692192599,,97571559912# US (San Jose)

+16699006833,,97571559912# US (San Jose)

Dial by your location

+1 669 219 2599 US (San Jose)

+1 669 900 6833 US (San Jose)

Meeting ID: 975 7155 9912

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You may join the meeting via your computer and/or phone.

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#### Trustees Present

C. Lopez (remote), D. Cho (remote), M. Green (remote), M. Keipp (remote), S. Mendoza (remote)

#### Trustees Absent

W. Njboke

#### Guests Present

I. Castillo (remote), K. Myers (remote), L. Simonsen (remote), R. Bradford (remote), R. Duenas (remote), R. Quon (remote), V. Nutt (remote), Y. King-Berg (remote), Y. Zubia (remote)

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### I. Opening Items

#### A. Record Attendance and Guests

#### B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday May 24, 2021 at 6:10 PM.

#### C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

#### D.

### **Approval of April 19, 2021 Regular Board Meeting Minutes**

M. Green made a motion to approve the minutes from Regular Board Meeting on 04-19-21.

C. Lopez seconded the motion.

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

#### **Roll Call**

M. Green Aye

S. Mendoza Aye

D. Cho Aye

M. Keipp Aye

C. Lopez Aye

W. Njboke Absent

## **II. Communications**

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

There were no presentations from the Public.

### **B. Modified Meeting Procedures During COVID-19 Pandemic**

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

### **A. School Committee/ Council Reports**

There were no reports presented.

### **B. Board Committee Reports**

There were no reports presented.

### **C. Director Of Technology and Integration Update**

YPICS will move to using a new student information system, Infinite Campus, due to Illuminate, the current provider, no longer offering the student information portion of its services. Mr. Bradford backwards planned the implementation and the schools are on schedule to have a seamless rollout this summer. The first year cost for Infinite Campus will be more than the annual renewal because of the implementation and data transfers.

### **D. Facilities**

The COO was available to answer any questions from the Board.

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

The Executive Administrator's report was made available to the Board. One item to highlight was BCCS has its first on campus event, a movie night for the 8th graders which was a success and on the academics side, testing wrapped up and the students exceeded expected growth.

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

The Executive Administrator's report was made available to the Board. A couple items to mention are MORCS is applying for renewal, but it may be postponed by two years and MORCS is working on enrollment and outreach by showcasing street pole banners and revamping the website.

### **G.**



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

The Executive Administrator's report was made available to the Board. An item to highlight is thirteen students are interning in the program Board Chair Mary Keipp informed the school about.

### **H. Chief Operations Officer Report**

The Chief Operations Officer's report was made available to the Board. The main focus is working on the FY21-22 budget which has many moving parts with new and different pandemic related funds.

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

The Executive Director's report was made available to the Board. The report highlights legislation on all levels and the schools' work prepping for next school year.

## **IV. Consent Agenda Items**

### **A. Background**

### **B. Consent Items**

C. Lopez made a motion to approve the consent agenda items.  
S. Mendoza seconded the motion.  
The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

W. Njboke Absent  
M. Green Aye  
D. Cho Aye  
S. Mendoza Aye  
C. Lopez Aye  
M. Keipp Aye

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

### **A. YPICS' April 2021 Financials and Check Registers**

C. Lopez made a motion to approve the April 2021 YPICS financials and check registers as submitted.  
S. Mendoza seconded the motion.  
The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

D. Cho Aye  
M. Keipp Aye  
S. Mendoza Aye  
M. Green Aye  
W. Njboke Absent  
C. Lopez Aye

### **B. Expanded Learning Opportunities Plans**

M. Green made a motion to approve the Expanded Learning Opportunities Plans.  
D. Cho seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

D. Cho Aye  
W. Njboke Absent  
M. Green Aye  
C. Lopez Aye  
S. Mendoza Aye  
M. Keipp Aye

**C. YPICS Updated Bylaws**

This item is being moved to the next board meeting.

**D. Revised Fiscal Policies and Procedures**

This item is being moved to the next board meeting.

**VI. Announcements**

**A. Closing Announcements**

The Finance Committee meeting will be June 14, 2021 and the next regular board meeting will be June 21, 2021.

**VII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:55 PM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Approval of June 14, 2021 Finance Committee Meeting Minutes

**Section:** I. Opening Items  
**Item:** E. Approval of June 14, 2021 Finance Committee Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for YPICS Finance Committee Meeting on June 14, 2021

**DRAFT**

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Finance Committee Meeting

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#### **Date and Time**

Monday June 14, 2021 at 6:00 PM

#### **Location**

Meeting will be held via a virtual Zoom call.

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#### Join Zoom Meeting

<https://exed.zoom.us/j/93666726251?pwd=TGk3dW42dnRXQ1VwOWZ0cFJHTFFVUT09>

Meeting ID: 936 6672 6251

Passcode: 607831

One tap mobile

+16699006833,,93666726251# US (San Jose)

+16692192599,,93666726251# US (San Jose)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 219 2599 US (San Jose)

Meeting ID: 936 6672 6251

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#### **Committee Members Present**

I. Castillo (remote), M. Green (remote), M. Keipp (remote), Y. King-Berg (remote)

#### **Committee Members Absent**

R. Duenas

#### **Guests Present**

W. Wallace (remote), Y. Zubia (remote)

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### **I. Opening Items**

#### **A. Record Attendance**

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

M. Green called a meeting of the Finance Committee of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jun 14, 2021 at 6:12 PM.

### **II. Finance**

#### **A. 2021 - 2022 Budget**

Michael Green and the committee are formally recommending approving the proposed budget to the Board.

**B. Certificated Salary Table**

Michael Green and the committee are formally recommending approving the new certificated salary table.

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:55 PM.

Respectfully Submitted,  
Y. Zubia

## Coversheet

### Public Hearing: YPICS LCAPs (Bert Corona Charter School, Monsenor Charter School, Bert Corona Charter High School)

**Section:** III. Public Hearing  
**Item:** A. Public Hearing: YPICS LCAPs (Bert Corona Charter School, Monsenor Charter School, Bert Corona Charter High School)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
Executive Board Summary Local Control and Accountability Plan and Annual Update Approval .pdf  
2021\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_High\_School\_20210625.pdf  
2021\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_School\_20210625.pdf  
2021\_Local\_Control\_and\_Accountability\_Plan\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20210625.pdf  
2021\_LCFF\_Budget\_Overview\_for\_Parents\_Bert\_Corona\_Charter\_High\_School\_20210625.pdf  
2021\_LCFF\_Budget\_Overview\_for\_Parents\_Bert\_Corona\_Charter\_School\_20210625.pdf  
2021\_LCFF\_Budget\_Overview\_for\_Parents\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20210625.pdf



## Executive Board Summary

### Local Control and Accountability Plan and Annual Update Approval

Pursuant to education code 52060 all local educational agencies (LEA) must adopt and annually update, a Local Control and Accountability Plan (LCAP) and Annual Update. The LCAP is a three-year plan describing the district's (LEA's) annual goals and specific actions to address state and local priorities to support outcomes for all students and student groups. In addition, the plan must describe the actions the LEA is taking to increase or improve services for low-income students, English learners and foster youth (referred to as "unduplicated pupils"), as compared to all students, in proportion to the additional funds allocated to the LEA (district) based on the number and concentration of these students. The items included in this request for approval are: the Budget Overview for Parents, Annual Updates of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, and the new 2021-22 through 2023-24 LCAP.

Legislation passed in 2018 led to significant changes in the LCAP template being used for the first time this year. The changes were designed to increase accessibility for stakeholders, clarify how actions and services contributing to increased or improved services are based on the needs, conditions or circumstances of low-income students, English learners and foster youth and will benefit those students, make it clear which actions are targeted to each of the unduplicated pupil groups and which are offered on a districtwide basis. These changes are reflected in the addition of new Expenditure Tables, and changes to the Template instructions. The Expenditure Tables identify specific actions and associated costs, and, for actions contributing to the increased or improved services requirement; it identifies those that are targeted to one or more of the unduplicated pupil groups and those provided on a districtwide or schoolwide basis. For actions contributing to the increased or improved services requirement, the instructions require a description of how the actions were designed based on the needs, conditions or circumstances of one or more of the unduplicated pupil groups.

LEA (District) staff consulted with teachers, principals, administrators, other school personnel, parents, and pupils in the development of the LCAP and the plan was presented to the district parent advisory committee and English learner committee prior to the public hearing, and the superintendent responded in writing to comments from those committees, as required by education code 52062. Members of the public were notified of the opportunity to submit written comments regarding specific actions in the LCAP, and public hearing on the plan was held on June 21, 2021.

The LCAP must be submitted to the Los Angeles County Office of Education for approval within 5 days of approval by this board. The County Office may approve the plan or may request clarification from the board by August 15, 2021. The LEA (district) must respond to a request for clarification within 15 days of receiving the request. The County Office may then approve the plan or submit a written request for Amendments.

**RECOMMENDATION:** Approve the Local Control and Accountability Plan and Annual Update.

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title                 | Email and Phone                       |
|-------------------------------------|--|---------------------------------------|
| Bert Corona Charter High School     | Yvette King Berg<br>Executive Director | ykingberg@ypics.org<br>(818) 305-2791 |

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Bert Corona Charter High School (BCCHS) a Youth Policy Institute Charter School (YPICS), serves 200 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 early college program prepares urban students in grades 9-12 or 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. Many 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 the classroom.

The Charter School also serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a



course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multidimensional approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts, Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators.

The Charter School created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, The US Department of Education, and WASC visiting committee have recognized the positive culture at the Charter School.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The BCCH Petition was approved and renewed with no benchmarks by the Los Angeles Unified School District on September 25, 2019.

School Improvement Plans and Data Analysis Progress show the following:

1. High Rates of College Acceptance from BCCH students.
2. 100% of the BCCH's Class of 2019 (42) students have been accepted to the 32 colleges and universities listed below.
3. Access and equity for all BCCH students is a key component of our school.
4. 100% of BCCH's students have access to and take a college preparatory scope and sequence of UC-approved A through G courses to graduate with a diploma.

In 2017-2018 BCCH Adjusted Cohort Graduation Rate was 91.7% for BCCH.

School Adjusted Cohort Graduation Rate by (%)

Bert Corona Charter High 91.7%  
 Sun Valley High 81.1%  
 Arleta High 93.5%

John H. Francis Polytechnic 88%  
 Cesar Chavez Learning Academies Technology Preparatory Academy 87.0%  
 Resident Schools Median 87.5%

Los Angeles Unified 76.6%  
 (LAUSD Data Set 2019)

BCCH's Adjusted Cohort Graduation Rate (ACGR) was reported as 91.%, which is 4.2 points greater than The Resident Schools Mean of 87.5% and is 15.1 points greater than Los Angeles Unified School District ACGR of 76.6%. This report shows a Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (\*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Bert Corona Charter High has reduced suspension rates by 2.6% between 2017 and 2018. BCCH focuses on the use of Positive Behavior Intervention and Support (PBIS) throughout the school community. A decrease in suspension has been realized this school year. A full-time Coordinator for School Climate and Culture assisted BCCH in identifying the students who need additional social-emotional support to remedy this issue. They also have the opportunity to participate in a group counseling session with a local nonprofit, with parents' permission, on campus.

The combined growth of 22.34% in ELA "Met" and "Exceeded" bands was the biggest improvement in ELA for an independent charter school in LAUSD. "Biggest improvement is defined as the greatest gains in scale score points towards grade-level standards on average for a school between 2016-17 and 2017-18," according to the California Charter Schools Association.

The Charter School can attribute the significance of the increase to several facets of the YPICS educational model. All EL students at YPI Charter Schools are enrolled in SFA courses, which teach informational text reading instruction. To support the rehearsal of this instruction, all students are issued an Achieve3000 account, which provides an adaptive instructional environment, with real-time feedback, in which to practice the reading comprehension of informational text. The school also provides small-group instruction using objective criteria codified in performance rubrics, and students are not moved into more advanced instruction until demonstrating mastery of prerequisite skills. The use of the NWEA and the integration of best practices

BCCH students, teachers, and staff use Distance Learning to continue learning during the "Pandemic."

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Areas of Challenge:

#### Long Term English Learners (LTELs)

Bert Corona Charter High follows a detailed EL master plan describing supports for LTELs, including who will be responsible for monitoring the progress of Long Term English Learners. Included is an update on the school's implementation of Designated English Language Development (ELD) time. The BCCH Director of Instruction, who reports to the Executive Administrator, heads the monitoring of our LTELs together with all teachers, and assessments are reviewed to ensure that all English Learners are making progress. BCCH is implementing a new morning period to support LTELs in reading and comprehension three times a week, beginning at 7:30 AM and ending at 8:30 AM. This is a needs-based intervention program that begins mid-semester based on a needs assessment and available staffing. Meetings were held with English Learners and their parents to inform them of their English Proficiency status and the criteria for reclassification, which included English course grades, NWEA MAPs English results, Lexile levels, CAASPP Interim results, and previous CELDT/ELPAC results. During these meetings, parents are informed of the importance of reclassification of our students. English Learners with a greater need for support through instruction in Spanish paired with English have been intentionally scheduled to travel as a mini cohort through courses with bilingual teachers when possible. Some of our GEAR UP tutors work closely with this group of students during some of their classes. Teachers use culturally and linguistically responsive teaching strategies that facilitate access to content, tasks, and discussions in English, including hand-on learning, conferencing, small group instruction, accessing prior knowledge, differentiation, and Total Physical Response (TPR) strategies.

As BCCH continues to work with our LTELs, the following strategies are in place to help them successfully reclassify, reflecting progressive mastery of English as indicated by the ELPAC:

As a result of the following California State of Education initiatives, BCCH has modified its ELD program to serve our English learners better. The following Principles are used to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. <https://www.cde.ca.gov/sp/el/rm/>. Additionally, BCCH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school, or district to implement the process all at once. Therefore, BCCH will annually select a focus to determine priority and then design a path of improvement, including the Charter School's academic achievement plan. BCCH will use The California English Learner Roadmap teacher Toolkit to support that process.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, establishing a need to provide EL students with a rich and challenging curriculum from early childhood to grade 12 and respecting the value of English learners' primary language and culture. On July 1, 2018, the California Department of Education regulations for implementing Prop. 58, which established programs for English Learners that promote proficiency in multiple languages and leverages students' home language as an asset, specifically addresses the following principles as outlined at [cde.ca.gov](http://cde.ca.gov):

#### Summary and Scope of Academic Action Plan

During 2018-2019, school-year BCCH has had the opportunity to work collectively with administrators, teachers, students, and staff. The Board has approved BCCH's Academic Improvement Plan that focuses on improving ELA and Math performance, support to EL students, and the Special Needs population, which is now being implemented in our classrooms. In addition, as presented below, BCCH's academic achievement resulted in addressing that student academic achievement is taking place; however, to further address the pathway to achieving the expected outcomes. These indicators and results led the leadership team to examine BCCH's LCAP, LEA Federal Addendum, SMART Goals, Smarter Balanced, and other assessment provided for the following action plan, which narrows and focuses the following two drivers for overall student success:

#### Data-Driven Instruction:

1. Ensure that there are high-quality interim assessments
2. Ensure that teachers have developed quality lesson plans and use materials that align with the assessments.
3. Establish weekly data meetings
4. Use effective monitoring tools to track student progress.
5. Observe teachers & provide coaching and immediate feedback.
6. Review results, analyze trends, look for reteaching items, repeat.
7. Provide weekly observation and feedback.

#### Developing a strong school climate and culture and environment:

1. Define the vision for student culture.
2. Build a system for every routine.
3. Lead publicly
4. Measure student culture and identify the gaps.
5. Reteach high leverage school-wide and classroom student routines.

Mathematics Programs: XL Math is intended to be used for at least 3 hours per week by each student. The math teachers use XL as a supplemental resource and the UCCI-approved core math curriculum for each math class. They have been used during units to support the mathematical function. 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 Bert Corona Charter High's use of this program and from the available data gathered and used for teachers planning instruction, moving forward, teachers will ensure that Knowledge Checks will take place weekly. This allows teachers and students to have a streamlined approach with ongoing up-to-date data regarding student mastery of content in their XL Math courses.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

BCCHS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Working closely with stakeholders throughout the school, the goals align with the California Dashboard, LCFF rubrics, charter petition goals, core values, WASC Student Learner Outcomes (SLO), WASC Action Plan, and our Governance structure improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement

Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.

Goal 3: Provide an appropriate Basic Condition for Learning

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Bert Corona Charter High School

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Support is identified as follows:

1. Mathematics was identified as red by the California Department of Education's 5x by 5x and is being addressed by a new math adoption for 2019-2020
2. 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 levels. 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.
3. Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefits to learners. The team is using benchmark goals and consistently reviewing learners' progress towards meeting their IEP goals.
4. 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 establish the foundational skills for learners to progress through the program successfully. Enrichment is provided to learners in mathematics and 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.

5. Learners through after-school intervention programs receive targeted Mathematics instruction through a gamified computer-based intervention.

6. 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 the needs of students with special needs
- strong observation and feedback cycle of instruction
- Instructional leadership training

7. In addition, the use of the NWEA 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, serves as an overall standard of mastery indicator.

8. The NWEA 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.

9. Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full-year program.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the 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 NWEA diagnostic process to replace NWEA

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:

Academic & Instruction: School Culture & Climate Operations & Safety

The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/>, and additional Virtual Instructional Strategies can be found on our website <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students, and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The BCCHS ' Team, including the Executive Director, the Board of Trustees, the Leadership Team, teachers, parents, and students, all contributed to the influence, integration, and specific support to engage all stakeholders in the LCAP development. The Charter School's team also communicated with parents electronically and mailed information home. In the process of daily calls, the Charter School also updated parent emails or cell phones to ensure that the most updated parent contact information was available for mass communication through Both Remind and OneCall.

The staff communicated using Google Meets and Slack. BCCHS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are Title 1, Title II, Title III, and another federal funding budget at our meetings. BCCS' School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 BCCS SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

Meeting held to support Schoolwide Academic Achievement: Board Meetings, School Site Councils, English Learner Advisory, and another meeting to involve all students.

LCAP Review/ Revisions (session 1 of 4) August 30, 2019 8:30-9:30am  
 LCAP Data Update (session 2 of 4) October 25, 2019 5:30-6:30pm  
 LCAP Parent Discussion/Feedback?(session 3 of 4) December 13, 2019 5:30-6:30pm  
 LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 2019 8:30-9:30am (Google Conference)

The impact of these consultations provided an opportunity for all stakeholders to become involved and contribute to Bert Corona Charter HS's 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, i-Ready/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/advice 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

i-Ready/NWEA, SFA, Achieve3000, and other assessment results.

The primary parent organization accessible for parent participation in the BCCHS School Advisory Council. This council discusses the school's academic, operational, and cultural initiatives and votes to adopt/approve significant school program changes. In addition, monthly parent information and dialogue meetings are held on the fourth Tuesday of the Month, all parents are scheduled for conferences with staff each semester, parents coach sports and attend athletic events, and the school's Advisory Program invites parents to bring their expertise and resources to support students in their campus-wide projects.

A summary of the feedback provided by specific stakeholder groups.

#### SNAPSHOT OF FEEDBACK

This report synthesizes feedback from 687 respondents across multiple stakeholder groups and/or school levels at Youth Policy Institute Charter Schools.

First, in the Snapshot of Feedback section, this report shows high-level feedback for every survey theme asked of each stakeholder group.



Next, in the Alignment Across Groups section, the report introduces the survey themes included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: engagement, relationships, and culture.

Finally, the report examines each theme and question asked across stakeholder groups in greater detail in the subsequent sections. This report does not include data on all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

### Snapshot of Feedback: Percent Positives

The table below shows the proportion of positive ratings on each survey theme from each participating stakeholder group in your district.\*

Arrows refer to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 75% displayed with ? 2 indicates that the previous survey round's percent positive was 73%.

### YPICS Youth Truth 2020 High School Survey Results

|                                |                           |     |     |    |
|--------------------------------|---------------------------|-----|-----|----|
| Survey/Theme                   | High School Status Change |     |     |    |
| Student                        | Engagement                |     | 41% | -7 |
| Academic Challenge             | 53%                       | -4  |     |    |
| Relationships                  | 31%                       | -12 |     |    |
| Culture                        | 38%                       | +6  |     |    |
| Belonging & Peer Collaboration | 32%                       | -18 |     |    |
| College and & Career Readiness | 42%                       | -5  |     |    |
| Family                         | Engagement                |     | 74% | -4 |
| Relationships                  | 85%                       | -7  |     |    |
| Culture                        | 79%                       | -6  |     |    |
| Communication & Feedback       | 91%                       | - 1 |     |    |

|                                      |                    |     |      |           |
|--------------------------------------|--------------------|-----|------|-----------|
| Resources                            | 82%                | -7  |      |           |
| School Safety                        | 91%                | +10 |      |           |
| Staff Relationships                  | Engagement<br>100% | +6  | 100% | No change |
| Culture                              | 100%               | +27 |      |           |
| Professional Development and Support | 100%               | +25 |      |           |

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter. Surveys were sent out to parents through email and text messages to ensure families could access the content.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level Essential Standards and materials;
- Identify students who need additional support to accelerate learning and to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss.

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | <p>Increase Student Achievement</p> <p>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.</p> <p>(State Priorities: 1 Basic Services, 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access), Other Pupil Outcomes</p> |

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|----------------|----------------|----------------|--|
| All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. | 100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned. |                |                |                | 100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned. |

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|----------------|----------------|----------------|--|
| Access to standards-aligned curricular and instructional materials | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)  |                |                |                | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)  |
| Teacher Retention  | 100% of BCCHS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training. |                |                |                | 100% of BCCHS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training. |

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard | 100% of students have access to a broad course of study  |                |                |                | Increased student performance as monitored by i-Ready scores show improvement from the start of the year to current  |
| English Language Arts- Proficiency  | The schoolwide percentage of English Learner Progress making progress towards English proficiency was 280%, which was lower than the state at 48.3%. No color assigned for the ELPI on the Dashboard |                |                |                | The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy. |
| Mathematics Proficiency   | The schoolwide Dashboard Math Indicator color is orange. Bert Corona High School's 2019 Average DFS was -109.3,  |                |                |                | The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy. |
| Access iReady assessment and technology   | Increased student performance as monitored by i-Ready scores show improvement from   |                |                |                | Increased student performance as monitored by i-Ready scores show improvement from   |

| Metric                               | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------------------------------------|--|----------------|----------------|----------------|--|
|                                      | start of the year to current   |                |                |                | start of the year to current   |
| English Language Learner proficiency | English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) |                |                |                | English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) |
| EL Reclassification                  | Reclassification for 18-19   |                |                |                |  |
| Students with IEPs proficiency       | Increase Students with IEPs on SBAC by 1% or more per year.  |                |                |                | Reclassification for 18-19   |
|                                      |  |                |                |                | Increase Students with IEPs on SBAC by 1% or more per year.  |

## Actions

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 1        | Support to increase student academic achievement | Reading Specialist, Tutors; Specialist; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials.  | \$217,738.00 | Yes          |
| 2        | Teacher Retention: Coaching Support              | Ensure teacher retention is increased.<br><br>Executive Administrator, Lead Teacher Stipends<br>Provide consistent observation, coaching, and mentoring support | \$118,133.00 | Yes          |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 2      | Increase meaningful and purposeful student, teacher, and parent engagement.<br><br>(State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture) |

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

## Measuring and Reporting Results

| Metric                                      | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Fall Youth Truth Survey: Parent Involvement | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication |                |                |                | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication |
| Spring Parent Survey: Engagement            | School will engage parents and students in decision-making.  |                |                |                | School will continue to maintain ADA rate at or above 90%  |
| ADA Rate                                    | School will continue to maintain ADA rate at or above 90%  |                |                |                | School will continue to maintain ADA rate at or above 90%  |
| Suspensions and Expulsion Rates             | The School will continue to maintain a low suspension rate below 1%.   |                |                |                | The School will continue to maintain a low suspension rate below 1%.   |



| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------|--|----------------|----------------|----------------|--|
|        | The school will continue to maintain a low suspension rate below 1%. |                |                |                | The school will continue to maintain a low suspension rate below 1%. |
|        | I  |                |                |                |  |

## Actions

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1        | Coordinator of Operations and Operations Team                     | The Coordinator of Operations will assist with the engagement of parents.   | \$151,933.00 | Yes          |
| 2        | Assistant Executive Administrator & Academic Counselor (SSC Team) | Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV) | \$221,729.00 | Yes          |
| 3        | Student Activities  | Student Activities to engage students in learning   | \$2,000.00   | Yes          |
| 4        | Enrollment and Outreach- Schola and Increase ADA                  | Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.                               | \$15,000.00  | Yes          |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 3      | <p>Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. Increase student engagement.</p> <p>(State Priorities: 1. Basic Services; Conditions of Learning)</p> |

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric                                      | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Use of Mutli-tier schoolwide program (MTSS) | 100%   |                |                |                | 100%   |
| ADA   | 90%  |                |                |                | 90%  |
| Chronic Absenteeism                         | N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard |                |                |                | N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard |
| Suspensions                                 | The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona |                |                |                | The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona |

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|----------------|----------------|----------------|--|
|  | High School’s percentage of students suspended at least once was 1.9%, which was lower than the State’s at 3.4%. |                |                |                | High School’s percentage of students suspended at least once was 1.9%, which was lower than the State’s at 3.4%. |
| Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. | 96% Teachers participated in professional development throughout the physical closure of the Charter School.     |                |                |                | 96% Teachers participated in professional development throughout the physical closure of the Charter School.     |
| 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.   | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.                          |                |                |                | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.                          |
| School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in   | 100% The Charter School developed a cleaning regiment based on best practices for reopening schools              |                |                |                | 100% The Charter School developed a cleaning regiment based on best practices for reopening schools              |

| Metric                      | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|-----------------------------|---|----------------|----------------|----------------|---|
| compliance or good standing | from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020). |                |                |                | from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020). |
| Graduation Rate             | N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)                                |                |                |                | N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)                                |
| College and Career          |   |                |                |                |   |

## Actions

| Action # | Title                    | Description   | Total Funds  | Contributing |
|----------|--------------------------|---|--------------|--------------|
| 1        | Salaries and Benefits    | Salaries and Benefits for all staff members, not included in identified LCAP planned actions.   | \$321,525.00 | No           |
| 2        | Professional Development | Professional Development for all staff members<br><br>CCSS training will be embedded into professional development meetings.<br>BTSA Training/ New Teacher Support (Title 2) <ul style="list-style-type: none"> <li>. Backwards Design</li> <li>. Standards-Based Grading</li> <li>. Project-Based Learning</li> <li>. Service-Learning                             <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Monseñor Oscar Romero Charter English Learner Plan</li> </ul> </li> </ul> | \$25,261.00  | Yes          |

| Action # | Title                                    | Description   | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
|          |  | <ul style="list-style-type: none"> <li>• Whetstone Observation and Evaluation Process for teacher growth</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social SFA Training, Coaching, and Support (Title 3) Science</li> <li>• Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs</li> <li>• Strategies for SWD to access core curriculum in the general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> </ul> <p>Challenging, Engaging, and Empowering Students with Deeper Instruction</p> |             |              |
| 3        | Core Instructional Materials; Technology | <p>Core Instructional Materials; Technology provided to all students.</p> <p>Standards-based instructional materials specific to the content area and grade level are provided to and implemented by teachers. All students have access to SBE-adopted and standards-aligned instructional materials specific to the content area and grade level are provided and implemented by teachers. Intervention and acceleration materials are used to benchmark students, assess gaps in knowledge, and provide differentiated remedial work to help students grade level in ELA and mathematics.</p> <p>BCCHS conducts ongoing professional development connected to the state standards and curriculum and delivery of instruction.</p>   | \$43,689.00 | No           |

| Action # | Title                  | Description  | Total Funds | Contributing |
|----------|------------------------|--|-------------|--------------|
| 4        | Supervision and Safety | Supervision and Safety   | \$51,653.00 | No           |
| 5        | Technology Enhancement | Additional Technology and IT Support to enhance the basic instructional program. | \$89,741.00 | No           |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 35.93%                                     | \$648,885  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 1: Action 6--Planned services for this action item include additional School Climate & Culture Coordinator, Reading Specialist/Teacher, additional special education support, highly qualified Tutors (instructional assistants), Professional Development Days, 2 Extra Instructional Days, Instructional materials for Acceleration, intervention, and enrichment.

Goal 2: Action 1 --Planned services for this action item include a Parent Coordinator.

Goal 2: Action 2--Planned services for this action item include Program Coordinator (attendance), and Administrator (School Climate & Culture Coordinator) focused on Positive Behavior Interventions and Supports (PBIS).

Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and



revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).

- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

## Total Expenditures Table

| LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|----------------|-------------------|-------------|---------------|----------------|
| \$1,169,324.00 |                   |             | \$89,078.00   | \$1,258,402.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$1,127,399.00  | \$131,003.00        |

| Goal | Action # | Student Group(s)                               | Title   | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 1    | 1        | English Learners<br>Foster Youth<br>Low Income | Support to increase student academic achievement                  | \$217,738.00 |                   |             |               | \$217,738.00 |
| 1    | 2        | English Learners<br>Foster Youth<br>Low Income | Teacher Retention: Coaching Support                               | \$118,133.00 |                   |             |               | \$118,133.00 |
| 2    | 1        | English Learners<br>Foster Youth<br>Low Income | Coordinator of Operations and Operations Team                     | \$151,933.00 |                   |             |               | \$151,933.00 |
| 2    | 2        | English Learners<br>Foster Youth<br>Low Income | Assistant Executive Administrator & Academic Counselor (SSC Team) | \$147,912.00 |                   |             | \$73,817.00   | \$221,729.00 |
| 2    | 3        | English Learners<br>Foster Youth<br>Low Income | Student Activities  | \$2,000.00   |                   |             |               | \$2,000.00   |
| 2    | 4        | English Learners<br>Foster Youth<br>Low Income | Enrollment and Outreach- Schola and Increase ADA                  | \$15,000.00  |                   |             |               | \$15,000.00  |
| 3    | 1        | All  | Salaries and Benefits   | \$321,525.00 |                   |             |               | \$321,525.00 |
| 3    | 2        | English Learners<br>Foster Youth<br>Low Income | Professional Development  | \$10,000.00  |                   |             | \$15,261.00   | \$25,261.00  |
| 3    | 3        | All  | Core Instructional Materials; Technology                          | \$43,689.00  |                   |             |               | \$43,689.00  |

| Goal | Action # | Student Group(s) | Title                  | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|------------------------|-------------|-------------------|-------------|---------------|-------------|
| 3    | 4        | All              | Supervision and Safety | \$51,653.00 |                   |             |               | \$51,653.00 |
| 3    | 5        | All              | Technology Enhancement | \$89,741.00 |                   |             |               | \$89,741.00 |
| 4    | 1        |                  |                        |             |                   |             |               |             |

## Contributing Expenditures Tables

| Totals by Type           | Total LCFF Funds | Total Funds  |
|--------------------------|------------------|--------------|
| <b>Total:</b>            | \$662,716.00     | \$751,794.00 |
| <b>LEA-wide Total:</b>   | \$662,716.00     | \$751,794.00 |
| <b>Limited Total:</b>    | \$0.00           | \$0.00       |
| <b>Schoolwide Total:</b> | \$0.00           | \$0.00       |

| Goal | Action # | Action Title  | Scope    | Unduplicated Student Group(s)                  | Location  | LCFF Funds   | Total Funds  |
|------|----------|---|----------|--|---|--------------|--------------|
| 1    | 1        | Support to increase student academic achievement                  | LEA-wide | English Learners<br>Foster Youth<br>Low Income |   | \$217,738.00 | \$217,738.00 |
| 1    | 2        | Teacher Retention: Coaching Support                               | LEA-wide | English Learners<br>Foster Youth<br>Low Income |   | \$118,133.00 | \$118,133.00 |
| 2    | 1        | Coordinator of Operations and Operations Team                     | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Bert Corona Charter High School 9-12 | \$151,933.00 | \$151,933.00 |
| 2    | 2        | Assistant Executive Administrator & Academic Counselor (SSC Team) | LEA-wide | English Learners<br>Foster Youth<br>Low Income |   | \$147,912.00 | \$221,729.00 |
| 2    | 3        | Student Activities  | LEA-wide | English Learners<br>Foster Youth<br>Low Income |   | \$2,000.00   | \$2,000.00   |
| 2    | 4        | Enrollment and Outreach- Schola and Increase ADA                  | LEA-wide | English Learners<br>Foster Youth<br>Low Income |   | \$15,000.00  | \$15,000.00  |
| 3    | 2        | Professional Development  | LEA-wide | English Learners<br>Foster Youth<br>Low Income |   | \$10,000.00  | \$25,261.00  |





## Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.



# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.



**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title                 | Email and Phone                       |
|-------------------------------------|--|---------------------------------------|
| Bert Corona Charter Middle School   | Yvette King Berg<br>Executive Director | ykingberg@ypics.org<br>(818) 305-2791 |

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Bert Corona Charter School (BCCS), a Youth Policy Institute Charter School (YPICS), 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 in 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. Many 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.

The Charter School also serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a

course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multidimensional approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts, Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators.

The Charter School created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, The US Department of Education, and electeds have recognized the positive culture at the Charter School.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

California School Dashboard data for 2019-2020 is not available for analysis due to school closures resulting from COVID-19. Amidst the global pandemic, teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a format to provide small group support and designated ELD. Scholars are provided opportunities to engage in Integrated ELD Daily. Certificated and classified staff worked in collaboration to meet the needs of English Learners, foster youth, and low-income scholars.

Teachers and staff receive training in research-based education practices to raise student achievement. These training are conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Like a Champion," "Data-Driven Instruction," "Getting Better," and the Success for All Program. Monsenor Oscar Romero School utilizes various assessment tools in evaluating student achievement of stated objectives across all disciplines. The assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

BCCS success is as follows:

Verified Data: ELA & Math Growth (2019-20 & 2020-21)

BCCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of Education as

“verified data.” Despite challenges from the pandemic, at both the school- and grade levels, BCCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. Overall typical growth for the year was met at 139% in reading. The data shows that BCCS scholars far exceeded expectations based on national normative data. This result is especially exciting because the school had only achieved 42% of typical growth halfway through the year, in December. BCCS scholars’ academic achievement in reading grew almost 100% in one semester!

Similar to the reading data, the school was behind in growth in December 2020. In math, The LEA had only achieved 33% of typical growth for the year, leaving a mountainous 67% still needing to be accomplished. The iReady May results revealed that BCCS scholars achieved 100% typical growth, meaning the school met expected growth for the year based on normative data.

### Technology in the classroom

Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000, and other programs. As noted in Monsenor Oscar Romero School, 2019-20 LCAP on it is our goal to provide our students with chrome books 1 to 1 ratio”. With increased access to computers in every classroom, more time is devoted to online tools designed to precisely target standard alignment in reading and writing. Programs such as open-source programs such as i-Ready, Achieve3000, SFA, and licensed software as presented above Bert Corona Charter School scholars’ innovative ways of reaching standard mastery.

### English Learners

The cooperative learning process is designed to ensure that English Language students can progress faster than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time). It removes the pressure while maintaining accountability by preparing all group members to be the possible “random reporter” responsible for communicating the group's findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as often happens in the non-collaborative classroom. Teachers are also trained through Professional Development and coaching to support EL and whole-class learning by using SDAIE strategies, as defined in the Monsenor Oscar Romero School English Learner Plan.

### COVID-19 Aligned Strengths

#### Community Engagement/Support

BCCS supported its surrounding community, which experienced some of the highest death rates in California during the pandemic, by providing safety updates & information, as well as distributing food each week 75 meals, connecting families with counseling services, and providing financial assistance to those in need, connected to families to rent support agencies, and partnered with larger food banks to support the community. Supported students and families who lost family members by providing access to city and county agencies. Provided Mental Health services to families through one of our Community Partners, Lumanarious Counseling services.

#### Student Engagement

- BCCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In May 2021, BCCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.

- In May 2021, BCCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

### Digital Divide

BCCS rapidly eliminated the digital divide by distributing hot spots & Chromebooks to students in need in March 2020. The percentage of families with at-home technology access increased from 61% in March 2020 to 99% in April 2020.

### Social/Emotional Wellbeing

While many students struggled socially & emotionally during the pandemic, BCCS students reported a higher level of belonging and peer collaboration in May 2021 than in November 2019. This was also higher than the state average.

### COVID-19 Aligned Vulnerabilities

#### Student Engagement

BCCS's enrollment declined by 15%, or 24 students (from 373 students in 2019 to 349 students in 2020) during the pandemic. This was largely driven by a decrease in the 6th-grade class, which had 116 students in 2019-20 and only 84 students in 2020-21. MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

LAUSD annual visit reflects the following:

#### Areas of Demonstrated Strength and/or Progress

1. The Governing Board complies with most material provisions of the Brown Act.
2. The YPICS Board meets regularly (8/19/2019, 9/16/2019, 10/21/2019, 11/6/2019, and 1/18/2019).
3. Agendas and minutes are posted and included as a link on Board-On Track.
4. The board takes and reports votes in an open meeting by creating a motion to approve and call the Roll Call of Board members present at the meeting.
5. The Governing Board monitors school performance and other internal data to inform decision-making. A review of documents provided in Binder 1 revealed the following: The Youth Policy Institute Charter Schools (YPICS) discussed on Monday, June 17, 2019, via the Executive Director's Report data collection in preparation for the 2019-2020 school year. As a result of reviewing data which was formative, summative, and surveys, the Board and the Leadership Team developed focus areas that include:
6. Consistent Classroom Management Strategies in all classrooms to create emotionally safe spaces for ALL students (Relay GSE Instructional Leadership) Support rigorous, thinking-rich classes (Relay GSE Instructional Leadership)
7. Weekly observation and feedback to teachers (Relay GSE Instructional Leadership)
8. Data focus: iReady
9. Decrease Chronic absenteeism to below 5%
10. Decrease Suspension and expulsion below 3%
11. Increase student academic achievement in ELA and math by 5%

The LAUSD annual visit reflects the following:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance



with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education.  
Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students  
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school  
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Charter School created custom reports from Illuminate that enable teachers, administrators, and office to monitor chronic absenteeism by student, class, and grade level. Parents were notified immediately if their child is approaching being absent for 10% or more instructional days. In addition, targets were set for individual students and teachers, along with various incentive programs to engage students in the learning process.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

BCCS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Working closely with stakeholders through the school, the goals align with the California Dashboard, LCFF rubrics, and charter petition goals, core values, the YPICS School Success Plan, and our Governance structure to improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement

Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.

Goal 3: Provide an appropriate Basic Condition for Learning

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

BCCS is eligible for comprehensive support and improvement due to the following outcomes:

The schoolwide Dashboard ELA Indicator color is red. Bert Corona Middle School's 2019 Average DFS was - 78.2%, which is lower than the State 2019 Average DFS at -2.5%.

The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was - 109.5%, which is higher than the State's 2019 Average DFS at -33.5%.

All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at - 176.7 vs. -119.4 points.

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Other factors, internal and/or external that the Team considered when evaluating performance for results on Mathematics. The team analyzed and set up plans to address students needs; specifically reviewing students with disabilities, English Learners, and other subgroups are they working as intended: The results indicated the following:

- The Charter School determined that BCCS needed to re-evaluate its Mathematics curriculum.
- Teachers needed to be provided with strategies on the integration of mathematics across other courses.
- Demystifying the concept that mathematics is difficult; changing the climate of some student's belief in their abilities to compete.
- Engage Administrators, teachers, staff, parents, students, and stakeholders in actively addressing the concepts of mathematics in daily life using differentiated instruction, accelerating learning opportunities, professional development, parent training and workshops, and various collaborative efforts.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

In 2018, BCCS began creating priority standards that The Charter School gave greater weight on the SBAC. The LEA finalized this process towards the beginning of the 2019-20 school year.

SBAC Mathematics intervention and acceleration: An initiative was started in the latter half of 2018-19 onto 2019-2020 to prioritize Mathematics. During this initiative:

Identified bubble students who were close to moving up an achievement band. (2019-20) Planned intentional small group instruction to target student needs. (2019-20)

Due to the Pandemic, teachers could provide acceleration and intervention during extended class time, offering access to reteaching and additional daily support through an individual instructional plan for each student.

- BCCS provided ongoing Professional Development and coaching. The presenters also observed teachers and gave them feedback on implementing the strategies covered during professional development. ?
- Implemented intervention blocks of time where teachers target students' deficits in small groups. (2020-21)
- Developed IEP's as a comprised team of various stakeholders: o Parents/caretakers, teachers, staff, SPED, admin, etc.).
- Targeted Mathematics instruction began implementation in 2019-20.
- Used i-Ready results to determine student Math levels (2019-20).
- Implemented practice i-Ready assessments twice a year (2019-20).
- After-school program assisted by providing intervention and accelerated support during Fall Break, Winter Break, and Spring Break, ?starting in 2019-20 and 2020-2021, due to the Pandemic, ongoing learning opportunities were made available.
- Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, ?differentiated instruction, and other research-based learning strategies.
- BCCS provided socio-emotional support, supplemental support systems, food, and concentrated support for families. To identify appropriate root causes for both English Language Arts and Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:

Academic & Instruction: School Culture & Climate Operations & Safety

The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/>, and additional Virtual Instructional Strategies can be found on our website <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students, and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The BCCS ' Team, including the Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students, all contributed to the influence, integration, and specific support to engage all stakeholders in the LCAP development. The Charter School's team also communicated with parents electronically and mailed information home. In the process of daily calls, the Charter School also updated parent emails or cell phones to ensure that the most updated parent contact information was available for mass communication through Both Remind and OneCall.

The staff communicated using Google Meets and Slack. BCCS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are the Title 1, Title II, Title III, and another federal funding budget at our meetings. BCCS' School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 BCCS SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

## A summary of the feedback provided by specific stakeholder groups.

Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementation, and evaluation of ConApp programs through various stakeholder meetings throughout the year, as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

Students at BCCS were surveyed in November 2020 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about Project-Based Learning, Student Voice and Leadership, and Drugs and Alcohol.

This report compares BCCS students' ratings to the ratings from students at 396 other middle schools across the country to put student feedback into context.

Compared to other participating middle schools, BCCS's highest-rated themes were:

Relationships  
Belonging & Peer Collaboration  
and the lowest rated themes were:

Academic Rigor  
Engagement

Compared to other participating middle schools, BCCS's highest-rated question within the key themes was:

How many of your teachers try to understand what your life is like outside of school? (which is in the Relationships theme)  
and the lowest rated question within the key themes was:

I take pride in my school work (which is in the Engagement theme)

Students also provided feedback about Project-Based Learning. For example, 38% of students responded positively to the question: In school, I can find solutions to problems that I haven't been taught how to solve.

Students also provided feedback about Student Voice and Leadership. For example, 32% of students responded positively to the question: I feel like I can make a difference at my school.

This report represents feedback from 332 students. Based on the enrollment data provided, you had an 89% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made

available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter. Surveys were sent out to parents through email and text messages to ensure families could access the content.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level Essential Standards and materials;
- Identify students who need additional support to accelerate learning and to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss.

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | <p>Increase Student Achievement</p> <p>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.</p> <p>(State Priorities: 1 Basic Services, 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access), Other Pupil Outcomes</p> |

An explanation of why the LEA has developed this goal.

Based on review of data, BCCS found gaps for underserved students in the areas of ELA/ELD, Mathematics and Science. Input from stakeholder groups focused on the need for increased rigor and relevance in curriculum and increase support for students academic achievement.

## Measuring and Reporting Results

| Metric   | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                                    |
|--|----------|----------------|----------------|----------------|--|
| All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. | 100%     |                |                |                | 100% of teachers fully credentialed and appropriately assigned |

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|----------------|----------------|----------------|--|
| Access to standards-aligned curricular and instructional materials                    | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)   |                |                |                | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science)  |
| Teacher Retention   | Teacher turnover (core content teachers form 18-19 to 19-20).   |                |                |                | Retain Teachers->50%   |
| Professional Learning: Teaching, social-emotional learning, and Management Strategies | 100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside |                |                |                | 100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as |



| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|--|----------------|----------------|----------------|---|
|   |  |                |                |                | subject specific training.  |
| Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard | 100% Teachers are provided with curriculum aligned to current content and performance standards.   |                |                |                | 100% Teachers are provided with curriculum aligned to current content and performance standards   |
| Student Access to Broad Course of Study   | 100% of students have access to a broad course of study  |                |                |                | 100% of students have access to a broad course of study   |
| English Language Arts- Proficiency  | .SBAC 2018-2019 English Language Arts was DFS -78.2 .points below standards (declining 15.7 points)  |                |                |                | .SBAC 2018-2019 English Language Arts was DFS -78.2 .points below standards (declining 15.7 points)   |
| Mathematics Proficiency   | The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School’s 2019 Average DFS was - 109.5 points. All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores below the statewide averages in Math, as follows: English Learners at - |                |                |                | Use of SBAC Mathematics as DFS- 109.5 point below standard (declined 8.9 Points) no testing due to Pandemic and closed campus. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records |

| Metric                                  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|----------------|----------------|----------------|--|
|   | 138.8 vs. -68.6 points;<br>Latino at -110.8 vs. -62.2 points;<br>Socioeconomically Disadvantaged at -109.9 vs. -63.7 points;<br>and Students with Disabilities at -176.7 vs. -119.4 point |                |                |                | to measure student progress. outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP |
| Access iReady assessment and technology | Increased student performance as monitored by i-Ready scores show improvement from start of the year to current   |                |                |                | Increased student performance as monitored by i-Ready scores show improvement from start of the year to current                                    |
| English Learner Proficiency             | English Learners at -107.2 vs. -45.1 points;  |                |                |                | The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP                 |
| Reclassification Rate                   |   |                |                |                | Increase Reclassification rate by 5%.  |
| Students with IEPs proficiency          | Increase Students with IEPs on SBAC by 1% or more per year.   |                |                |                | Increase Students with IEPs on SBAC by 1% or more per year.  |

## Actions

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 1        | Support to increase student academic achievement | Counselor, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials   | \$354,070.00 | Yes          |
| 2        | Teacher Retention: Coaching Support              | Ensure teacher retention remains high.<br>Director of Instruction and 50% of Executive Administrator<br>Provide consistent teacher observation, coaching, and mentoring support | \$199,511.00 | Yes          |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 2      | Increase meaningful and purposeful student, teacher, and parent engagement.<br><br>(State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture) |

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

## Measuring and Reporting Results

| Metric                                      | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Fall Youth Truth Survey: Parent Involvement | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication |                |                |                | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication |
| Spring Parent Survey: Engagement            | School will engage parents and students in decision-making.  |                |                |                | School will engage parents and students in decision-making.  |
| ADA Rate                                    | School will continue to maintain ADA rate at or above 90%  |                |                |                | School will continue to maintain ADA rate at or above 94%  |
| Suspensions and Expulsion Rates             | The School will continue to maintain a low suspension rate below 1%.   |                |                |                | The School will continue to maintain a low suspension rate below 1%.   |

| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------|--|----------------|----------------|----------------|--|
|        | The school will continue to maintain a low suspension rate below 1%. |                |                |                | The school will continue to maintain a low suspension rate below 1%. |

## Actions

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1        | Parent Coordinator  | The parent Coordinator will assist with the engagement of parents.  | \$58,656.00  | Yes          |
| 2        | Program Coordinator/Operations Team & School Culture Climate Team | Identified staff will assist with the engagement of students.<br>The Program Coordinator and Operations Team will focus on attendance.<br>The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV) | \$374,008.00 | Yes          |
| 3        | Student Activities  | Student Activities to engage students in learning   | \$40,000.00  | Yes          |
| 4        | Enrollment and Outreach- "SCHOLA Services " and Increase ADA      | Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.                                     | \$15,000.00  | Yes          |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 3      | Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. Increase student engagement. |

An explanation of why the LEA has developed this goal.

Provide students with a safe place to learn, providing MTSS and social emotional support to all students.

## Measuring and Reporting Results

| Metric                                      | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|-----------------------------|
| Use of Mutli-tier schoolwide program (MTSS) | 100%   |                |                |                | 100%                        |
| ADA   |  |                |                |                |                             |
| Chronic Absenteeism                         | The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. Bert Corona Middle School's 2019 Chronic Absenteeism Percentage was 7.0%, which was lower than the State at 10.1%. |                |                |                | <7.0% for all students      |
| Suspensions                                 | The schoolwide Dashboard Suspension Rate   |                |                |                | <6.2% a decline of 6%       |

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
|   | Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%. |                |                |                |  |
| Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. | 96% Teachers participated in professional development throughout the physical closure of the Charter School.     |                |                |                | 96% Teachers participated in professional development throughout the physical closure of the Charter School. |
| 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.  | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.                          |                |                |                | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.                      |

## Actions

| Action # | Title                 | Description   | Total Funds    | Contributing |
|----------|-----------------------|---|----------------|--------------|
| 1        | Salaries and Benefits | Salaries and Benefits for all staff members, not included in identified LCAP planned actions. | \$1,867,513.00 | No           |



| Action # | Title                    | Description  | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| 2        | Professional Development | <p>Professional Development for all staff members</p> <p>CCSS training will be embedded into professional development meetings.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> <li>. Backwards Design</li> <li>. Standards-Based Grading</li> <li>. Project-Based Learning</li> <li>. Service-Learning                             <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Monseñor Oscar Romero Charter English Learner Plan</li> <li>• Whetstone Observation and Evaluation Process for teacher growth</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social</li> </ul> </li> </ul> <p>SFA Training, Coaching, and Support (Title 3)</p> <p>Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs</li> <li>• Strategies for SWD to access core curriculum in the general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> </ul> <p>Challenging, Engaging, and Empowering Students with Deeper Instruction</p> | \$48,573.00 | Yes          |

| Action # | Title                                       | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
| 3        | Core Instructional Materials;<br>Technology | Core Instructional Materials; Technology provided to all students.   | \$144,926.00 | No           |
| 4        | Maintenance/Custodial/Security (2201)       | Maintenance/Custodial/Security<br><br>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists iwth greater than 90% of items in compliance or good standing. | \$213,756.00 | No           |
| 5        | Technology Enhancement                      | Additional Technology and IT Support to enhance the basic instructional program.   | \$41,934.00  | No           |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 31.94%                                     | \$848,006  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 1: Action 6--Planned services for this action item include a School Counselor, ELD Teacher, additional special education support, highly qualified Tutors (instructional assistants), Professional Development Days, 2 Extra Instructional Days, Instructional materials for Acceleration, intervention, and enrichment.

Goal 2: Action 1 --Planned services for this action item include a Parent Coordinator.

Goal 2: Action 2--Planned services for this action item include Program Coordinator (attendance) and Administrator (School Climate & Culture Coordinator) focused on Positive Behavior Interventions and Supports (PBIS).

Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and

revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).

- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

## Total Expenditures Table

| LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|----------------|-------------------|-------------|---------------|----------------|
| \$3,152,706.00 |                   |             | \$205,241.00  | \$3,357,947.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$2,874,265.00  | \$483,682.00        |

| Goal | Action # | Student Group(s)                               | Title   | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|--|---|----------------|-------------------|-------------|---------------|----------------|
| 1    | 1        | English Learners<br>Foster Youth<br>Low Income | Support to increase student academic achievement                  | \$354,070.00   |                   |             |               | \$354,070.00   |
| 1    | 2        | English Learners<br>Foster Youth<br>Low Income | Teacher Retention: Coaching Support                               | \$199,511.00   |                   |             |               | \$199,511.00   |
| 2    | 1        | English Learners<br>Foster Youth<br>Low Income | Parent Coordinator  | \$58,656.00    |                   |             |               | \$58,656.00    |
| 2    | 2        | English Learners<br>Foster Youth<br>Low Income | Program Coordinator/Operations Team & School Culture Climate Team | \$197,340.00   |                   |             | \$176,668.00  | \$374,008.00   |
| 2    | 3        | English Learners<br>Foster Youth<br>Low Income | Student Activities  | \$40,000.00    |                   |             |               | \$40,000.00    |
| 2    | 4        | English Learners<br>Foster Youth<br>Low Income | Enrollment and Outreach- "SCHOLA Services " and Increase ADA      | \$15,000.00    |                   |             |               | \$15,000.00    |
| 3    | 1        | All  | Salaries and Benefits   | \$1,867,513.00 |                   |             |               | \$1,867,513.00 |
| 3    | 2        | English Learners<br>Foster Youth<br>Low Income | Professional Development  | \$20,000.00    |                   |             | \$28,573.00   | \$48,573.00    |
| 3    | 3        | All  | Core Instructional Materials; Technology                          | \$144,926.00   |                   |             |               | \$144,926.00   |

| Goal | Action # | Student Group(s) | Title                                 | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|------------------|---------------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 3    | 4        | All              | Maintenance/Custodial/Security (2201) | \$213,756.00 |                   |             |               | \$213,756.00 |
| 3    | 5        | All              | Technology Enhancement                | \$41,934.00  |                   |             |               | \$41,934.00  |

## Contributing Expenditures Tables

| Totals by Type           | Total LCFF Funds | Total Funds    |
|--------------------------|------------------|----------------|
| <b>Total:</b>            | \$884,577.00     | \$1,089,818.00 |
| <b>LEA-wide Total:</b>   | \$884,577.00     | \$1,089,818.00 |
| <b>Limited Total:</b>    | \$0.00           | \$0.00         |
| <b>Schoolwide Total:</b> | \$0.00           | \$0.00         |

| Goal | Action # | Action Title  | Scope    | Unduplicated Student Group(s)                  | Location   | LCFF Funds   | Total Funds  |
|------|----------|---|----------|--|--|--------------|--------------|
| 1    | 1        | Support to increase student academic achievement                  | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$354,070.00 | \$354,070.00 |
| 1    | 2        | Teacher Retention: Coaching Support                               | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$199,511.00 | \$199,511.00 |
| 2    | 1        | Parent Coordinator  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Bert Corona charter<br>Middle School<br>5-8 | \$58,656.00  | \$58,656.00  |
| 2    | 2        | Program Coordinator/Operations Team & School Culture Climate Team | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$197,340.00 | \$374,008.00 |
| 2    | 3        | Student Activities  | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$40,000.00  | \$40,000.00  |
| 2    | 4        | Enrollment and Outreach- "SCHOLA Services " and Increase ADA      | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$15,000.00  | \$15,000.00  |
| 3    | 2        | Professional Development  | LEA-wide | English Learners<br>Foster Youth               |  | \$20,000.00  | \$48,573.00  |



| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--------------|-------|-------------------------------|----------|------------|-------------|
|      |          |              |       | Low Income                    |          |            |             |

### Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |                               |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|-------------------------------|
|                    |                      |                            |  |  |                                     |                               |
|                    |                      |                            |  | <b>Totals:</b>                         | <b>Planned Expenditure Total</b>    | <b>Estimated Actual Total</b> |
|                    |                      |                            |  | Totals:                                |                                     |                               |

# Instructions

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*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.



**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title                 | Email and Phone                       |
|-------------------------------------|--|---------------------------------------|
| Monseñor Oscar Romero Charter       | Yvette King Berg<br>Executive Director | ykingberg@ypics.org<br>(818) 305-2791 |

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

**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 an eloquent and insistent voice to the cardinal importance of education. Monseñor Oscar Romero believed in the Jeffersonian ideal that democracy and its attendant ideals become quite impossible without an intelligent citizenry.

**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. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area.

Monseñor Oscar Romero Charter (MORC), a Youth Policy Institute Charter School (YPICS), is committed to serving 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. The Charter School also serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multidimensional approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts, Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators.

The Charter School created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, The US Department of Education, and electeds have recognized the positive culture at the Charter School.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Teachers and staff receive training in research-based education practices to raise student achievement. These training are conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Like a Champion," "Data-Driven Instruction," "Getting Better," and the Success for All Program. Monsenor Oscar Romero School utilizes various assessment tools in evaluating student achievement of stated objectives across all disciplines. The assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

MORCS success is as follows:

Verified Data: ELA & Math Growth (2019-20 & 2020-21)

MORCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of Education as "verified data." Despite challenges from the pandemic, at both the school- and grade levels, MORCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. On average, MORCS students had over a year of typical growth in ELA (129%) and a year of growth in Math (100%) from Fall to Spring 2020-21. From Fall to Spring 2019-20, MORCS students had over a year of typical growth in ELA (129%) & Math (127%). It is also worth noting that 8th-grade students had nearly two years of typical growth (194%) in ELA and 164% progress in Math in 2019-20, which suggests that students who had been at MORCS for longer experienced more growth.

### Verified Data: Math & ELA Proficiency (2019-20 & 2020-21)

In 2019-20, 22% of MORCS students were on or above grade level in iReady Math, and in 2020-21, the average Math proficiency rate increased to 26% in Math. Given that iReady and SBAC are strongly correlated (.89 in Math), this suggests that despite the pandemic, MORCS students would have improved on state tests in Math in these years (ERIA, 2020). In ELA, scores improved slightly from 2019 levels. 8th graders had the highest proficiency rates in ELA in 2020 and 2021, suggesting that additional time at MORCS improved students' literacy skills.

### English Learner Progress

MORCS serves a higher proportion of English learners than its surrounding district and the state (33% compared to 19% in LAUSD and 18% in the state) in 2019-20. English learners at MORCS progressed faster than the district and the state, with 53% of EL students making progress towards English language proficiency in 2018-19. Within that grouping, over half (51%) of MORCS EL students progressed by at least one ELPI level compared to 43% at the state level and 42% of LAUSD ELs.

### Technology in the classroom

Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000, and other programs. As noted in Monsenor Oscar Romero School, 2019-20 LCAP on it is our goal to provide our students with chrome books 1 to 1 ratio". With increased access to computers in every classroom, more time is devoted to online tools designed to precisely target standard alignment in reading and writing. Programs such as open-source programs such as i-Ready, Achieve3000, SFA, and licensed software as presented above Monsenor Oscar Romero School students' innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students can progress faster than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time). It removes the pressure while maintaining accountability by preparing all group members to be the possible "random reporter" responsible for communicating the group's findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as often happens in the non-collaborative classroom. Teachers are also trained through Professional Development and coaching to support EL and whole-class learning by using SDAIE strategies, as defined in the Monsenor Oscar Romero School English Learner Plan.

### COVID-19 Aligned Strengths

#### Community Engagement/Support

MORCS supported its surrounding community, which experienced some of the highest death rates in California during the pandemic, by providing safety updates & information, as well as distributing food each week (INSERT # meals), connecting families with counseling services, and providing financial assistance to those who lost a family member due to COVID.

#### Student Engagement

- MORCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.

- In November 2020, MORCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In November 2020, MORCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

#### Digital Divide

MORCS rapidly eliminated the digital divide by distributing hot spots & Chromebooks to students in need in March 2020. The percentage of families with at-home technology access increased from 61% in March 2020 to 99% in April 2020.

#### Social/Emotional Wellbeing

While many students struggled socially & emotionally during the pandemic, MORCS students reported a higher level of belonging and peer collaboration in November 2020 than in November 2019. This was also higher than the state average.

#### COVID-19 Aligned Vulnerabilities

##### Student Engagement

MORCS's enrollment declined by 11%, or 38 students (from 356 students in 2019 to 318 students in 2020) during the pandemic. This was largely driven by a decrease in the 6th-grade class, which had 116 students in 2019-20 and only 84 students in 2020-21. MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#### Academic Indicator Performance

MORCS received a red on the CA Dashboard in ELA & Math in 2019, a red in Math in 2018, and an orange in ELA in 2018, having performed below the state average in proficiency in both years on the academic indicators. If the CDE had not used ELPI in its track determinations, then MORCS would have been in the low track, as all students & subgroups performed below the state average on the academic indicators Distance from Standard (DFS) by Subgroup Under AB1505: A red arrow indicates that MORCS' subgroup average was below the state average for that subgroup on that indicator in a given year.

#### Verified Data for 2017-18 & 2018-19

MORCS switched from using the NWEA MAP Assessment to iReady in 2019-20. While the iReady data is strong and clearly demonstrates one year's growth, we saw LAUSD reject verified data from schools that did not have verified data for the entirety of the term during renewals last summer. Currently, in the petition, MORCS provided NWEA proficiency data. We recommend replacing this with growth data. When using NWEA, CCSA recommends the Conditional Growth Index (CGI), which is included in Summary Growth Reports. A positive CGI indicates at least one year of growth, on average.

### Suspension Rates

While MORCS made substantial progress in decreasing its suspension rate over the course of the charter term, 15% of students were suspended in 2017-18 compared to only 0.8% of students in LAUSD. Suspension rates were high in 2017-18 & 2018-19; instituting the PBIS assisted MORCS to realize a decreased it's rate to 1.6% in 2019-20.

### COVID-19 Achievement and Engagement Data

Aligned with CCSA's Portrait of the Movement findings on how charter schools effectively responded to the pandemic, CCSA believes that how your school responded to the COVID-19 pandemic is an important part of your data story, especially given the gap in state testing in 2019-20.

Data that MORCS tracked over the past year include:

- Evidence of proactively working to engage students
- Evidence of actions to mitigate learning loss
- Data that shows a narrowing of the digital divide
- Data to demonstrate how you supported students' social and emotional wellbeing
- Data on the number of meals provided
- Evidence of community engagement/support
- Changes to enrollment demand

### English Learner Reclassification Rates

In 2020-21, MORCS reclassified 3.8% of English learners, representing a lower reclassification rate than the district (6.4%) and the state (8.6%). While MORCS' 2017-18 & 2018-19 reclassification rates were higher than the state averages, they were lower than LAUSD averages.

Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, as follows:

- 0.00% of English Learner students Met or Exceeded the Standards, a 2.11 percentage point decrease.
- 21.32% of Latino students Met or Exceeded the Standards, a 0.54 percentage point increase.
- 20.87% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 0.97 percentage point decrease. ? 2.56% of Students with Disabilities Met or Exceeded the Standards, a 0.00 percentage point increase.
- None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, as follows:?
- 0.00% of English Learner students Met or Exceeded the Standards, a 1.09 percentage point decrease.
- 10.84% of Latino students Met or Exceeded the Standards, a 2.27 percentage point decrease.
- 10.94% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 3.03 percentage point decrease.
- 2.56% of Students with Disabilities Met or Exceeded the Standards, a 2.85 percentage point decrease.
- The schoolwide percentage of students who Met and Exceeded Standards in 6th – 8th Grade on the SBAC in ELA is 21.31%, which is at a rate lower than the
- The schoolwide percentage of students who Met or Exceeded Standards in 6th – 8th Grade on the SBAC in Math is 10.98%, which is at a rate lower than the Resident Schools Median of 16.39%.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

MORCS provides resources to assist under-achieving students. These include a school breakfast and lunch program, an after school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Working closely with stakeholders through the school, the goals are in alignment with the California Dashboard, LCFF rubrics, and charter petition goals, core values, the YPICS School Success Plan, and our Governance structure to improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement

Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.

Goal 3: Provide an appropriate Basic Condition for Learning

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

MORCS is eligible for comprehensive support and improvement due to the following outcomes:

Hispanic

Red

120.3 points below the standard

Declined -11.8 points 326

Less than 11 Students - Data Not Displayed for Privacy

Current English Learner

- 199.9 points below the standard

Declined Significantly -31.1 points 81

Reclassified English Learners

112.7 points below the standard  
Declined -5.5 points 121

English Only

121 points below the standard

Increased ++3 points 30

Math scores declined for the past 2 years (net -11.5%); further Math data on SBAC indicates a stronger implementation plan, racial justice, and equity issues, and addressing student attitudes toward Mathematics.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Other factors, internal and/or external that the Team considered when evaluating performance for results on Mathematics. The team analyzed and set up plans to address students needs; specifically reviewing students with disabilities, English Learners, and other sub-groups are they working as intended: The results indicated the following:

- The LEA determined that MORCS' needed to re-evaluate their Mathematics curriculum.
- Teachers needed to be provided with strategies on the integration of mathematics across other courses.
- Demystifying the concept that mathematics is difficult; changing the climate of some student's belief in their abilities to compete.
- Engage Administrators, teachers, staff, parents, students, and stakeholders in actively addressing mathematics concepts in daily life using differentiated instruction, accelerating learning opportunities, professional development, parent training and workshops, and various collaborative efforts.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. CSD discussed with the school leaders the need to ensure all staff members have cleared credentials. The LEA noted that two returning employees marked as Teacher Associates do not have the proper EL authorization. In summary, 5 teachers were currently listed as "Teacher Associates" due to no EL authorization; at the time of the oversight, the school leader had a substitute teacher working in each of those classrooms to ensure that the school complies with this requirement.

Among the strategies implemented during 2018 to the present include:

- In 2018, MORCS began creating priority standards that the LEA gave greater weight on the SBAC. The Charter School finalized this process towards the beginning of the 2019-20 school year.
- SBAC Mathematics intervention and acceleration: An initiative was started in the latter half of 2018-19 onto 2019-2020 to prioritize Mathematics. During this initiative:
  - o Identified bubble students who were close to moving up an achievement band. (2019-20)
  - o Planned, intentional small group instruction to target student needs. (2019-20)

- o Due to the Pandemic, teachers were able to provide acceleration and intervention during extended class time, offering access to reteaching, additional daily support through an individual instructional plan for each student.
    - MORCS provided ongoing Professional Development and coaching. The presenters also observed teachers and gave them feedback on implementing the strategies covered during professional development.
    - Implemented intervention blocks of time where teachers target students' deficits in small groups. (2020-21)
    - Developed IEP's as a comprised team of various stakeholders:
  - o Parents/caretakers, teachers, staff, SPED, admin, etc.).
    - Targeted Mathematics instruction began implementation in 2019-20.
    - Used i-Ready results to determine student Math levels (2019-20).
    - Implemented practice i-Ready assessments twice a year (2019-20).
    - After-school program assisted by providing intervention and accelerated support during Fall Break, Winter Break, and Spring Break, starting in 2019-20 and 2020-2021. The Pandemic ongoing learning opportunities were made available.
    - Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, differentiated instruction, and other research-based learning strategies.
    - MORCS provided socio-emotional support, supplemental support systems, food, and concentrated support for families.
- To identify appropriate root causes for both English Language Arts and Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.



## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:

Academic & Instruction: School Culture & Climate Operations & Safety

The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/>, and additional Virtual Instructional Strategies can be found on our website <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students, and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The MORCS ' Team, including the Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students, all contributed to the influence, integration, and specific support to engage all stakeholders in the LCAP development. The Charter School's team also communicated with parents electronically and mailed information home. In the process of daily calls, the Charter School also updated parent emails or cell phones to ensure that the most updated parent contact information was available for mass communication through Both Remind and OneCall.

The staff communicated using Google Meets and Slack. BCCS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are Title 1, Title II, Title III, and another federal funding budget at our meetings. BCCS' School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 BCCS SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

## A summary of the feedback provided by specific stakeholder groups.

Students at MORCS were surveyed in November 2020 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about Project-Based Learning, Emotional and Mental Health, Drugs and Alcohol, and Distance Learning.

This report compares MORCS students' ratings to students at 429 other middle schools across the country to put student feedback into context.

Compared to other participating middle schools, MORCS's highest-rated themes were:

Culture  
Relationships  
and the lowest rated themes were:

Engagement  
Belonging & Peer Collaboration

Compared to other participating middle schools, MORCS's highest-rated question within the key themes was:

Adults from my school treat students with respect. (which is in the Culture theme)  
and the lowest rated question within the key themes was:

I take pride in my school work. (which is in the Engagement theme)

Respondents also provided feedback about Project-Based Learning. For example, 54% of respondents responded positively to the question: In school, I can find solutions to problems that I haven't been taught how to solve.

Respondents also provided feedback about Emotional and Mental Health. For example, 65% of respondents responded positively to the question: Overall, how do you feel about your life?.

Respondents also provided feedback about Distance Learning. For example, 43% of respondents responded positively to the question: How would you rate your experience with distance learning so far this school year?.

This report represents feedback from 407 students. Based on the enrollment data provided, you had a 129% response rate. Percentages over 100% are likely due to fluctuations in enrollment between the time enrollment numbers were shared and survey completion. This does not indicate that anyone took the survey more than once. Please refer to the Appendix section for more information about the demographics of the respondents.

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made

available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter. Surveys were sent out to parents through email and text messages to ensure families could access the content.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following are aspects of the LCAP that stakeholders influenced.

##### Focus on Essential Standards (Learning Outcomes/Indicators)

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level Essential Standards and materials;
- Identify students who need additional support to accelerate learning and to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss.

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | <p>Increase Student Achievement</p> <p>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.</p> <p>(State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)</p> |

An explanation of why the LEA has developed this goal.

Improve student achievement for all students

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|----------------|----------------|----------------|--|
| All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. | 100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned. |                |                |                | 100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned. |

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Access to standards-aligned curricular and instructional materials                    | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)  |                |                |                | 100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)  |
| Teacher Retention   | Teacher turnover (50% core content teachers form 18-19 to 19-20).  |                |                |                | Retain Teachers-turnover >50%  |
| Professional Learning: Teaching, social-emotional learning, and Management Strategies | 100% of MORCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to |                |                |                | 100% of MORCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to |

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
|   | their needs, such as subject specific training.  |                |                |                | their needs, such as subject specific training.  |
| Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard | 100% Teachers are provided with curriculum aligned to current content and performance standards. |                |                |                | 100% Teachers are provided with curriculum aligned to current content and performance standards                                    |
| Student Access to Broad Course of Study   | 100% of students have access to a broad course of study  |                |                |                | 100% of students have access to a broad course of study  |
| English Language Arts- Proficiency  | SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 points), |                |                |                | The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP |
| Mathematics Proficiency   | SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 Points),                       |                |                |                | The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP |
| Access iReady assessment and technology   | Increased student performance as monitored by i-Ready scores show improvement from               |                |                |                | Increased student performance as monitored by i-Ready scores show improvement from   |

| Metric                               | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------------------------------------|--|----------------|----------------|----------------|--|
|                                      | start of the year to current   |                |                |                | start of the year to current   |
| English Language Learner proficiency | English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) |                |                |                | Teachers planned and implemented synchronous lessons to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily. |
| EL Reclassification                  | Reclassification for 18-19 was 17%   |                |                |                | Increase Reclassification rate by 5%.  |
| Students with IEPs proficiency       | Increase Students with IEPs on SBAC by 1% or more per year.  |                |                |                |  |

## Actions

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 1        | Support to increase student academic achievement | English Language Development Teacher, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials             | \$349,952.00 | Yes          |
| 2        | Teacher Retention: Coaching Support              | Director of Instruction and 50% of Executive Administrator Provide consistent teacher observation, coaching, and mentoring support | \$188,388.00 | Yes          |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 2      | Increase meaningful and purposeful student, teacher, and parent engagement.<br><br>(State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture) |

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

## Measuring and Reporting Results

| Metric                                      | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|--|----------------|----------------|----------------|---|
| Fall Youth Truth Survey: Parent Involvement | School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication |                |                |                | School will continue to provide multiple opportunities for parent involvement in school life and communication. |
| Spring Parent Survey: Engagement            | School will engage parents and students in decision-making.  |                |                |                | School will engage parents and students in decision-making.   |
| ADA Rate                                    | School will continue to maintain ADA rate at or above 90%  |                |                |                | School will continue to maintain ADA rate at or above 94%   |
| Suspensions and Expulsion Rates             | The School will continue to maintain a low suspension rate below 1%.   |                |                |                | The School will continue to maintain a low suspension rate below 1%.  |

| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------|--|----------------|----------------|----------------|--|
|        | The school will continue to maintain a low suspension rate below 1%. |                |                |                | The school will continue to maintain a low suspension rate below 1%. |

## Actions

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1        | Parent Coordinator                                | The parent coordinator will assist with the engagement of parents.  | \$62,075.00  | Yes          |
| 2        | Program Coordinator & School Culture Climate Team | Identified staff will assist with the engagement of students.<br>The Program Coordinator will focus on attendance.<br>The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV) | \$304,461.00 | Yes          |
| 3        | Student Activities                                | Student Activities to engage students in learning   | \$15,000.00  | Yes          |
| 4        | Enrollment and Outreach- Schola                   | Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.                 | \$15,000.00  | No           |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 3      | <p>Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, ), Other Pupil Outcomes</p> |

An explanation of why the LEA has developed this goal.

Provide students with a safe place to learn, providing MTSS and social emotional support to all students.

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Use of Mutli-tier schoolwide program (MTSS)   | 100%   |                |                |                | Maintain 100%  |
| ADA   | 97.45%   |                |                |                | < 97.45%   |
| Chronic Absenteeism   | 6.8%   |                |                |                | < 6.8%   |
| Suspensions   | 8%   |                |                |                | Maintain Suspension Rate at .< 8%  |
| Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation | 96% Teachers participated in professional development throughout the physical closure of the Charter School. |                |                |                | 96% Teachers participated in professional development throughout the physical closure of the Charter School. |

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|----------------|----------------|----------------|---|
| Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.     |   |                |                |                |   |
| 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.  | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.   |                |                |                | 100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.   |
| School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing. | 100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020). |                |                |                | 100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020). |

## Actions

| Action # | Title                 | Description   | Total Funds    | Contributing |
|----------|-----------------------|---|----------------|--------------|
| 1        | Salaries and Benefits | Salaries and Benefits for all staff members, not included in identified LCAP planned actions. | \$1,693,125.00 | No           |

| Action # | Title                    | Description  | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| 2        | Professional Development | <p>Professional Development for all staff members</p> <p>CCSS training will be embedded into professional development meetings.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> <li>. Backwards Design</li> <li>. Standards-Based Grading</li> <li>. Project-Based Learning</li> <li>. Service-Learning                             <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Monseñor Oscar Romero Charter English Learner Plan</li> <li>• Whetstone Observation and Evaluation Process for teacher growth</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social</li> </ul> </li> </ul> <p>SFA Training, Coaching, and Support (Title 3)</p> <p>Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs</li> <li>• Strategies for SWD to access core curriculum in the general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> </ul> <p>Challenging, Engaging, and Empowering Students with Deeper Instruction</p> | \$50,048.00 | Yes          |

| Action # | Title   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
| 3        | Core Instructional Materials; Technology & iReady assessments | Core Instructional Materials; Technology provided to all students.<br><br>Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms<br><br>SFA Materials (Title 3) | \$90,150.00  | No           |
| 4        | Maintenance/Custodial/Security                                | Maintenance/Custodial/Security<br><br>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.  | \$262,560.00 | No           |
| 5        | Technology Enhancement  | Additional Technology and IT to enhance the basic instructional program.   | \$41,934.00  | No           |

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 33.97%                                     | \$749,030  |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 1: Action 6--Planned services for this action item include additional School Climate & Culture Coordinator, ELD Teacher, additional special education support, highly qualified Tutors (instructional assistants), Professional Development Days, 2 Extra Instructional Days, Instructional materials for Acceleration, intervention, and enrichment.

Goal 2: Action 1 --Planned services for this action item include a Parent Coordinator.

Goal 2: Action 2--Planned services for this action item include Program Coordinator (attendance) and Administrator (School Climate & Culture Coordinator 2) focused on Positive Behavior Interventions and Supports (PBIS).

Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and

revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).

- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

## Total Expenditures Table

| LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|----------------|-------------------|-------------|---------------|----------------|
| \$2,885,185.00 |                   |             | \$187,508.00  | \$3,072,693.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$947,053.00    | \$2,125,640.00      |

| Goal | Action # | Student Group(s)                               | Title   | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|--|---|----------------|-------------------|-------------|---------------|----------------|
| 1    | 1        | English Learners<br>Foster Youth<br>Low Income | Support to increase student academic achievement              | \$349,952.00   |                   |             |               | \$349,952.00   |
| 1    | 2        | English Learners<br>Foster Youth<br>Low Income | Teacher Retention: Coaching Support                           | \$188,388.00   |                   |             |               | \$188,388.00   |
| 2    | 1        | English Learners<br>Foster Youth<br>Low Income | Parent Coordinator  | \$62,075.00    |                   |             |               | \$62,075.00    |
| 2    | 2        | English Learners<br>Foster Youth<br>Low Income | Program Coordinator & School Culture Climate Team             | \$147,001.00   |                   |             | \$157,460.00  | \$304,461.00   |
| 2    | 3        | English Learners<br>Foster Youth<br>Low Income | Student Activities  | \$15,000.00    |                   |             |               | \$15,000.00    |
| 2    | 4        | All  | Enrollment and Outreach- Schola                               | \$15,000.00    |                   |             |               | \$15,000.00    |
| 3    | 1        | All  | Salaries and Benefits   | \$1,693,125.00 |                   |             |               | \$1,693,125.00 |
| 3    | 2        | English Learners<br>Foster Youth<br>Low Income | Professional Development                                      | \$20,000.00    |                   |             | \$30,048.00   | \$50,048.00    |
| 3    | 3        | All  | Core Instructional Materials; Technology & iReady assessments | \$90,150.00    |                   |             |               | \$90,150.00    |
| 3    | 4        | All  | Maintenance/Custodial/Security                                | \$262,560.00   |                   |             |               | \$262,560.00   |

| Goal | Action # | Student Group(s) | Title                  | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------|------------------------|-------------|-------------------|-------------|---------------|-------------|
| 3    | 5        | All              | Technology Enhancement | \$41,934.00 |                   |             |               | \$41,934.00 |

## Contributing Expenditures Tables

| Totals by Type           | Total LCFF Funds | Total Funds  |
|--------------------------|------------------|--------------|
| <b>Total:</b>            | \$782,416.00     | \$969,924.00 |
| <b>LEA-wide Total:</b>   | \$782,416.00     | \$969,924.00 |
| <b>Limited Total:</b>    | \$0.00           | \$0.00       |
| <b>Schoolwide Total:</b> | \$0.00           | \$0.00       |

| Goal | Action # | Action Title                                      | Scope    | Unduplicated Student Group(s)                  | Location   | LCFF Funds   | Total Funds  |
|------|----------|---|----------|--|--|--------------|--------------|
| 1    | 1        | Support to increase student academic achievement  | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$349,952.00 | \$349,952.00 |
| 1    | 2        | Teacher Retention: Coaching Support               | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$188,388.00 | \$188,388.00 |
| 2    | 1        | Parent Coordinator                                | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Monseñor Oscar Romero Charter 6-8 | \$62,075.00  | \$62,075.00  |
| 2    | 2        | Program Coordinator & School Culture Climate Team | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$147,001.00 | \$304,461.00 |
| 2    | 3        | Student Activities                                | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$15,000.00  | \$15,000.00  |
| 3    | 2        | Professional Development                          | LEA-wide | English Learners<br>Foster Youth<br>Low Income |  | \$20,000.00  | \$50,048.00  |
| 4    | 1        |   |          |  | Specific Schools:<br>Monseñor Oscar Romero Charter     |              |              |

### Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |                               |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|-------------------------------|
|                    |                      |                            |  |  |                                     |                               |
|                    |                      |                            |  | <b>Totals:</b>                         | <b>Planned Expenditure Total</b>    | <b>Estimated Actual Total</b> |
|                    |                      |                            |  | Totals:                                |                                     |                               |

## Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.



# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.



**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

|   |   |
|---|---|
| <b>Local Educational Agency (LEA) Name:</b> | Bert Corona Charter High School   |
| <b>CDS Code:</b>                            | 19647330132126  |
| <b>LEA Contact Information:</b>             | Name: Yvette King Berg<br>Position: Executive Director<br>Email: ykingberg@ypics.org<br>Phone: (818) 305-2791 |
| <b>Coming School Year:</b>                  | 2021-22   |
| <b>Current School Year:</b>                 | 2020-21   |

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| <b>Projected General Fund Revenue for the 2021-22 School Year</b> | <b>Amount</b> |
|---|---------------|
| <b>Total LCFF Funds</b>   | \$2454620     |
| <b>LCFF Supplemental &amp; Concentration Grants</b>               | \$648885      |
| <b>All Other State Funds</b>                                      | \$279591      |
| <b>All Local Funds</b>  | \$143692      |
| <b>All federal funds</b>  | \$488658      |
| <b>Total Projected Revenue</b>                                    | \$3,366,561   |

| <b>Total Budgeted Expenditures for the 2021-22 School Year</b>         | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted General Fund Expenditures</b>                        | \$3364824     |
| <b>Total Budgeted Expenditures in the LCAP</b>                         | \$1169324     |
| <b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> | \$662716      |
| <b>Expenditures not in the LCAP</b>                                    | \$2,195,500   |

| <b>Expenditures for High Needs Students in the 2020-21 School Year</b>                     | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b> | \$315485      |
| <b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>             | \$316074      |

| <b>Funds for High Needs Students</b>                                   | <b>Amount</b> |
|--|---------------|
| <b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b> | \$13,831      |
| <b>2020-21 Difference in Budgeted and Actual Expenditures</b>          | \$589         |

| <b>Required Prompts(s)</b>  | <b>Response(s)</b>  |
|---|---|
| <b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b> | Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses. |

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter High School

CDS Code: 19647330132126

School Year: 2021-22

LEA contact information:

Yvette King Berg

Executive Director

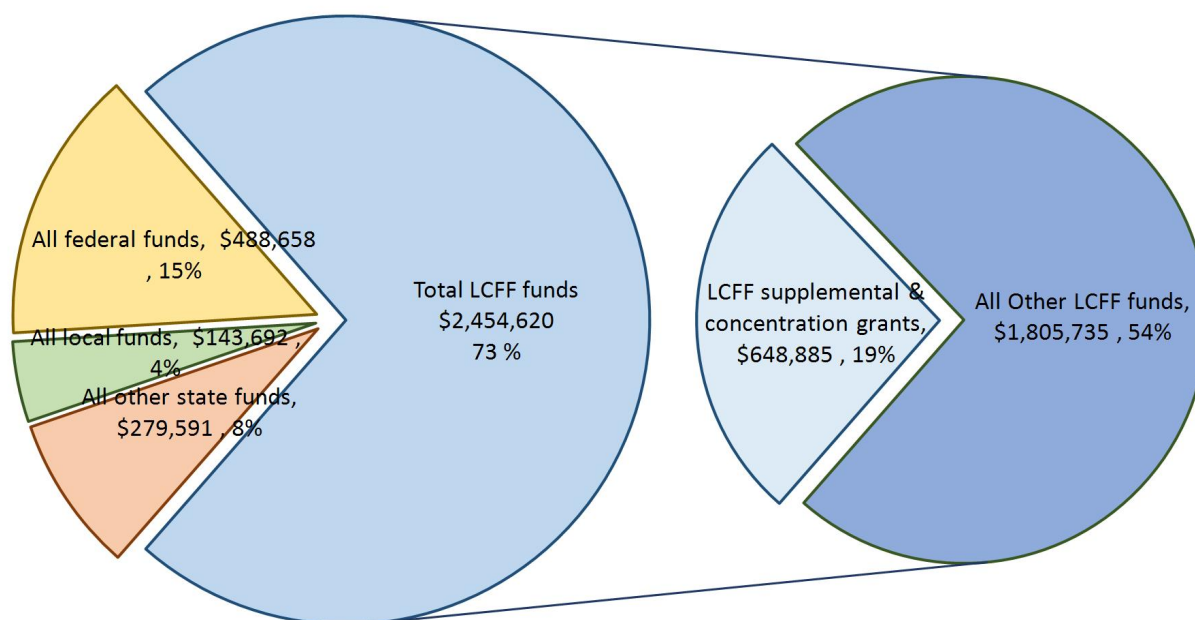
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



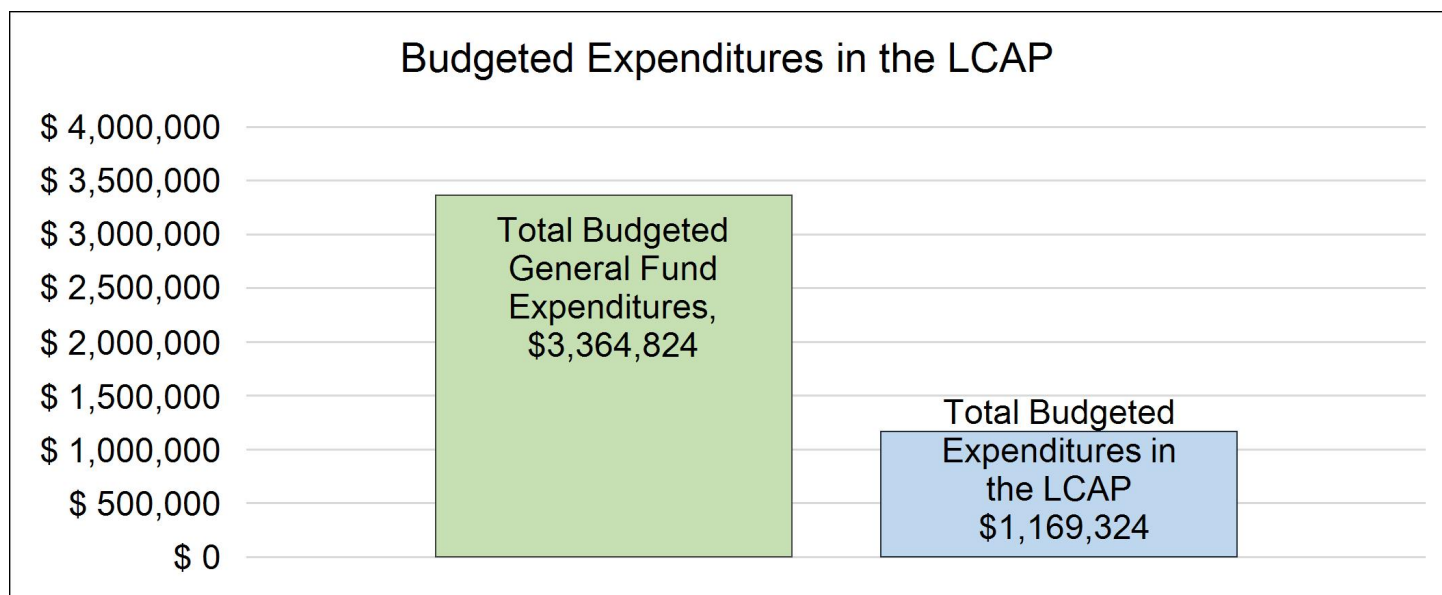
This chart shows the total general purpose revenue Bert Corona Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Bert Corona Charter High School is \$3,366,561, of which \$2454620 is Local Control Funding Formula (LCFF), \$279591 is other state funds, \$143692 is local funds, and

**\$488658 is federal funds. Of the \$2454620 in LCFF Funds, \$648885 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).**

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bert Corona Charter High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bert Corona Charter High School plans to spend \$3364824 for the 2021-22 school year. Of that amount, \$1169324 is tied to actions/services in the LCAP and \$2,195,500 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

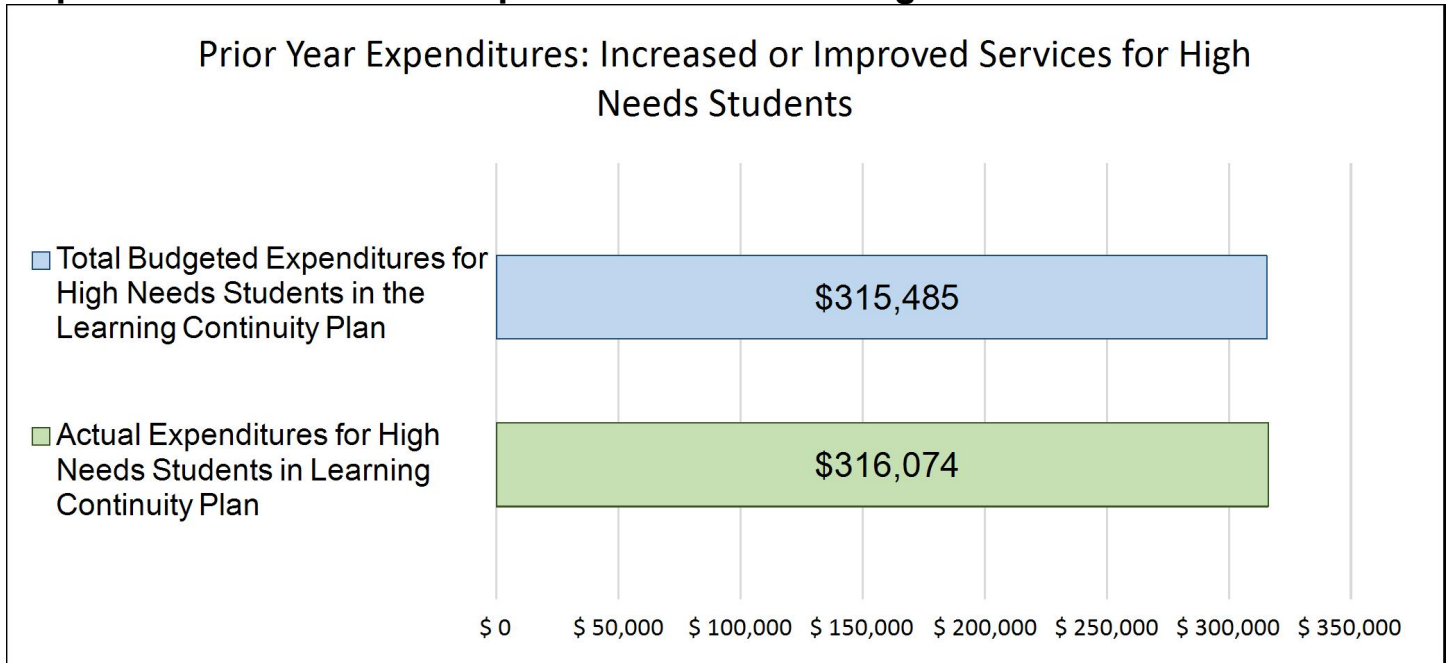
### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Bert Corona Charter High School is projecting it will receive \$648885 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter High School plans to spend \$662716 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Bert Corona Charter High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Bert Corona Charter High School's Learning Continuity Plan budgeted \$315485 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$316074 for actions to increase or improve services for high needs students in 2020-21.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

|   |   |
|---|---|
| <b>Local Educational Agency (LEA) Name:</b> | Bert Corona Charter Middle School   |
| <b>CDS Code:</b>                            | 19647330106872  |
| <b>LEA Contact Information:</b>             | Name: Yvette King Berg<br>Position: Executive Director<br>Email: ykingberg@ypics.org<br>Phone: (818) 305-2791 |
| <b>Coming School Year:</b>                  | 2021-22   |
| <b>Current School Year:</b>                 | 2020-21   |

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| <b>Projected General Fund Revenue for the 2021-22 School Year</b> | <b>Amount</b> |
|---|---------------|
| <b>Total LCFF Funds</b>   | \$3502671     |
| <b>LCFF Supplemental &amp; Concentration Grants</b>               | \$848006      |
| <b>All Other State Funds</b>                                      | \$578073      |
| <b>All Local Funds</b>  | \$218244      |
| <b>All federal funds</b>  | \$3039984     |
| <b>Total Projected Revenue</b>                                    | \$7,338,972   |

| <b>Total Budgeted Expenditures for the 2021-22 School Year</b>         | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted General Fund Expenditures</b>                        | \$7330723     |
| <b>Total Budgeted Expenditures in the LCAP</b>                         | \$3242562     |
| <b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> | \$884577      |
| <b>Expenditures not in the LCAP</b>                                    | \$4,088,161   |

| <b>Expenditures for High Needs Students in the 2020-21 School Year</b>                     | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b> | \$327866      |
| <b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>             | \$327402      |

| <b>Funds for High Needs Students</b>                                   | <b>Amount</b> |
|--|---------------|
| <b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b> | \$36,571      |
| <b>2020-21 Difference in Budgeted and Actual Expenditures</b>          | \$-464        |

| <b>Required Prompts(s)</b>  | <b>Response(s)</b>  |
|---|---|
| <b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b> | Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses. |

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter Middle School

CDS Code: 19647330106872

School Year: 2021-22

LEA contact information:

Yvette King Berg

Executive Director

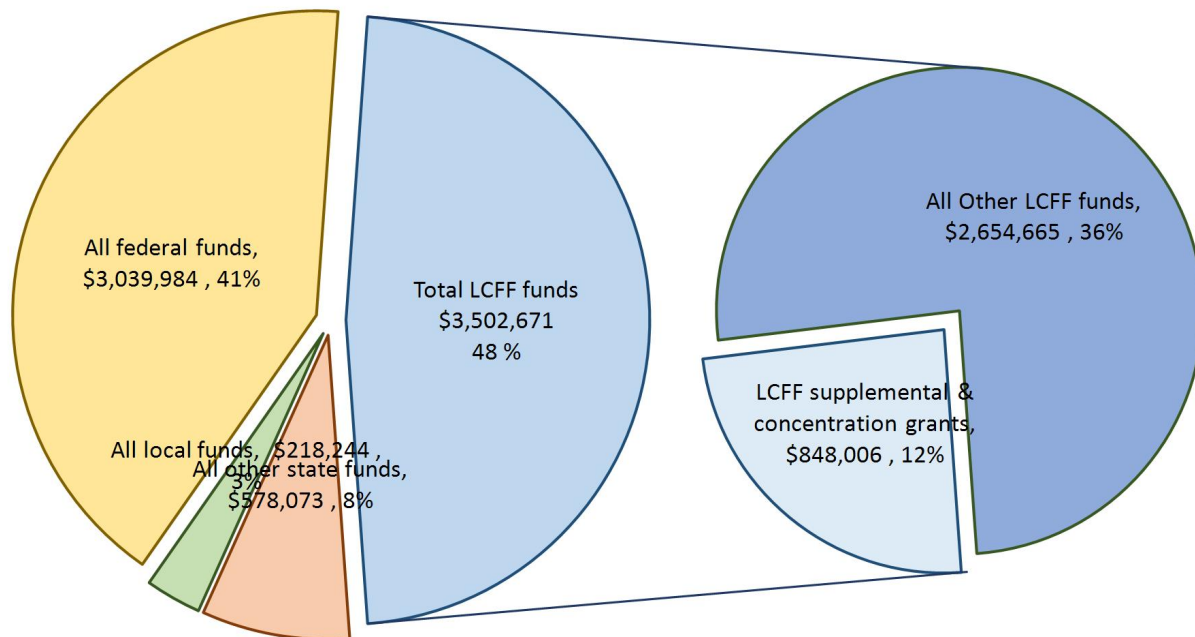
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



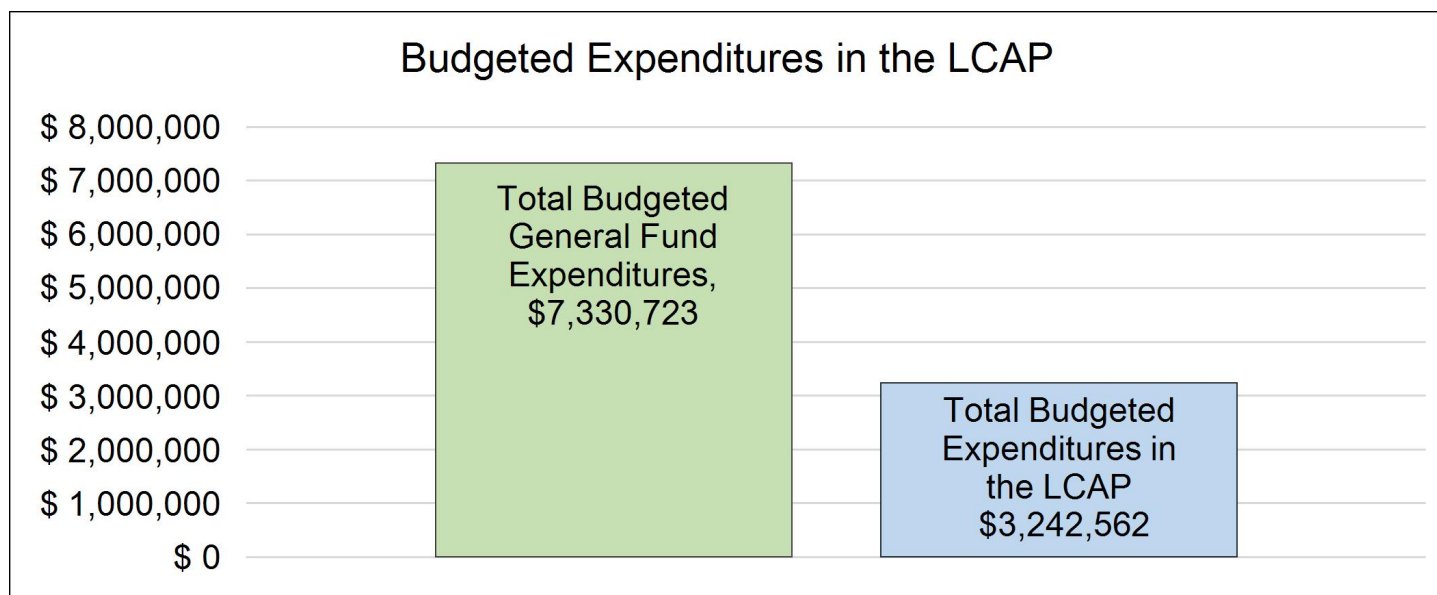
This chart shows the total general purpose revenue Bert Corona Charter Middle School expects to receive in the coming year from all sources.

The total revenue projected for Bert Corona Charter Middle School is \$7,338,972, of which \$3502671 is Local Control Funding Formula (LCFF), \$578073 is other state funds, \$218244 is local funds, and

**\$3039984 is federal funds. Of the \$3502671 in LCFF Funds, \$848006 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).**

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bert Corona Charter Middle School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bert Corona Charter Middle School plans to spend \$7330723 for the 2021-22 school year. Of that amount, \$3242562 is tied to actions/services in the LCAP and \$4,088,161 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

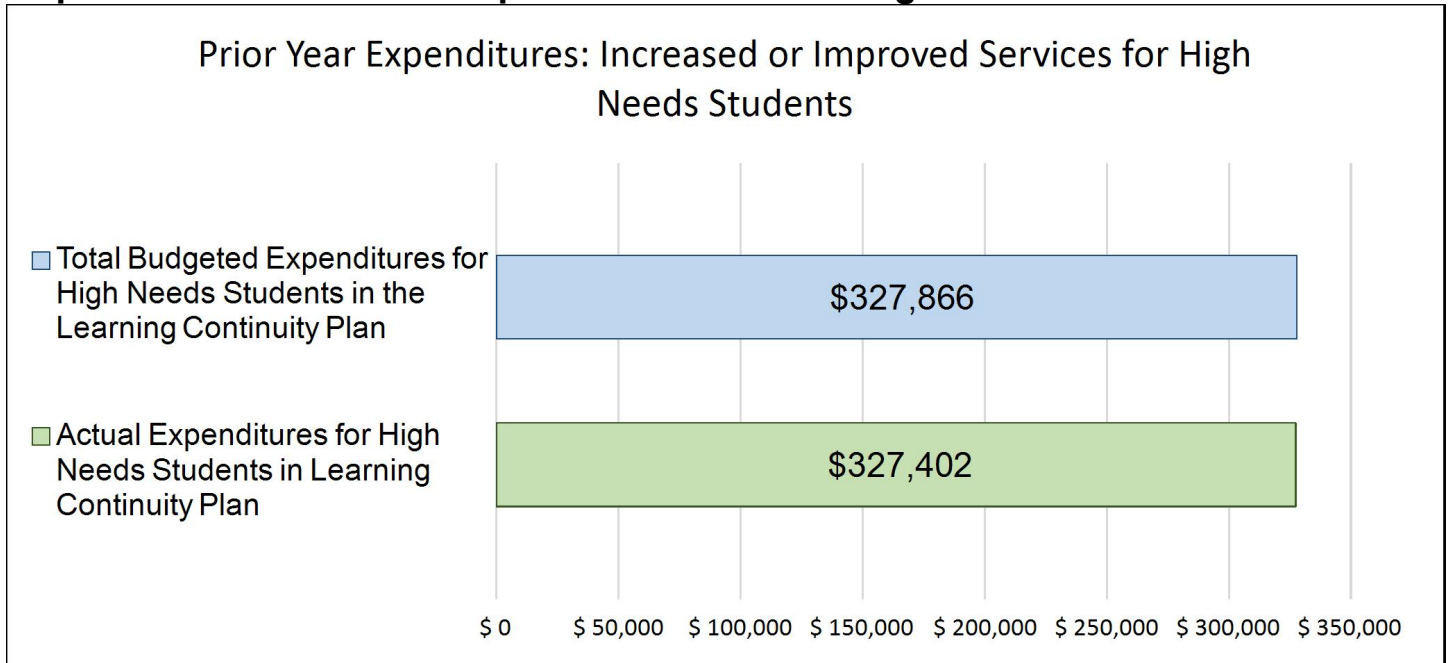
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Bert Corona Charter Middle School is projecting it will receive \$848006 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter Middle School plans to spend \$884577 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Bert Corona Charter Middle School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Bert Corona Charter Middle School's Learning Continuity Plan budgeted \$327866 for planned actions to increase or improve services for high needs students. Bert Corona Charter Middle School actually spent \$327402 for actions to increase or improve services for high needs students in 2020-21.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

|   |   |
|---|---|
| <b>Local Educational Agency (LEA) Name:</b> | Monseñor Oscar Romero Charter   |
| <b>CDS Code:</b>                            | 19647330114959  |
| <b>LEA Contact Information:</b>             | Name: Yvette King Berg<br>Position: Executive Director<br>Email: ykingberg@ypics.org<br>Phone: (818) 305-2791 |
| <b>Coming School Year:</b>                  | 2021-22   |
| <b>Current School Year:</b>                 | 2020-21   |

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| <b>Projected General Fund Revenue for the 2021-22 School Year</b> | <b>Amount</b> |
|---|---------------|
| <b>Total LCFF Funds</b>   | \$2,953,744   |
| <b>LCFF Supplemental &amp; Concentration Grants</b>               | \$749,030     |
| <b>All Other State Funds</b>                                      | \$510,992     |
| <b>All Local Funds</b>  | \$196,491     |
| <b>All federal funds</b>  | \$952,585     |
| <b>Total Projected Revenue</b>                                    | \$4,613,812   |

| <b>Total Budgeted Expenditures for the 2021-22 School Year</b>         | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted General Fund Expenditures</b>                        | \$5,395,994   |
| <b>Total Budgeted Expenditures in the LCAP</b>                         | \$2,885,185   |
| <b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> | \$782,416     |
| <b>Expenditures not in the LCAP</b>                                    | \$2,510,809   |

| <b>Expenditures for High Needs Students in the 2020-21 School Year</b>                     | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b> | \$524,967     |
| <b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>             | \$524,378     |

| <b>Funds for High Needs Students</b>                                   | <b>Amount</b> |
|--|---------------|
| <b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b> | \$33,386      |
| <b>2020-21 Difference in Budgeted and Actual Expenditures</b>          | \$-589        |

| <b>Required Prompts(s)</b>  | <b>Response(s)</b>  |
|---|---|
| <b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b> | Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses. |

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monseñor Oscar Romero Charter

CDS Code: 19647330114959

School Year: 2021-22

LEA contact information:

Yvette King Berg

Executive Director

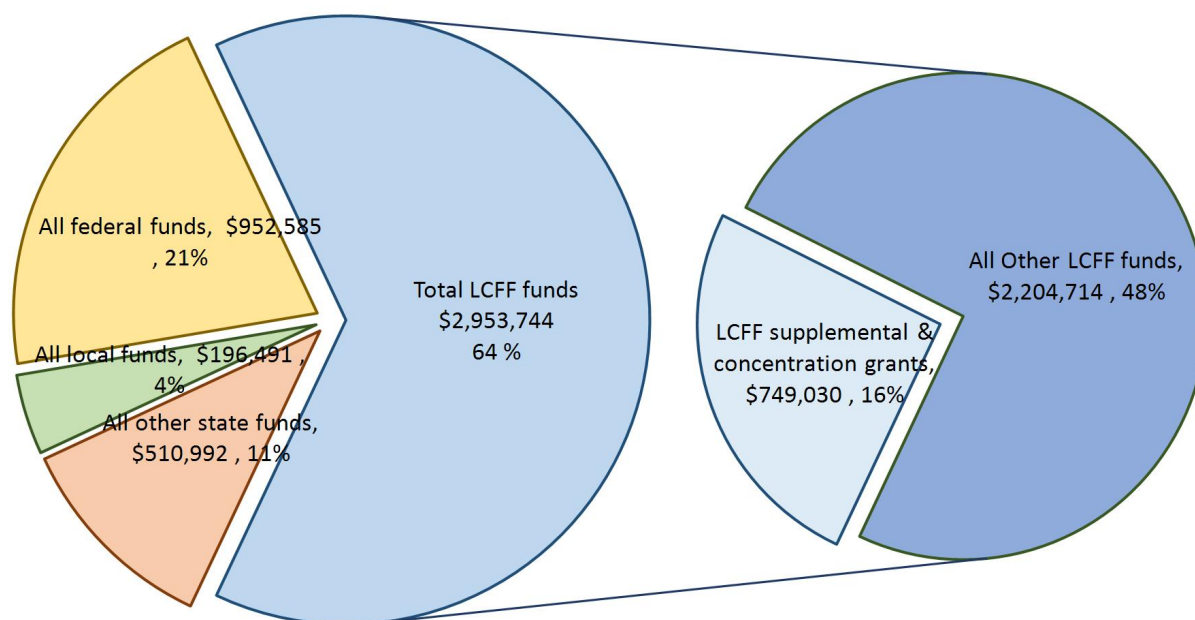
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



This chart shows the total general purpose revenue Monseñor Oscar Romero Charter expects to receive in the coming year from all sources.

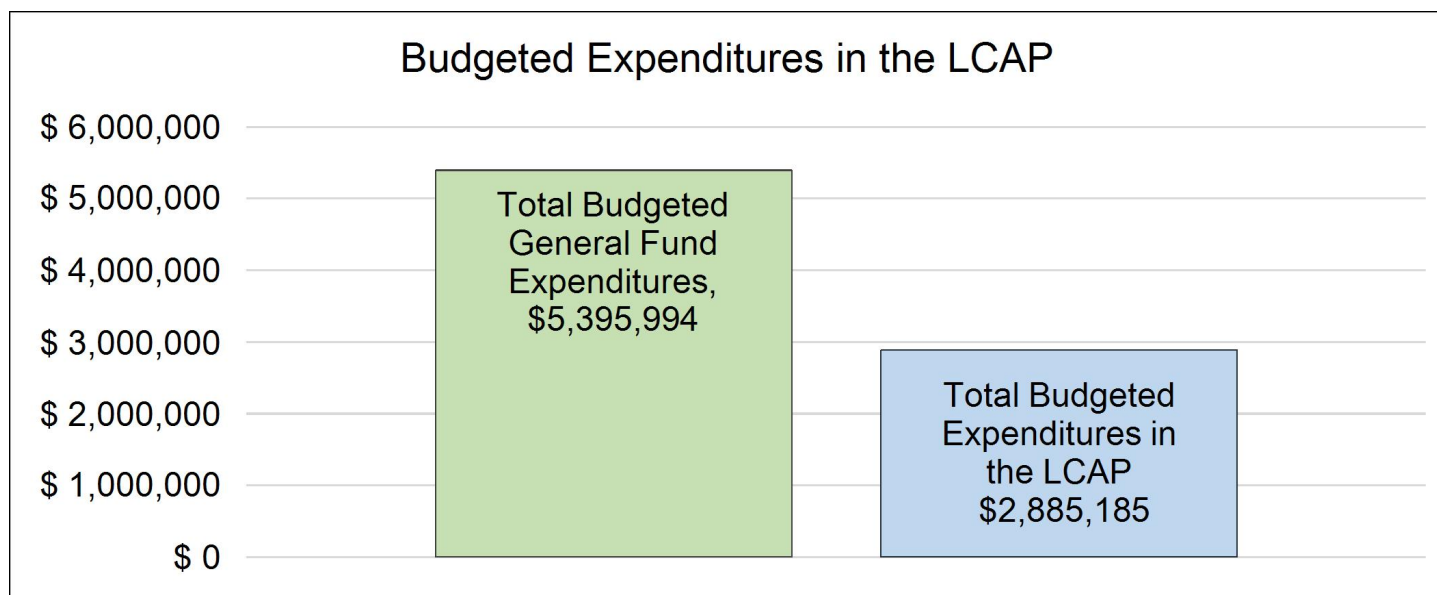
The total revenue projected for Monseñor Oscar Romero Charter is \$4,613,812, of which \$2,953,744 is Local Control Funding Formula (LCFF), \$510,992 is other state funds, \$196,491 is local funds, and



\$952,585 is federal funds. Of the \$2,953,744 in LCFF Funds, \$749,030 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Monseñor Oscar Romero Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Monseñor Oscar Romero Charter plans to spend \$5,395,994 for the 2021-22 school year. Of that amount, \$2,885,185 is tied to actions/services in the LCAP and \$2,510,809 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

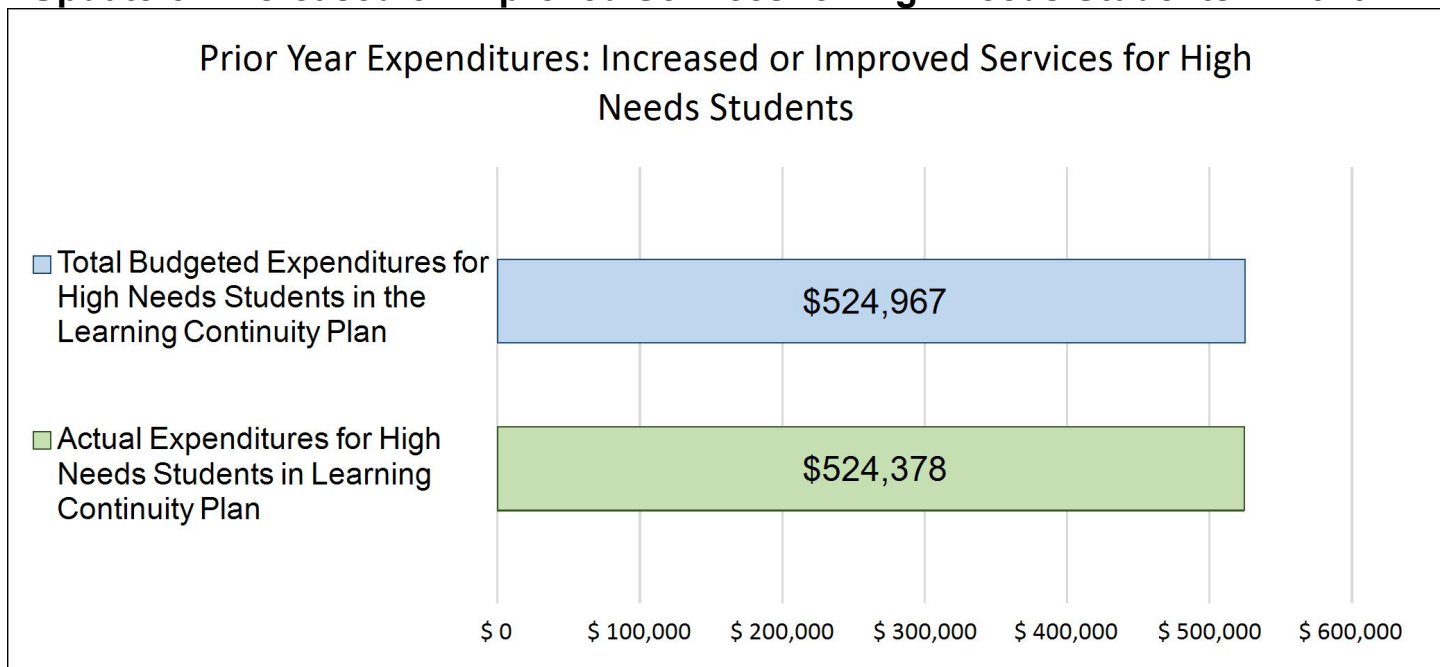
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Monseñor Oscar Romero Charter is projecting it will receive \$749,030 based on the enrollment of foster youth, English learner, and low-income students. Monseñor Oscar Romero Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Monseñor Oscar Romero Charter plans to spend \$782,416 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Monseñor Oscar Romero Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Monseñor Oscar Romero Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Monseñor Oscar Romero Charter's Learning Continuity Plan budgeted \$524,967 for planned actions to increase or improve services for high needs students. Monseñor Oscar Romero Charter actually spent \$524,378 for actions to increase or improve services for high needs students in 2020-21.

# Coversheet

## Expanded Learning Opportunities Grant Plans

**Section:** IV. Items Scheduled For Information  
**Item:** A. Expanded Learning Opportunities Grant Plans

**Purpose:**  
**Submitted by:**

**Related Material:**

BCCH edited 2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Bert\_Corona\_Charter\_High\_School\_20210519 (3).pdf

BCCS edited 2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Bert\_Corona\_Charter\_School\_20210519 (1).pdf

MORCS edited 2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20210519 (5).pdf

# Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title                 | Email and Phone                       |
|-------------------------------------|--|---------------------------------------|
| Bert Corona Charter High School     | Yvette King Berg<br>Executive Director | ykingberg@ypics.org<br>(818) 305-2791 |

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

School provided ongoing monthly, quarterly and yearly 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. , Parent Sign-in Sheets, and other supporting items. Teachers and school staff are involved on every level of the development of the plan. Conversations and updates are covered at weekly meetings. The School Site Council and the ELAC have representatives of parents, teachers and staff. Modified due to Pandemic.

### Parents and Guardians

Parents/Guardians were informed of extended learning opportunities through weekly community updates and videos on the following dates:

March 29, 2021

April 28, 2021

May 27, 2021

Parents/Guardians were able to attend workshops informing them of their options for extended learning at parent meetings held by Charter School administrative staff. Parents/Guardians were able to provide feedback and express their desire to have their child participate in extended instructional time in the summer through the completion of surveys and communication with their child’s teacher, school staff, and administration.

### Teachers and School Staff

Teachers and school staff participated in a number of surveys and staff meetings to discuss the addition of instructional days, interest in working over the summer to provide additional instruction, and after school intervention services during the 2021-2022 school year.

#### Qualitative

- Teacher observations and anecdotal records;
- Administrator observations;
- School counselor recommendations;
- Communication with parents/guardians.

#### Quantitative

The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations.

The goal of the Charter School is to enable all students to participate in extended learning opportunities. Funds from the Expanded Learning Opportunity Grant make this goal attainable. The following students will be prioritized for extended learning opportunities:

Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified for Expanded Learning Opportunities through qualitative and quantitative means.

#### Qualitative

Teacher observations and anecdotal records; Administrator observations;  
School counselor recommendations; Communication with parents/guardians.

#### Quantitative

The Charter School uses NWEA to measure student learning. Students will be prioritized for extended learning opportunities based on the results of NWEA data, classroom assessment data, and teacher observations.

The goal of the Charter School is to enable all students to participate in extended learning opportunities. Funds from the Expanded Learning Opportunity Grant make this goal attainable. The following students will be prioritized for extended learning opportunities:

Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports. to the Pandemic students have not taken the SBAC; however the NWEA assessment is ongoing, as well as teacher evaluations and assessments. BCCH will use both assessments to determine and identify the students with the greatest needs as indicated in verifiable data. The use of teacher assessments an evaluations as well as the NWEA assessment will be used to continue to monitor student academic growth. Also the use of the Success For All program which provides ongoing results of student growth in both English Language Arts, English Language Development and Mathematics.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Expanded Learning Opportunities are provided to parents through the following means:

Community Update Letters sent to all families of the Charter School;  
 Videos featuring expanded learning opportunities;  
 Newsletters sent home to families;  
 Electronic messaging such as "Remind" email, Class Dojo, text messages;  
 Direct invitation and communication from classroom teachers.

Communication to Parents or Guardians:

1. Information of the opportunities for supplemental instruction and support will sent to all students. Further posted on the website; as well as newsletters.
2. A notice will be sent by mail, phone or "Remind" email by our Program Coordinator to all interested parents or interested observers and will be announced on the school website and weekly newsletter.
3. The Executive Administrator and Program Coordinator will send a letter by US mail to all applicants no later than seven days before the lottery date. The letter will state the rules, procedures, date, time and location of the services, as well as other arrangements made by the school such as parking, and contact information.
4. All participants will sign an agreement of participation and authorization by parent or guardian.

A description of the LEA's plan to provide supplemental instruction and support.

The Charter School plans to use the Expanded Learning Opportunities (ELO) Grant to expand the numbers of instructional days during the 2021-2022 school year, additional professional development days for staff, extending instructional time in the summer, and after school intervention services during the 2021-2022 school year. All ELO Grant funds for the Charter School will go to extending instructional learning time.

#### Expanding Instructional Days

The Charter School will extend the number of instructional days students receive. The typical calendar for the Charter School consists of 180 instructional days. Students will receive 2 extra instructional days during the 2021-2022 school year for a total of 182 instructional days.

#### Additional Professional Development Days for Staff

BCCH staff will receive extra professional development days increasing the number of days certificated staff work.

#### Extending Instructional Time in the Summer (2020-2021 and 2021-2022)

Students will be able to receive extended instructional time during the summer outside of the 182 instructional day calendar. These opportunities will be made available to students during the summer of the 2020-2021 and 2021-2022 school years.

#### After School Intervention Services (2021-2022)

Students will be able to receive additional after school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School.

Supplemental instruction and support will be offered to students at their individual levels of academic achievement through differentiated instruction, use of the Project-based Learning, WASC Accredited Courses, Credit Recovery and other resources as needed by our students.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| Supplemental Instruction and Support Strategies  | Planned Expenditures | Actual Expenditures                                   |
|--|----------------------|---|
| Extending instructional learning time  | \$ 159,781           | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                |                      | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning  |                      | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports                              |                      | [Actual expenditures will be provided when available] |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility |                      | [Actual expenditures will be provided when available] |
| Additional academic services for students  |                      | [Actual expenditures will be provided when available] |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs             |                      | [Actual expenditures will be provided when available] |



| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures                                   |
|---|----------------------|---|
|   |                      |   |
| Total Funds to implement the Strategies         | \$ 159,781           | [Actual expenditures will be provided when available] |

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The Charter School is carefully monitoring all state and local funds to ensure they are monitored and used effectively. The Charter School is attempting to simplify the process by using all ELO Grant funds exclusively on extending instructional learning time. The Charter School is using a template created by School Services of California (SSC) to track state and federal COVID-19 funds. We are currently tracking all funds to ensure they are tracked appropriately under the following areas:  
 State Funds: General Fund; Supplemental and Concentration Grant; ELO Grant; In-Person Grant. Federal Funds: LLM GEER; LLM CRF; LLM GF; ESSER I; ESSER II; ESSER III.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

### **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

# Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title                 | Email and Phone                       |
|-------------------------------------|--|---------------------------------------|
| Bert Corona Charter Middle School   | Yvette King Berg<br>Executive Director | ykingberg@ypics.org<br>(818) 305-2791 |

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

School provided ongoing monthly, quarterly and yearly 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. , Parent Sign-in Sheets, and other supporting items. Teachers and school staff are involved on every level of the development of the plan. Conversations and updates are covered at weekly meetings. The School Site Council and the School Advisory Committee have representatives of parents, teachers and staff. Modified due to Pandemic.

### Parents and Guardians

Parents/Guardians were informed of extended learning opportunities through weekly community updates and videos on the following dates:

March 26, 2021

April 28, 2021

May 22, 2021

Parents/Guardians were able to attend workshops informing them of their options for extended learning at parent meetings held by Charter School administrative staff. Parents/Guardians were able to provide feedback and express their desire to have their child participate in extended instructional time in the summer through the completion of surveys and communication with their child's teacher, school staff, and administration.

### Teachers and School Staff

Teachers and school staff participated in a number of surveys and staff meetings to discuss the addition of instructional days, interest in working over the summer to provide additional instruction, and after school intervention services during the 2021-2022 school year.

#### Qualitative

- Teacher observations and anecdotal records;
- Administrator, Mentor and Lead Teacher observations;
- School Climate and Culture Coordinators recommendations;
- Communication with parents/guardians.

#### Quantitative

The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations.

The goal of the Charter School is to enable all students to participate in extended learning opportunities. Funds from the Expanded Learning Opportunity Grant make this goal attainable. The following students will be prioritized for extended learning opportunities:

Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how students will be identified and the needs of students will be assessed.

#### Teachers and School Staff

Teachers and school staff participated in a number of surveys and staff meetings to discuss the addition of instructional days, interest in working over the summer to provide additional instruction, and after school intervention services during the 2021-2022 school year.

#### Qualitative

- Teacher observations and anecdotal records;
- Administrator, Mentor and Lead Teacher observations;
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The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations.

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Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports. to the Pandemic students have not taken the SBAC; however the i-Ready assessment is ongoing, as well as teacher evaluations and assessments. BCCS will use both assessments to determine and identify the

students with the greatest needs as indicated in verifiable data. The use of teacher assessments and evaluations as well as the i-Ready assessment will be used to continue to monitor student academic growth. Also the use of the Success For All program which provides ongoing results of student growth in both English Language Arts, English Language Development and Mathematics.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Expanded Learning Opportunities are provided to parents through the following means:

Community Update Letters sent to all families of the Charter School;

Videos featuring expanded learning opportunities;

Newsletters sent home to families;

Electronic messaging such as "Remind", Class Dojo, text messages;

Direct invitation and communication from classroom teachers.

Communication to Parents or Guardians:

1. Information of the opportunities for supplemental instruction and support will be sent to all students. Further posted on the website; as well as newsletters.
2. A notice will be sent by mail, phone or "Remind" email by our Program Coordinator to all interested parents or interested observers and will be announced on the school website and weekly newsletter.
3. The Executive Administrator and Program Coordinator will send a letter by US mail to all applicants no later than seven days before the lottery date. The letter will state the rules, procedures, date, time and location of the services, as well as other arrangements made by the school such as parking, and contact information.
4. All participants will sign an agreement of participation and authorization by parent or guardian.

A description of the LEA's plan to provide supplemental instruction and support.

The Charter School plans to use the Expanded Learning Opportunities (ELO) Grant to expand the numbers of instructional days during the 2021-2022 school year, additional professional development days for staff, extending instructional time in the summer, and after school intervention services during the 2021-2022 school year. All ELO Grant funds for the Charter School will go to extending instructional learning time.

Expanding Instructional Days

The Charter School will extend the number of instructional days students receive. The typical calendar for the Charter School consists of 180 instructional days. Students will receive 2 extra instructional days during the 2021-2022 school year for a total of 182 instructional days.

Additional Professional Development Days for Staff

BCCS staff will receive extra professional development days increasing the number of days certificated staff work.

Extending Instructional Time in the Summer (2020-2021 and 2021-2022)

Students will be able to receive extended instructional time during the summer outside of the 182 instructional day calendar. These opportunities will be made available to students during the summer of the 2020-2021 and 2021-2022 school years.



**After School Intervention Services (2021-2022)**

Students will be able to receive additional after school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School.

Supplemental instruction and support will be offered to students at their individual levels of academic achievement through accelerated learning, and differentiated project-based instruction, use of the Success For All program and other resources as needed by our students.

## Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| Supplemental Instruction and Support Strategies  | Planned Expenditures | Actual Expenditures                                   |
|--|----------------------|---|
| Extending instructional learning time  | \$ 253,863           | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                |                      | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning  |                      | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports                              |                      | [Actual expenditures will be provided when available] |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility |                      | [Actual expenditures will be provided when available] |

| <b>Supplemental Instruction and Support Strategies</b>   | <b>Planned Expenditures</b> | <b>Actual Expenditures</b>                            |
|--|-----------------------------|---|
| Additional academic services for students  |                             | [Actual expenditures will be provided when available] |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs |                             | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies  | \$ 253,863                  | [Actual expenditures will be provided when available] |

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The Charter School is carefully monitoring all state and local funds to ensure they are monitored and used effectively. The Charter School is attempting to simplify the process by using all ELO Grant funds exclusively on extending instructional learning time. The Charter School is using a template created by School Services of California (SSC) to track state and federal COVID-19 funds. We are currently tracking all funds to ensure they are tracked appropriately under the following areas:  
 State Funds: General Fund; Supplemental and Concentration Grant; ELO Grant; In-Person Grant. Federal Funds: LLM GEER; LLM CRF; LLM GF; ESSER I; ESSER II; ESSER III.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

### **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

# Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title                 | Email and Phone                       |
|-------------------------------------|--|---------------------------------------|
| Monseñor Oscar Romero Charter       | Yvette King Berg<br>Executive Director | ykingberg@ypics.org<br>(818) 305-2791 |

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

School provided ongoing monthly, quarterly and yearly 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. , Parent Sign-in Sheets, and other supporting items. Teachers and school staff are involved on every level of the development of the plan. Conversations and updates are covered at weekly meetings. The School Site Council and the School Advisory Committee have representatives of parents, teachers and staff. Modified due to Pandemic.

### Parents and Guardians

Parents/Guardians were informed of extended learning opportunities through weekly community updates and videos on the following dates:

March 24, 2021

March 29, 2021

April 28, 2021

May 26 2021

Parents/Guardians were able to attend workshops informing them of their options for extended learning at parent meetings held by Charter School administrative staff. Parents/Guardians were able to provide feedback and express their desire to have their child participate in extended instructional time in the summer through the completion of surveys and communication with their child's teacher, school staff, and administration.

### Teachers and School Staff

Teachers and school staff participated in a number of surveys and staff meetings to discuss the addition of instructional days, interest in working over the summer to provide additional instruction, and after school intervention services during the 2021-2022 school year.

#### Qualitative

- Teacher observations and anecdotal records;
- Administrator, Mentor and Lead Teacher observations;
- School Climate and Culture Coordinators recommendations;
- Communication with parents/guardians.

#### Quantitative

The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations.

The goal of the Charter School is to enable all students to participate in extended learning opportunities. Funds from the Expanded Learning Opportunity Grant make this goal attainable. The following students will be prioritized for extended learning opportunities:

Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified for Expanded Learning Opportunities through qualitative and quantitative means.

#### Qualitative

Teacher observations and anecdotal records;  
Administrator, Mentor and Lead Teacher observations  
School Climate and Culture Coordinators recommendations;  
Communication with parents/guardians.

#### Quantitative

The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations.

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- Electronic messaging such as "Remind" email, Class Dojo, text messages;
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Communication to Parents or Guardians:

1. Information of the opportunities for supplemental instruction and support will be sent to all students. Further posted on the website; as well as newsletters.
2. A notice will be sent by mail, phone or Remind email by our Program Coordinator to all interested parents or interested observers and will be announced on the school website and weekly newsletter.
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#### Expanding Instructional Days

The Charter School will extend the number of instructional days students receive. The typical calendar for the Charter School consists of 180 instructional days. Students will receive 2 extra instructional days during the 2021-2022 school year for a total of 182 instructional days.

#### Additional Professional Development Days for Staff

MORCS staff will receive extra professional development days increasing the number of days certificated staff work.

#### Extending Instructional Time in the Summer (2020-2021 and 2021-2022)

Students will be able to receive extended instructional time during the summer outside of the 182 instructional day calendar. These opportunities will be made available to students during the summer of the 2020-2021 and 2021-2022 school years.

#### After School Intervention Services (2021-2022)

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## Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| Supplemental Instruction and Support Strategies  | Planned Expenditures | Actual Expenditures   |
|--|----------------------|---|
| Extending instructional learning time  | \$ 255,652           | [Actual expenditures will be provided when available] expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                |                      | [Actual expenditures will be provided when available] expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning  |                      | [Actual expenditures will be provided when available]   |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports                              |                      | Actual expenditures will be provided when available]  |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility |                      | [Actual expenditures will be provided when  |

| Supplemental Instruction and Support Strategies  | Planned Expenditures | Actual Expenditures   |
|--|----------------------|---|
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| Additional academic services for students  |                      | [Actual expenditures will be provided when available]   |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs |                      | [Actual expenditures will be provided when available] expenditures will be provided when available] |
| Total Funds to implement the Strategies  | \$ 255,652           | [Actual expenditures will be provided when available] expenditures will be provided when available] |

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The Charter School is carefully monitoring all state and local funds to ensure they are monitored and used effectively. The Charter School is attempting to simplify the process by using all ELO Grant funds exclusively on extending instructional learning time. The Charter School is using a template created by School Services of California (SSC) to track state and federal COVID-19 funds. We are currently tracking all funds to ensure they are tracked appropriately under the following areas:  
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- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

### **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

# Coversheet

## Consent Items

**Section:** V. Consent Agenda

**Item:** A. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

YPIVALLEY HS 7598 - Annual Performance-Based Oversight Visit Report 2020-2021.pdf

YPIOSCAR 8196 Annual Performance-Based Oversight Visit Report 2020-2021.pdf

YPIBERT 8054 - Annual Performance-Based Oversight Visit Report 2020-2021.pdf

YPICS Fiscal Policies and Procedures (proposed 5-24-2021)).pdf





# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2020-2021 SCHOOL YEAR (REMOTE VERSION)\*\*** FOR

**BERT CORONA CHARTER HIGH - 7598**

Name and Location Code of Charter School

### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

### CSD Mission

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

### CSD Core Values

We believe that our success depends on:

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

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

|   |   |  |   |                              |             |
|---|---|--|---|------------------------------|-------------|
| <b>Charter School Name:</b>   |   | <b>Bert Corona Charter High</b>                                |   | <b>Location Code:</b>        | <b>7598</b> |
| <b>Current Address:</b>   |   | <b>City:</b>   | <b>ZIP Code:</b>                          | <b>Phone:</b>                | <b>Fax:</b> |
| 12513 Gain Street   |   | Pacoima  | 91331                                     | (818) 480-6810               |             |
| <b>Current Term of Charter:</b>   |   |  | <b>LAUSD Board District:</b>              | <b>LAUSD Local District:</b> |             |
| July 1, 2019 to June 30, 2024   |   |  | 6   | NE                           |             |
| <b>Number of Students Currently Enrolled:</b>   | <b>Enrollment Capacity Per Charter:</b>   | <b>Number Above/Below Enrollment Capacity (day of visit):</b>  |   | <b>Below by 303</b>          |             |
| 197   | 500   |  |   |                              |             |
| <b>Grades Currently Served</b>  | <b>Grades To Be Served Per Charter:</b>   | <b>Percent Above/Below Enrollment Capacity (day of visit):</b> |   | <b>Below by -60.60%</b>      |             |
| 9-12  | 9-12  |  |   |                              |             |
| <b>Norm Enrollment Number:</b>  |   | 191  |   |                              |             |
| <b>Total Number of Staff Members:</b>   | 22  | <b>Certificated:</b>   | 14  | <b>Classified:</b>           | 8           |
| <b>Charter School's Leadership Team Members:</b>  | Yvette King-Berg, Executive Director; Larry Simonsen, Executive Administrator; Max Garcia, Director, Counseling and Advising; Kevin Myers Executive Administrator |  |   |                              |             |
| <b>Charter School's Contact for Special Education:</b>  | Vshon Nutt, Director of Special Education   |  |   |                              |             |
| <b>CSD Assigned Administrator:</b>  | Dr. Blanca A. Alves-Monaster  |  | <b>CSD Fiscal Services Manager:</b>       | Joseph Dae                   |             |
| <b>Other School/CSD Team Members:</b>   | None  |  |   |                              |             |
| <b>REMOTE Oversight Visit Date(s):</b>  | May 11, 2021  |  | <b>Fiscal Review Date (if different):</b> | N/A                          |             |
| <b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b> | No  | <b>LAUSD Co-Location Campus(es) (if applicable):</b>           |   | N/A                          |             |
|   |   | <b>Date of Co-Location meeting with Operations Team:</b>       |   | N/A                          |             |

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/11/2021

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

| GOVERNANCE                           | RATING* |
|--------------------------------------|---------|
| <b>Summary of School Performance</b> | 3       |

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s). Evidence collected was from two sources: the website and binder 1.

- Organizational chart.
- Bylaws signed September 10, 2018.
- Current roster and contact information with six board members (also included on the website)
- Committee Council Meetings, which included topics such as:
  - February 23, 2021 – topics included: LCAP Enrollment Update, COVID Prevention Plan, LCAP: Assessments Results: Math and ELA/Reading, Title I, II and III.
  - September 28, 2020 – topics included: Learning Continuity and Attendance Plan, Enrollment Update, and Facilities Update.
- Agenda dated March 30, 2020 included topic during closed session: Government Code 554957 Public Employee Performance Evaluation – Evaluation of Executive Director. In addition, an evaluation for the Director of Operations, Coordinator of Instruction, Classified Staff was included as part of Binder 1.

G2: The Governing Board complies with most material provisions of the Brown Act, as evidenced by binder documentation and website:

- A PowerPoint titled “Youth Policy Institute Charter Schools: Brown Act Training” was included for evidence with a letter from a law firm stating that training was completed April 18, 2021.
- Agendas and minutes are posted and included as a link on Board-On Track.
- Board takes and reports votes in open meeting by creating a motion to approve and calling Roll Call of Board members that are present at the meeting.
- The YPICS Board meets on a regular basis (6/27, 8/14, 8/31, 9/28, 10/26, 12/7/2020 and 3/1, 3/8/2021).
- Board posts all agendas on the school’s website (board minutes are encouraged).
- Per AB 2257, a current board agenda is posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link by clicking on the section titled “Board Agenda” on the top ribbon of the page.

G5: The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:

- Agendas, minutes and documentation labeled BCCS Executive Administrator Report, topics included:



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- April 2021: enrollment attendance, ELPAC testing, Bolstering Academic Support, update on iReady Diagnostic, typical growth vs. stretch growth.
- January 2021: enrollment attendance, recruitment 2021-2022, iReady results, intervention, and support.
- March 2021: attendance, recruitment update, LA County food distribution, ongoing social emotional support, addressing attendance and truancy.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) noted a change in governance structure with a recommendation to approve updating board By-laws and Articles of Incorporation to remove YPI as the sole-statutory member of the YPI Charter Schools, Inc. CSD requests the organization forwards such changes of the documents and approved agendas and minutes once all has been completed to finalize requested Material Revision.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



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

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s) | <input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b><br><input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b><br><input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b><br><input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b><br><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b><br><input checked="" type="checkbox"/> Discussion with leadership<br><input type="checkbox"/> Other: (Specify) |



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

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act</li> <li><input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act</li> <li><input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act</li> <li><input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b></li> <li><input checked="" type="checkbox"/> Evidence of SB 126 implementation <b>(B1.8b)</b></li> <li><input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b><br><input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b><br><input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |





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

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

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

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements | <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i><br><input type="checkbox"/> Other: (Specify) |



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

| <i>The Governing Board has a system in place to ensure ongoing:</i>   |  |   |   |
|---|--|---|---|
| <b>Rubric</b>   |  |   |   |
| <b>Sources of Evidence</b>  |  |   |   |
| <b>Performance</b>  | <ul style="list-style-type: none"> <li>• Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence</li> <li>• Monitoring of the school’s implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)</li> </ul>   |   |   |
| <b>Performance</b>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>  |   |   |



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**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

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

|             | Rubric  | Sources of Evidence   |
|-------------|---|---|
| Performance | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports</li> <li><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report</li> <li><input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division</li> <li><input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></li> <li><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Independent audit report(s)</li> <li><input checked="" type="checkbox"/> Other financial information submitted by the school</li> <li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li> </ul> |



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**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

|   |  |  |
|---|--|--|
| <b>The Governing Board has a system in place to ensure sound fiscal management and accountability:</b>  |  |  |
| <ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul> |  |  |
| <b>Rubric</b>   |  | <b>Sources of Evidence</b>   |
| <b>Performance</b>  | <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement<br><input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement<br><input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)<br><input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input checked="" type="checkbox"/> Independent audit report(s)<br><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) |
| <b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b>  |  |  |
| N/A   |  |  |



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| STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE  | RATING*           |
|--|-------------------|
| Summary of School Performance  | 3                 |
| California Department of Education’s (CDE) Charter School’s Performance Category   | Middle Performing |
| <p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>  |                   |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona High School’s percentage of students suspended at least once was 1.9%, which was lower than the State’s at 3.4%.</p> <p>A8: All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages in ELA, with the following subgroups performing above the State: Latino at 25.3 points vs. -26.6 points and Socioeconomically Disadvantaged at -21.7 vs. -30.1 points.</p> <p>A10: All numerically significant subgroups have “Status/DFS” scores above the statewide averages within the dashboard subgroup College/Career Indicator (CCI), as follows: Latino at 42.9 vs 36.1 percent and Socioeconomically Disadvantaged at 42.9 vs. 35.8 percent.</p> <p>A11: The school reclassifies English Learners at 23.5%, which is at a rate higher than the state average at 13.8%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: The schoolwide Dashboard ELA Indicator color is orange. Bert Corona High School’s 2019 Average DFS was -25.3, which is lower than the State 2019 Average DFS at -2.5%. The school leadership noted the following actions to address and improve academic achievement in ELA:</p> <ul style="list-style-type: none"> <li>• Implementation of a Writing Round Table PD to address alignment in instruction in reference to reading and writing within all humanities courses.</li> <li>• Creating and stocking a Lending Library (in response to student requests).</li> <li>• Implementing Thinking Nation to support with outside assessments DBQ essays in all history courses.</li> <li>• Implementation of periodic assessment tools.</li> <li>• Reimplementation of Achieve 3000.</li> <li>• Utilize Gear-Up tutoring in ELA classrooms.</li> <li>• Tailoring and personalizing ELA remediation instruction though online instruction using MyPath.</li> <li>• Reimplementation of RTI inventory consideration of every students’ needs.</li> </ul> |                   |



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A2: The schoolwide Dashboard Math Indicator color is orange. Bert Corona High School's 2019 Average DFS was -109.3, which is lower than the state at 33.5. %.

A9: None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages in Math, with the following subgroups performing below the State: Latino at -109.3 vs. -62.2 points and Socioeconomically Disadvantaged at -104.1 vs. -63.7 points.

A2/A9:

The school leadership noted the following actions to address and improve academic achievement in Math:

- Replaced ALEX with IXL (both adaptive, interactive, independent practice software programs) to provide quick feedback.
- Utilize Gear0Up tutors in Math classrooms.
- Implement periodic assessment tool.
- Tailor and personalize Math remediation instruction through online instruction using MYPath.
- Implement RTI inventory to address individual student's needs.
- Implement VALUE Rubrics with an assessment focus on college-ready critical thinking and quantitative literacy.

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

A3: The schoolwide percentage of English Learner Progress making progress towards English proficiency was 280%, which was lower than the state at 48.3%. The school 2019 Performance Level was Very Low.

Below are some of the actions the school leadership noted to address and improve English Proficiency:

- Analyze academic language demands involved in grade-level teaching and learning.
- Focus on the developmental nature of language learning within the grade-level curriculum.
- Reference content standards and language development standards in planning for language learning.
- Use instructional supports to help scaffold language learning.
- Integrate language domains to provide rich, authentic instruction.

A11: YPICS's reclassification criteria are as follows:

- Comparison of performance in basic skills – earning C or better in their grade level English class.
- Assessment of English Proficiency – ELPAC Results, NWEA Maps (*iReady*)
- Teacher evaluation of student academic performance
- Parent opinion and consultation

**\*\*EL Masterplan needs to be updated to include *i-Ready*.**

**\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**



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**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow<br><input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

| Rubric             |  | Sources of Evidence   |
|--------------------|--|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow<br><input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

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

- California School Dashboard Schoolwide ELPI data (CDE)

| Rubric             |  | Sources of Evidence  |
|--------------------|--|--|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard ELPI color is blue<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is green<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange<br><input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b><br><input type="checkbox"/> Other: (Specify) |

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

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

- California School Dashboard Schoolwide CCI data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard CCI color is blue<br><input type="checkbox"/> The schoolwide Dashboard CCI color is green<br><input type="checkbox"/> The schoolwide Dashboard CCI color is yellow<br><input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange<br><input checked="" type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard<br><input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |





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**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard<br><input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue<br><input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul> |   |  |
|---|---|--|
| Rubric  |   | Sources of Evidence  |
| <b>Performance</b>  | <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange<br><input checked="" type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard<br><input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b><br><input type="checkbox"/> Other: (Specify) |

**A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul> |   |   |
|--|---|---|
| Rubric   |   | Sources of Evidence   |
| <b>Performance</b>   | <input checked="" type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages<br><input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages<br><input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages<br><input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages<br><input type="checkbox"/> N/A - No assessment of performance for this indicator | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>  |   |
|--|---|
| Rubric   | Sources of Evidence   |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability’s Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>   |   |
|--|---|
| Rubric   | Sources of Evidence   |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> <li><input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability’s Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2019-2020 (CDE)

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> N/A - The school did not have any English Learners</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set (B2.1)</li> <li><input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3)</li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4)</li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul>                             (Additional info within "Notes" section above) (B2.4)                         </li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul>                             (Additional info within "Notes" section above) (B2.4)                         </li> </ul> |



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**\*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

**Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS\*\* (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:*

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**\*\*NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

|                       | Rubric  | Sources of Evidence   |
|-----------------------|---|---|
| <b>Perfor<br/>man</b> | <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and | <input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information <b>(B2.6)</b><br><input type="checkbox"/> Other: (Specify) |



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|  |  |  |
|--|--|--|
|  | <p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p> |  |
|--|--|--|

|  |
|--|
| <p><b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):</b></p> |
| <p>N/A</p>   |



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**LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)**

*The CSD reviewed the Learning Continuity and Attendance Plan.*

| All requested template information and descriptions were provided:  | Sources of Evidence  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General Information</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> In-Person Instructional Offerings                             <ul style="list-style-type: none"> <li>Actions Related to In-Person Instructional Offerings</li> </ul> </li> <li><input checked="" type="checkbox"/> Distance Learning Program which includes:                             <ul style="list-style-type: none"> <li>Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program</li> </ul> </li> <li><input checked="" type="checkbox"/> Pupil Learning Loss                             <ul style="list-style-type: none"> <li>Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss</li> </ul> </li> <li><input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being</li> <li><input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach</li> <li><input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Continuity Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul> |

**Notes:**

**None**



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| ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS  | RATING* |
|--|---------|
| <b>Summary of School Performance</b>   | 3       |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p>   |         |
| <p>O1: The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety. Evidence as part of Binder 3 included:</p> <ul style="list-style-type: none"> <li>• 2020-2021 school map and evacuation routes.</li> <li>• COVID 19 Safety Plan which became effective November 30, 2020. A 2021 COVID -19 School Guidance Checklist.</li> <li>• A PowerPoint of the Emergency Process and Drills for fire and earthquake.</li> <li>• Evidence of Suicide Prevention Policy was included on the website which was revised December 7, 2020.</li> </ul> <p>O2: The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens, as evidenced by:</p> <ul style="list-style-type: none"> <li>• The school is co-located as a Proposition 39 school with McClay Middle School.</li> <li>• Evidence of screening for audio – May 7, 2021 .</li> <li>• Four employees Epi-pen trained on April 19, 2021, by PRN Nursing.</li> <li>• The school provided a letter as certification of evidence the school provides at least one adequate free or reduced priced meal.</li> <li>• The school provided a letter as certification of Automated External Defibrillator in the office.</li> </ul> <p>O3: The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS, as evidenced by binder 3.3:</p> <ul style="list-style-type: none"> <li>• Implementation of grade level appropriate California Academic standards was in the form Learning outcomes documentation per class.</li> <li>• A-G Course Matrix: Opening Year to Present timeline up to 2019-2021.</li> <li>• The school provided 2020-2021 Distance Learning Student Work Samples; documents provided included teacher comments to students to provide immediate feedback.</li> <li>• Unit Plans with linked Standards Rubrics for courses (Social Science, English, Mathematics, College and Career Readiness, Biology/AP Biology, Chemistry &amp; Physics, Spanish/AP Spanish, Art and Physical Education) by unit, with details such as: Unit, Culminating Tasks, Learning outcome Targets and Rubrics, Evidence Pieces, Feedback Strategies, Observations, Adjustments to the Curriculum, and Needs for support.</li> <li>• The school’s WASC status- Six-Year Accreditation Status with a Mid-cycle Two-day visit, through June 30, 2026.</li> </ul> <p>O4: The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <ul style="list-style-type: none"> <li>• The school provided 2020-2021 RTI Inventory data sheet which includes Data-Driven Recommended RTI Support of individual students/teacher with Average RTI and Standard Deviation.</li> </ul> |         |





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- A document titled Effective RTI Strategies for Teachers (by Tier strategies).
- The school leadership noted:
  - Teachers use culturally and linguistically responsive teaching strategies such as cooperative group learning, conferencing, small group instruction, accessing prior knowledge, direct instruction with technology and project-based learning.
  - Students with Disabilities, English Learners and high achieving students attend regular instructional blocks together as designed by the UCCI/UC Doorways designation.
  - Gear Up staff, Special Education Aides and non-classroom-based personnel provide support to students during a school day.
  - The Gear Up program has two cohorts of student throughout high school that provide tutoring and college access support, including SAT training.
- Evidence of an internal data analysis system identified performance of subgroups. The school did provide agendas noting meetings to look at student progress (NWEA/MAP Student Growth Summary Report by subgroups and grade level), per conversation with the leadership the school staff is still developing in this area.

O5: The school has substantially implemented the key features of the educational program described in the charter. The school leadership noted:

- PBL is a hallmark of Bert Corona High which requires higher levels of critical thinking and communication. This year the staff has agreed to ask all students to take on a yearly passion project. The school's agenda dated August 24, 31, December 7, 2020 included PBL implementation and guided questions to address PBL at BCCHS. In conclusion, PBL emphasis was noted on agendas throughout the year.
- Advisors will provide coaching, guidance and assessment skills that are incorporated into gradebooks.
- The school's first exhibition of PBL passion project work will be June 8<sup>th</sup> and 9<sup>th</sup>, 2021.

O6: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements. The school's Welligent report noted the following:

- 300 Services Report– Tier 4- 2; Tier 5-9; Tier 6-6.
- 200 Report – 1 overdue annual.

The school did not provide information regarding next steps to address the outcome of the report 200 or 300.

O7: The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Evidence included as part of Binder 3C. School Climate and Student Discipline:

- CRACLL poster, Disciplinary Code, Essential 5, Flined Trip Slips, Luminaria Referral, Student Athlete Contract, Travel Card.
- The school leadership noted that BCCHS has had no problems with cyberbullying throughout the duration of mandatory distancing.
- The 2019 suspension rate for BCCHS was 1.9% a decline of 4.8 from the prior year.
- During the conversation with the leadership team, the charter team provided the following topics for discussion:

- Advisory:

Implement SCL program that is holistic and formalized. Through advisory committee the program addresses mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness.

- Road map:

Predictable happens on Tuesdays.



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The team presents to teachers/staff in PD meetings to stress the value of the advisory program. Including and training teachers which allows to have all students share and experience the same support. The PowerPoint training was included as evidence for this report.

- Student led conferencing  
Over 90% participation. There has been a shift from parent conference to student-led conferencing for students to take responsibility of academic progress.

O8: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. The school leadership noted that for the 2020-2021 school year, the school has engaged in three significant Professional Development themes:

- Standards-based grading for mastery (two-week, full day intensive in June).
- VALUE skills translation and calibration. The Valid Assessment of learning in Undergraduate Education rubrics. The school noted that they have adopted evaluating student work for growth in Written Communication, Oral Communication, Critical Thinking, Integrative (interdisciplinary) Learning, Creative Thinking, Inquiry and Analysis, Problem Solving, and Reading.
- Project Based learning.

Binder 3 also included agendas with topics such as:

- Overview of MAPS Growth Individual Student Reports, MAPS Cohort Average RIT Scores Cohort Annual Comparisons and Final Grades course overview and MAPS Comparative Cohort Data – Longitudinal.

O11: The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements

- Evidence provided included evaluation forms for the Director of Operations.
- The school leader noted that this year there was an emphasis in providing feedback for educators, tailored outside evaluation, but with an emphasis on Coaching, providing Professional development, and 5-week mentoring and accountability discussions.

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

O7: Continue to develop a cycle for data monitoring specific to School Climate and Student Discipline – collect, analyze and respond to data.

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.



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Notes:

***\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

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

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan  
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



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|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b></li> <li><input type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|---|



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**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

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

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b></li> <li><input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

*The school has:*

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3.3c</b>) <i>*new schools only</i></li> <li><input checked="" type="checkbox"/> WASC documentation (<b>B3.3d</b>)</li> <li><input checked="" type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li> <li><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3.3i</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4b</b>)</li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

**The school:**

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

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b></li> <li><input checked="" type="checkbox"/> <b>Virtual Classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

| <i>The school has implemented the key features components of the educational program described in the school's charter</i> |   |   |
|--|---|---|
|  | <b>Rubric</b>   | <b>Sources of Evidence</b>  |
| <b>Performance</b>   | <input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter<br><input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter<br><input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter<br><input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter | <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4b</b> )<br><input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter ( <b>B3.3k</b> )<br><input type="checkbox"/> <b>Virtual classroom observation</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

| <i>The school has a system in place to ensure that the school:</i>   |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Provides special education programs and services in accordance with students' IEPs</li> <li>• Provides special education training for staff</li> <li>• Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul> |   |   |
|  | <b>Rubric</b>   | <b>Sources of Evidence</b>  |
| <b>Performance</b>   | <input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<br><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<br><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<br><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements | <input checked="" type="checkbox"/> Parent-Student Handbook(s) ( <b>B1.10</b> )<br><input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4b</b> )<br><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities ( <b>B3.3j</b> )<br><input checked="" type="checkbox"/> Self-Review Checklist ( <b>B3.4a</b> )<br><input checked="" type="checkbox"/> Other special education documentation ( <b>B3.4a</b> )<br><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office<br><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education ( <b>B3.4a</b> )<br><input checked="" type="checkbox"/> <b>Virtual classroom observation</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |





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**O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

|             | Rubric  | Sources of Evidence   |
|-------------|---|---|
| Performance | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Suspension rates, and disproportionality rates</li> <li><input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b></li> <li><input type="checkbox"/> Interview of stakeholders</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

|  |   |   |
|--|---|---|
| <p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul> |   |   |
| <p><b>Rubric</b></p>   |   | <p><b>Sources of Evidence</b></p>   |
| <p><b>Performance</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) <b>(B3.4b)</b></li> <li><input type="checkbox"/> <del>Interview of teachers and/or other staff</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

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

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



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|                    |   |  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4d)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|--|



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**O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)\*\*

\*\*required on website

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website<br><input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website<br><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website<br><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website | <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders ( <b>B3.4e</b> ) for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 ( <b>B3.4e</b> )<br><input checked="" type="checkbox"/> Evidence of implementation of AB 34 ( <b>B3.4e</b> )<br><input type="checkbox"/> Other: (Specify) |



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**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

*The school has a system in place for the evaluation of school staff designed to ensure that:*

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements | <input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

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



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**N/A**





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| 7598  | 2017-2018          |                |                |                   |                    | 2018-2019          |                |                |                   |                    | 2019-2020          |                |                |                   |                    |
|---|--------------------|----------------|----------------|-------------------|--------------------|--------------------|----------------|----------------|-------------------|--------------------|--------------------|----------------|----------------|-------------------|--------------------|
|   | Preliminary Budget | First Interim  | Second Interim | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim  | Second Interim | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim  | Second Interim | Unaudited Actuals | Audited Financials |
| <b>Bert Corona Charter High</b>                 |                    |                |                |                   |                    |                    |                |                |                   |                    |                    |                |                |                   |                    |
| Cash and Cash Equivalents                       |                    | 136,475        | 134,606        | 178,481           | 178,482            |                    | 0              | 215,218        | 201,140           | 201,140            |                    | 181,593        | 159,592        | 139,782           | 139,783            |
| Current Assets                                  |                    | 437,861        | 443,691        | 498,232           | 496,858            |                    | 0              | 509,862        | 639,558           | 639,558            |                    | 482,200        | 429,694        | 324,467           | 319,308            |
| Fixed and Other Assets                          |                    | 57,183         | 57,183         | 57,183            | 58,558             |                    | 0              | 43,925         | 221,536           | 221,535            |                    | 161,824        | 161,824        | 162,800           | 162,799            |
| <b>Total Assets</b>                             |                    | <b>495,044</b> | <b>500,874</b> | <b>555,415</b>    | <b>555,416</b>     |                    | <b>0</b>       | <b>553,787</b> | <b>861,093</b>    | <b>861,093</b>     |                    | <b>644,024</b> | <b>591,518</b> | <b>487,267</b>    | <b>482,107</b>     |
| Deferred Outflow                                |                    | 0              | 0              | 0                 | 0                  |                    | 0              | 0              | 0                 | 0                  |                    | 0              | 0              | 0                 | 0                  |
| Current Liabilities                             |                    | 144,060        | 151,154        | 149,058           | 159,339            |                    | 0              | 195,217        | 428,699           | 448,499            |                    | 137,799        | 110,273        | 50,801            | 85,641             |
| Other Long Term Liabilities                     |                    | 52,695         | 52,695         | 60,283            | 50,004             |                    | 0              | 50,004         | 0                 | 0                  |                    | 55,351         | 10,235         | 40,000            | 0                  |
| Unfunded OPEB Liabilities/Deferred Inflow       |                    | 0              | 0              | 0                 | 0                  |                    | 0              | 0              | 0                 | 0                  |                    | 0              | 0              | 0                 | 0                  |
| <b>Total Liabilities</b>                        |                    | <b>196,756</b> | <b>203,849</b> | <b>209,341</b>    | <b>209,343</b>     |                    | <b>0</b>       | <b>205,496</b> | <b>428,699</b>    | <b>448,499</b>     |                    | <b>193,150</b> | <b>165,624</b> | <b>90,801</b>     | <b>85,641</b>      |
| <b>Net Assets</b>                               |                    | <b>298,288</b> | <b>297,025</b> | <b>346,074</b>    | <b>346,073</b>     |                    | <b>346,379</b> | <b>348,291</b> | <b>432,394</b>    | <b>412,594</b>     |                    | <b>450,874</b> | <b>425,893</b> | <b>396,466</b>    | <b>396,466</b>     |
| Total Revenues                                  | 3,144,959          | 2,664,932      | 2,685,552      | 2,714,290         | 2,762,147          | 3,749,614          | 3,362,102      | 3,262,783      | 3,495,366         | 3,495,368          | 3,219,097          | 2,768,201      | 2,764,220      | 2,708,735         | 2,708,734          |
| Total Expenditures                              | 3,050,429          | 2,663,648      | 2,685,535      | 2,665,222         | 2,665,222          | 3,674,914          | 3,361,797      | 3,260,565      | 3,409,043         | 3,428,847          | 3,206,935          | 2,749,722      | 2,750,920      | 2,724,863         | 2,724,862          |
| <b>Net Income / (Loss)</b>                      | 94,531             | 1,284          | 18             | 49,068            | 96,925             | 74,700             | 305            | 2,218          | 86,323            | 66,521             | 12,162             | 18,479         | 13,299         | (16,128)          | (16,128)           |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0              | 0              | 0                 | 0                  | 0                  | 0              | 0              | 0                 | 0                  | 0                  | 0              | 0              | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0              | 0              | 0                 | 0                  | 0                  | 0              | 0              | 0                 | 0                  | 0                  | 0              | 0              | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | 94,531             | 1,284          | 18             | 49,068            | 96,925             | 74,700             | 305            | 2,218          | 86,323            | 66,521             | 12,162             | 18,479         | 13,299         | (16,128)          | (16,128)           |
| <b>Net Assets, Beginning</b>                    | 178,215            | 297,004        | 297,004        | 297,006           | 297,007            | 323,219            | 346,074        | 346,073        | 346,073           | 346,073            | 348,291            | 432,394        | 432,394        | 432,394           | 412,594            |
| Adj. for restatement / Prior Yr Adj             | 0                  | 0              | 3              | 0                 | (47,859)           | 0                  | 0              | 0              | (2)               | 0                  | (1,276)            | 0              | (19,800)       | (19,800)          | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | 178,215            | 297,004        | 297,007        | 297,006           | 249,148            | 323,219            | 346,074        | 346,073        | 346,071           | 346,073            | 347,015            | 432,394        | 412,594        | 412,594           | 412,594            |
| <b>Net Assets, End</b>                          | <b>272,745</b>     | <b>298,288</b> | <b>297,025</b> | <b>346,074</b>    | <b>346,073</b>     | <b>397,919</b>     | <b>346,379</b> | <b>348,291</b> | <b>432,394</b>    | <b>412,594</b>     | <b>359,177</b>     | <b>450,874</b> | <b>425,893</b> | <b>396,466</b>    | <b>396,466</b>     |

| 7598  | Audited Financials |                |                |                 |          | 2020-2021          |                  |                  |                   |                    |
|---|--------------------|----------------|----------------|-----------------|----------|--------------------|------------------|------------------|-------------------|--------------------|
|   | 2016-17            | 2017-18        | 2018-19        | 2019-20         | 2020-21  | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials |
| <b>Bert Corona Charter High</b>                 |                    |                |                |                 |          |                    |                  |                  |                   |                    |
| Cash and Cash Equivalents                       | 81,026             | 178,482        | 201,140        | 139,783         | 0        |                    | 139,831          | 165,271          | 0                 | 0                  |
| Current Assets                                  | 609,070            | 496,858        | 639,558        | 319,308         | 0        |                    | 1,009,566        | 973,479          | 0                 | 0                  |
| Fixed and Other Assets                          | 77,383             | 58,558         | 221,535        | 162,799         | 0        |                    | 113,464          | 127,706          | 0                 | 0                  |
| <b>Total Assets</b>                             | <b>686,463</b>     | <b>555,416</b> | <b>861,093</b> | <b>482,107</b>  | <b>0</b> |                    | <b>1,123,030</b> | <b>1,101,185</b> | <b>0</b>          | <b>0</b>           |
| Deferred Outflow                                | 0                  | 0              | 0              | 0               | 0        |                    | 0                | 0                | 0                 | 0                  |
| Current Liabilities                             | 289,442            | 159,339        | 448,499        | 85,641          | 0        |                    | 618,968          | 648,992          | 0                 | 0                  |
| Other Long Term Liabilities                     | 100,004            | 50,004         | 0              | 0               | 0        |                    | 40,000           | 40,000           | 0                 | 0                  |
| Unfunded OPEB Liabilities/Deferred Inflow       | 0                  | 0              | 0              | 0               | 0        |                    | 0                | 0                | 0                 | 0                  |
| <b>Total Liabilities</b>                        | <b>389,446</b>     | <b>209,343</b> | <b>448,499</b> | <b>85,641</b>   | <b>0</b> |                    | <b>658,968</b>   | <b>688,992</b>   | <b>0</b>          | <b>0</b>           |
| <b>Net Assets</b>                               | <b>297,007</b>     | <b>346,073</b> | <b>412,594</b> | <b>396,466</b>  | <b>0</b> |                    | <b>464,062</b>   | <b>412,193</b>   | <b>0</b>          | <b>0</b>           |
| Total Revenues                                  | 2,031,277          | 2,762,147      | 3,495,368      | 2,708,734       | 0        | 2,580,725          | 3,057,301        | 3,060,249        | 0                 | 0                  |
| Total Expenditures                              | 1,886,278          | 2,665,222      | 3,428,847      | 2,724,862       | 0        | 2,553,149          | 2,989,705        | 3,044,522        | 0                 | 0                  |
| <b>Net Income / (Loss)</b>                      | 144,999            | 96,925         | 66,521         | (16,128)        | 0        | 27,576             | 67,596           | 15,727           | 0                 | 0                  |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0              | 0              | 0               | 0        | 0                  | 0                | 0                | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0              | 0              | 0               | 0        | 0                  | 0                | 0                | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | <b>144,999</b>     | <b>96,925</b>  | <b>66,521</b>  | <b>(16,128)</b> | <b>0</b> | <b>27,576</b>      | <b>67,596</b>    | <b>15,727</b>    | <b>0</b>          | <b>0</b>           |
| Net Assets, Beginning                           | 152,008            | 297,007        | 346,073        | 412,594         | 0        | 425,893            | 396,466          | 396,466          | 0                 | 0                  |
| Adj. for restatement / Prior Yr Adj             | 0                  | (47,859)       | 0              | 0               | 0        | 0                  | 0                | 0                | 0                 | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | 152,008            | 249,148        | 346,073        | 412,594         | 0        | 425,893            | 396,466          | 396,466          | 0                 | 0                  |
| <b>Net Assets, End</b>                          | <b>297,007</b>     | <b>346,073</b> | <b>412,594</b> | <b>396,466</b>  | <b>0</b> | <b>453,469</b>     | <b>464,062</b>   | <b>412,193</b>   | <b>0</b>          | <b>0</b>           |



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| FISCAL OPERATIONS  |   | RATING                            |                                   |                                   |                                   |                                   |                                  |            |           |           |           |           |           |                    |           |          |          |                    |          |                     |     |     |     |     |     |                             |     |     |     |     |     |  |
|--|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|------------|-----------|-----------|-----------|-----------|-----------|--------------------|-----------|----------|----------|--------------------|----------|---------------------|-----|-----|-----|-----|-----|-----------------------------|-----|-----|-----|-----|-----|--|
| <p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Bert Corona Charter High's fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$396,466 and a net loss of <b>(\$16,128)</b>. The 2020-2021 Second Interim projected positive net assets of \$412,193 and net income of \$15,727.</p> <p>According to YPI Charter Schools, Inc.'s (YPICS) independent audit report dated June 30, 2020, Bert Corona Charter High is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,025,224 and a net loss of <b>(\$805,524)</b>. YPICS, without its charter schools, reported negative net assets of <b>(\$16,373)</b> and a net loss of <b>(\$16,738)</b>. The organization attributed the reported net loss to home office staff's accrued vacation expenses. According to YPICS, there are no management fees charged to Bert Corona Charter High or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS' Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school's fiscal condition is positive.</p> |   | 3                                 |                                   |                                   |                                   |                                   |                                  |            |           |           |           |           |           |                    |           |          |          |                    |          |                     |     |     |     |     |     |                             |     |     |     |     |     |  |
|  | <table border="1"> <thead> <tr> <th></th> <th>2016-2017<br/>(Audited<br/>Actuals)</th> <th>2017-2018<br/>(Audited<br/>Actuals)</th> <th>2018-2019<br/>(Audited<br/>Actuals)</th> <th>2019-2020<br/>(Audited<br/>Actuals)</th> <th>2020-2021<br/>(Second<br/>Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$297,007</td> <td>\$346,073</td> <td>\$412,594</td> <td>\$396,466</td> <td>\$412,193</td> </tr> <tr> <td>Net<br/>Income/Loss</td> <td>\$144,999</td> <td>\$49,066</td> <td>\$66,521</td> <td><b>(\$16,128)*</b></td> <td>\$15,727</td> </tr> <tr> <td>Transfers<br/>In/Out</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year<br/>Adjustment(s)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table> |                                   | 2016-2017<br>(Audited<br>Actuals) | 2017-2018<br>(Audited<br>Actuals) | 2018-2019<br>(Audited<br>Actuals) | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Second<br>Interim) | Net Assets | \$297,007 | \$346,073 | \$412,594 | \$396,466 | \$412,193 | Net<br>Income/Loss | \$144,999 | \$49,066 | \$66,521 | <b>(\$16,128)*</b> | \$15,727 | Transfers<br>In/Out | \$0 | \$0 | \$0 | \$0 | \$0 | Prior Year<br>Adjustment(s) | \$0 | \$0 | \$0 | \$0 | \$0 |  |
|  | 2016-2017<br>(Audited<br>Actuals)   | 2017-2018<br>(Audited<br>Actuals) | 2018-2019<br>(Audited<br>Actuals) | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Second<br>Interim)  |                                   |                                  |            |           |           |           |           |           |                    |           |          |          |                    |          |                     |     |     |     |     |     |                             |     |     |     |     |     |  |
| Net Assets   | \$297,007   | \$346,073                         | \$412,594                         | \$396,466                         | \$412,193                         |                                   |                                  |            |           |           |           |           |           |                    |           |          |          |                    |          |                     |     |     |     |     |     |                             |     |     |     |     |     |  |
| Net<br>Income/Loss   | \$144,999   | \$49,066                          | \$66,521                          | <b>(\$16,128)*</b>                | \$15,727                          |                                   |                                  |            |           |           |           |           |           |                    |           |          |          |                    |          |                     |     |     |     |     |     |                             |     |     |     |     |     |  |
| Transfers<br>In/Out  | \$0   | \$0                               | \$0                               | \$0                               | \$0                               |                                   |                                  |            |           |           |           |           |           |                    |           |          |          |                    |          |                     |     |     |     |     |     |                             |     |     |     |     |     |  |
| Prior Year<br>Adjustment(s)  | \$0   | \$0                               | \$0                               | \$0                               | \$0                               |                                   |                                  |            |           |           |           |           |           |                    |           |          |          |                    |          |                     |     |     |     |     |     |                             |     |     |     |     |     |  |



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\*The school attributed the reported net loss in Fiscal Year 2019-2020 to additional expenditures incurred to mitigate the learning loss due to the COVID-19 pandemic (the corresponding revenue will be recognized in Fiscal Year 2020-2021).

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPICS charter schools, to assess overall compliance with YPICS' *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPICS' and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPICS school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

**1. Checks Outstanding for 90 Days or More (Recurring Issue):**

Based on the CSD's review and analysis of a sample of the school's Bank Reconciliation Reports for the period from May 2020 through October 2020, the CSD noted 13 checks that, as of October 31, 2020, had been outstanding for 90 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school's 2019-2020 Annual Performance-Based Oversight Report.

| Item # | Acct. # Ending in | Check # | Check Issuance Date | Payee                      | Check Amount | Number of Days Check Outstanding (As of 10/31/2020) | Transaction Description                        | School's Responses                     |
|--------|-------------------|---------|---------------------|----------------------------|--------------|---|--|--|
| 1      | X6905             | 307394  | 8/20/2019           | School Employee            | \$1.46       | 438   | 16/17 STRS Refund                              | Will contact State Treasury Department |
| 2      | X6905             | 307672  | 11/15/2019          | School Employee            | \$722.60     | 351   | WASC Visit Expense Reimbursement               | Voided in March 2021                   |
| 3      | X6905             | 307695  | 11/20/2019          | Sylmar Charter High School | \$325.00     | 346   | Registration Fee - Girls Volleyball Tournament | Voided in March 2021                   |
| 4      | X6905             | 307813  | 1/10/2020           | School Employee            | \$23.63      | 295   | 18/19 STRS Refund                              | Will contact State Treasury Department |



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|              |       |        |           |                 |                   |     |  |  |
|--------------|-------|--------|-----------|-----------------|-------------------|-----|--|--|
| 5            | X6905 | 307814 | 1/10/2020 | School Employee | \$5.29            | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 6            | X6905 | 307815 | 1/10/2020 | School Employee | \$12.67           | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 7            | X6905 | 307817 | 1/10/2020 | School Employee | \$5.48            | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 8            | X6905 | 307823 | 1/10/2020 | School Employee | \$6.10            | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 9            | X6905 | 307831 | 1/10/2020 | School Employee | \$13.52           | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 10           | X6905 | 307812 | 1/10/2020 | School Employee | \$21.76           | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 11           | X6905 | 307903 | 1/30/2020 | School Employee | \$247.50          | 275 | GEAR UP and Relay Conferences Per Diem | Voided in March 2021                   |
| 12           | X6905 | 308111 | 4/9/2020  | School Employee | \$38.11           | 205 | Paint Set for Students Fun Activities  | Will be voided and reissued            |
| 13           | X6905 | 308177 | 5/6/2020  | School Employee | \$27.50           | 178 | USPS Reimbursement                     | Will be voided and reissued            |
| <b>Total</b> |       |        |           |                 | <b>\$1,450.62</b> |     |  |  |

The school stated that it did not want to void the STRS refund checks without making an earnest attempt to locate its former employees. The COVID-19 pandemic made it more challenging to search for them. The school will contact the State Treasury Department to determine the next steps in obtaining assistance to locate the recipients.

The CSD recommends that the school update its fiscal policies and procedures, to provide guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.



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DATE OF VISIT: 5/11/2021**2. Check Reviews (Late Fees and Finance Charges):**

Based on the CSD's review of the school's check register for the period spanning from December 2019 through November 2020, a sample of 35 checks were selected for further review. The CSD noted seven checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

| Item #       | Check # | Check Issuance Date | Vendor                     | Transaction Description | Check Amount      | Late Fees       | Finance Charges |
|--------------|---------|---------------------|----------------------------|-------------------------|-------------------|-----------------|-----------------|
| 1            | 307833  | 1/10/2020           | Xerox Financial Services   | Copier Lease            | \$2,231.15        | \$31.27         | N/A             |
| 2            | 307931  | 1/31/2020           | Xerox Financial Services   | Copier Lease            | \$3,990.72        | \$96.78         | N/A             |
| 3            | 307953  | 2/13/2020           | Sparkletts                 | Bottle Water            | \$10.00           | \$10.00         | N/A             |
| 4            | 308077  | 4/6/2020            | AT&T                       | Fax                     | \$407.86          | \$10.00         | NA              |
| 5            | 309354  | 8/5/2020            | AT&T                       | Fax                     | \$409.54          | \$10.00         | N/A             |
| 6            | 309384  | 8/19/2020           | Quadient Finance USA, Inc. | 7/20- Late Fee          | \$51.47           | \$39.00         | \$12.47         |
| 7            | 309605  | 11/12/2020          | Quadient Finance USA, Inc. | 10/6/20- Late Fee       | \$39.89           | \$39.00         | \$0.89          |
| <b>Total</b> |         |                     |                            |                         | <b>\$7,140.63</b> | <b>\$236.05</b> | <b>\$13.36</b>  |

According to the school, the late fees and finance charges referenced above were due to delays in receiving and/or retrieving mail due to COVID-19 related school campus closure and shorter payment term periods than expected. The CSD was advised that school is in the process of changing copier leases to a different provider that would have more favorable billing and payment terms.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

**3. Lack of Documented Pre-Approvals for Employee Reimbursements (Recurring Issue):**

Based on the CSD's review of the supporting documents provided by the school, the CSD noted six employee reimbursements that lacked evidence of pre-approval from either the school's Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. The reimbursements in question are summarized below.

| Item # | Reimbursement Check Issuance Date | Check # | Payee           | Reimbursement Check Amount | Transaction Description               |
|--------|-----------------------------------|---------|-----------------|----------------------------|---------------------------------------|
| 1      | 3/24/2020                         | 308072  | School Employee | \$51.60                    | Stamps and remote for LSC parking lot |
| 2      | 4/22/2020                         | 308124  | School Employee | \$519.89                   | Student activities supplies           |
| 3      | 4/29/2020                         | 308141  | School Employee | \$216.50                   | Classroom supplies                    |
| 4      | 6/24/2020                         | 308272  | School Employee | \$469.44                   | Graduation supplies                   |



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|              |           |        |                 |                   |                                     |
|--------------|-----------|--------|-----------------|-------------------|-------------------------------------|
| 5            | 8/5/2020  | 309358 | School Employee | \$54.70           | Document camera for SpEd assessment |
| 6            | 10/9/2020 | 309475 | School Employee | \$17.95           | Staff PD (coffee)                   |
| <b>Total</b> |           |        |                 | <b>\$1,330.08</b> |                                     |

Page 15 of YPICS’ 9/30/2019 Fiscal Policies and Procedures states: “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/Assistant Executive Administrator.”

During the 2019-2020 fiscal review, the school informed the CSD that it intended to revise its fiscal policies and procedures and would propose an acceptable method of employee reimbursement pre-approval to its governing board for consideration (which, according to the school, could include some form of email approval or other documentation). However, as of the date of this report, YPICS’ fiscal policies and procedures have not been revised and updated.

During the CSD 2020-2021 oversight, the school indicated that YPICS is in the process of reviewing and updating its current fiscal policies and procedures to clearly define all protocols, criteria, and acceptable methods of pre-approval of employee expense reimbursements.

The CSD recommends that the school strengthen its fiscal policies and procedures pertaining to documenting pre-approval process of employee expense reimbursements, and ensure adherence to the processes outlined in its governing board-approved fiscal policies and procedures.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

**Other Observations (Items described in this section, while not addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

None noted.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Bert Corona Charter High offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$139,783, and total expenditures equal \$2,724,862. Therefore, the school's cash reserve level is 5.13%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Reviewed the following 35 checks, and seven deposits, and three transfer credit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 307833; 307887; 307901; 307903; 307931; 307953; 308072; 308077; 308124; 308141; 308157; 308174; 308233; 308272; 308282; 308322; 309354; 309357; 309358; 309359; 309384; 309454; 309475; 309477; 309495; 309530; 309542; 309555; 309595; 309605; 309613; 309615; 309619; 309632; and 309647.
  - b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): Seven deposits: 1) 5/7/2020 for \$1,527,500; 2) 5/13/2020 for \$1,200; 3) 5/27/2020 for \$21,375; 4) 6/25/2020 for \$42,207.28; and 5) 10/1/2020 for \$9,028.01; 6) 10/15/2020 for \$844.75; and 7) 10/15/2020 for \$4,500.00 and two transfer credit transactions: 1) 8/17/2020 for \$1,100,000 and 2) 8/17/2020 for \$2,000,000.
  - c. Transfer credit transaction (Pacific Western Bank Checking Account Ending in X8366): 5/8/2020 for \$1,527,500.00.
14. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020, June 2020, July 2020, August 2020 and September 2020 for sample testing. No discrepancies were noted.
  - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
  - b. California Credit Union Credit Card Ending in X0013 (Executive Director)



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- c. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
  - d. California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
  - e. California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter)
  - f. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High)
  - g. California Credit Union Credit Card Ending in X0152 (Executive Administrator, Bert Corona Charter High)
  - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
15. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
    - a. Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
    - b. US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
    - c. US Bank Business Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
    - d. Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
    - e. Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter)
    - f. Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
    - g. Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter)
    - h. Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
    - i. Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
    - j. California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
    - k. Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
  16. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter via videoconference. No discrepancies were noted.
  17. Reviewed student body financial records from May 2020 through October 2020. No discrepancies were noted.
  18. Equipment inventory was provided.
  19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
  20. The most current Audited Financial Statements are posted on the charter school's website.
  21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
  22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
  23. Bert Corona Charter High has historically engaged in intraorganizational borrowing to meet its cash flow needs. Bert Corona Charter High was approved to borrow up to \$450,000 from Bert Corona Charter according to YPICS's Board Resolution dated 11/10/2014. YPICS' 10/26/2020 governing board meeting minutes stated that Bert Corona Charter was facing challenges in obtaining drawn down funds for GEAR UP grants due to the YPI closure. To assist Bert Corona Charter High with its cash flow needs, Bert Corona Charter High was approved to borrow up to \$600,000 from Monseñor Oscar Romero Charter Middle. According to the school, as of February 2021, the intraorganizational borrowing balance was \$0. Per the 2019-2020 independent audit report, Bert Corona Charter High had a \$20,000 balance due to Bert Corona Charter as of June 30, 2020 borrowing from related parties or third-party lenders.
  24. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
  25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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26. Pursuant to AB 1871, a signed written statement that indicates that Bert Corona Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. Bert Corona Charter High did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There was a variance of \$34,840 in Current Liabilities and a variance of **(\$40,000)** in Long-Term Liabilities. These variances were primarily due to the reclassification of Compensated Absences from Long-Term Liabilities to Current Liabilities.
29. LAUSD has determined that, as of the date of this report, the charter school owes \$ 346,288.67 Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of \$37,175.04, \$87,700.55, \$74,024.28, and \$167,188.80 for Fiscal Years 2016-2017, 2017-2018, 2018-2019, and 2019-2020, respectively, less payments of \$19,800), and a dispute has been filed. As such, the school indicated that it has yet to accrue the amounts owed as a liability as of the date of this report. The CSD will continue to monitor this matter through oversight.

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

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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**Fiscal Operations Rubrics**

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

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

|  |   |
|--|---|
| <p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>   | <p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>   |
| <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol> | <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>  | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>   |
| <ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).</li> </ol> | <ol style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>   |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  |
| <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ol>  | <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ol> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>   | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>  |
| <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> | <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> |

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| <p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Governing board adopts the annual budget;</li> <li>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);</li> </ol> | <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 5/11/2021

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| <p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>  | <p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>              |
| <ol style="list-style-type: none"> <li>7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> <li>8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>9. Have an audit conducted annually by an independent auditing firm; and</li> <li>10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> <li>4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>5. Current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. There is no apparent conflict of interest; and</li> <li>8. Governing board approves any amendment(s) to the charter school’s budget.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/11/2021

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| <p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>   | <p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>  |
| <p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website; and</li> <li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li> </ol> | <p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 5/11/2021

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| <p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> | <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   |



# LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2020-2021 SCHOOL YEAR (REMOTE VERSION)\*\*** FOR

**MONSEÑOR OSCAR ROMERO MIDDLE - 8196**

Name and Location Code of Charter School

### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

### CSD Mission

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

### CSD Core Values

We believe that our success depends on:

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

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

|   |   |   |  |                              |             |
|---|---|---|--|------------------------------|-------------|
| <b>Charter School Name:</b>   |   | <b>Monseñor Oscar Romero</b>  |  | <b>Location Code:</b>        | <b>8196</b> |
| <b>Current Address:</b>   |   | <b>City:</b>  | <b>ZIP Code:</b>   | <b>Phone:</b>                | <b>Fax:</b> |
| 2670 W. 11 <sup>th</sup> Street   |   | Los Angeles   | 90006  | 213-413-9600                 |             |
| <b>Current Term of Charter:</b>   |   |   | <b>LAUSD Board District:</b>                             | <b>LAUSD Local District:</b> |             |
| July 1, 2017 to June 30, 2022   |   |   | 2  | Central                      |             |
| <b>Number of Students Currently Enrolled:</b>   | <b>Enrollment Capacity Per Charter:</b> | <b>Number Above/Below Enrollment Capacity (day of visit):</b>   |  | <b>Below by 52</b>           |             |
| 323   | 375                                     |   |  |                              |             |
| <b>Grades Currently Served</b>  | <b>Grades To Be Served Per Charter:</b> | <b>Percent Above/Below Enrollment Capacity (day of visit):</b>  |  | <b>Below by -13.87%</b>      |             |
| 6-8   | 6-8                                     |   |  |                              |             |
| <b>Norm Enrollment Number:</b>  |   |   | 318  |                              |             |
| <b>Total Number of Staff Members:</b>   | <b>39</b>                               | <b>Certificated:</b>  | <b>17</b>  | <b>Classified:</b>           | <b>22</b>   |
| <b>Charter School's Leadership Team Members:</b>  |   | Yvette King-Berg, ED; Rene Quon, Executive Administrator; Kevin Myers, Executive Administrator; Edwin Cruz, Student Services Coordinator; Karina Gamez, Coordinator of Operations; Cynthia Jimenez, Parent Coordinator; Freddy Zepeda, Coordinator of Instruction |  |                              |             |
| <b>Charter School's Contact for Special Education:</b>  |   | Vashon Nutt, Director of Special Education  |  |                              |             |
| <b>CSD Assigned Administrator:</b>  | <b>Dr. Blanca Alves-Monaster</b>        |   | <b>CSD Fiscal Services Manager:</b>                      | <b>Joseph Daee</b>           |             |
| <b>Other School/CSD Team Members:</b>   | None                                    |   |  |                              |             |
| <b>REMOTE Oversight Visit Date(s):</b>  | <b>May 6, 2021</b>                      |   | <b>Fiscal Review Date (if different):</b>                | N/A                          |             |
| <b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b> | <b>Yes, via Long-Term Lease</b>         |   | <b>LAUSD Co-Location Campus(es) (if applicable):</b>     | <b>Berendo Middle School</b> |             |
|   |   |   | <b>Date of Co-Location meeting with Operations Team:</b> | N/A                          |             |

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/6/2021

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

| GOVERNANCE   | RATING* |
|--|---------|
| <b>Summary of School Performance</b>   | 3       |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s). Evidence collected was from two sources: the website and binder 1.</p> <ul style="list-style-type: none"> <li>• Organizational chart.</li> <li>• Bylaws signed September 10, 2018.</li> <li>• Current roster and contact information with six board members (also included on the website)</li> <li>• Committee Council Meetings, which included topics such as:                             <ul style="list-style-type: none"> <li>○ February 23, 2021 – topics included: LCAP Enrollment Update, COVID Prevention Plan, LCAP: Assessments Results: Math and ELA/Reading, Title I, II and III.</li> <li>○ September 28, 2020 – topics included: Learning Continuity and Attendance Plan, Enrollment Update, and Facilities Update.</li> </ul> </li> <li>• Agenda dated March 30, 2020 included topic during closed session: Government Code 554957 Public Employee Performance Evaluation – Evaluation of Executive Director. In addition, an evaluation for the Director of Operations, Coordinator of Instruction, Classified Staff was included as part of Binder 1.</li> </ul> <p>G2: The Governing Board complies with most material provisions of the Brown Act, as evidenced by binder documentation and website:</p> <ul style="list-style-type: none"> <li>• A PowerPoint titled “Youth Policy Institute Charter Schools: Brown Act Training” was included for evidence with a letter from a law firm stating that training was completed April 18, 2021.</li> <li>• Agendas and minutes are posted and included as a link on Board-On Track.</li> <li>• Board takes and reports votes in open meeting by creating a motion to approve and calling Roll Call of Board members that are present at the meeting.</li> <li>• The YPICS Board meets on a regular basis (6/27, 8/14, 8/31, 9/28, 10/26, 12/7/2020 and 3/1, 3/8/2021).</li> <li>• Board posts all agendas on the school’s website (board minutes are encouraged).</li> <li>• Per AB 2257, a current board agenda is posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link by clicking on the section titled “Board Agenda” on the top ribbon of the page.</li> </ul> <p>G5: The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:</p> <ul style="list-style-type: none"> <li>• Agendas, minutes and documentation labeled BCCS Executive Administrator Report, topics included:</li> </ul> |         |



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- April 2021: enrollment attendance, ELPAC testing, Bolstering Academic Support, update on iReady Diagnostic, typical growth vs. stretch growth.
- January 2021: enrollment attendance, recruitment 2021-2022, iReady results, intervention, and support.
- March 2021: attendance, recruitment update, LA County food distribution, ongoing social emotional support, addressing attendance and truancy.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) noted a change in governance structure with a recommendation to approve updating board By-laws and Articles of Incorporation to remove YPI as the sole-statutory member of the YPI Charter Schools, Inc. CSD requests the organization forwards such changes of the documents and approved agendas and minutes once all has been completed to finalize requested Material Revision.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



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

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

|                    | <b>Rubric</b>   | <b>Sources of Evidence</b>  |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s) | <input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b><br><input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b><br><input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b><br><input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b><br><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b><br><input checked="" type="checkbox"/> Discussion with leadership<br><input type="checkbox"/> Other: (Specify) |



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

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act | <input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b><br><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b><br><input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b><br><input checked="" type="checkbox"/> Evidence of SB 126 implementation <b>(B1.8b)</b><br><input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b><br><input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b><br><input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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

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

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

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements<br><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements | <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i><br><input type="checkbox"/> Other: (Specify) |





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

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

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)<br><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<br><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<br><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) | <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b><br><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input type="checkbox"/> Other: (Specify) |



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**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

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

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports<br><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report<br><input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division<br><input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input checked="" type="checkbox"/> Independent audit report(s)<br><input checked="" type="checkbox"/> Other financial information submitted by the school<br><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) |



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**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

|   |  |  |
|---|--|--|
| <p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul> |  |  |
|   | <b>Rubric</b>  | <b>Sources of Evidence</b>   |
| <b>Performance</b>  | <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement<br><input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement<br><input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)<br><input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input checked="" type="checkbox"/> Independent audit report(s)<br><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) |
| <p><b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b></p>   |  |  |
| <p>N/A</p>  |  |  |



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| STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE   | RATING*           |
|---|-------------------|
| Summary of School Performance   | 2                 |
| California Department of Education's (CDE) Charter School's Performance Category  | Middle Performing |
| <p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>  |                   |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A5: The schoolwide Dashboard Chronic Absenteeism Indicator color is green. Monseñor Oscar Romero's 2019 Chronic Absenteeism Percentage was 6.0%, which was lower than the State at 10.1%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: The schoolwide Dashboard ELA Indicator color is red. Monseñor Oscar Romero's 2019 Average DFS was -73.7%, which is lower than the State 2019 Average DFS at -2.5%.</p> <p>A2: The schoolwide Dashboard Math Indicator color is red. Monseñor Oscar Romero's 2019 Average DFS was -119.8%, which is lower than the State's 2019 Average DFS at -33.5%.</p> <p>A8: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores are below the statewide averages in ELA, as follows: English Learners at -100.7 vs. -45.1 points; Latino at -73.9 vs. -26.6 points; Socioeconomically Disadvantaged at -74.1 vs. -30.1 points; and Students with Disabilities at -133.0 vs. -88.1 points.</p> <p>A9: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages in Math, as follows: English Learners at -147.7 vs. -68.6 points; Latino at -120.3 vs. -62.2 points; Socioeconomically Disadvantaged at -120.3 vs. -63.7 points; and Students with Disabilities at -197.1 vs. -119.4 points.</p> <p>A1/A2/A8/A9:<br/>The school leadership from Monseñor Oscar Romero's has noted the following steps to address the low academic performance in ELA and Math for all students and numerically significant subgroups:</p> <ul style="list-style-type: none"> <li>• Adoption of a comprehensive curriculum for ELA and adoption of iReady Reading Diagnostic.</li> <li>• Implementation of additional intervention support in ELA – (EL snapshots and EL Academic Aides and SFA leveled classes).</li> <li>• Established weekly individual instructional coaching for all teachers.</li> </ul> |                   |



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- Continued to focus on standards-based grading, project-based learning and using technology to enhance engagement and learning.

A6: The schoolwide Dashboard Suspension Rate Indicator color is yellow. Monseñor Oscar Romero's percentage of students suspended at least once was 12.0%, which was higher than the State's at 3.4%. The school's leadership has noted the following:

- Hiring a New Executive Administrator and Coordinator of Culture and Climate.
- Hiring of Coordinator of Student Services and School Culture and Climate Manager.
- Student behavior management trainings with Restorative Practices as well as full PD days dedicated to training staff on providing student with socio-emotional supports.
- Positive Behavior Support Systems Team meets and monitors the highest need students in terms of behavioral intervention and socioemotional support.
- Student Success and Progress teams of staff and family members to assist students in improving poor academic, behavioral and attendance metrics.

A11: The school reclassifies English Learners at 4.4%, which is at a rate lower than the state average at 13.8%. The school's leadership has noted in response to the high At-Risk rate:

- Academic Aides providing support to students during class and after school.
- Success for All classes to give us the opportunity to focus on closing gaps that students have in reading and writing.
- Unpacking standards and creating bite-sized learning outcomes.

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

#### Notes:

A3: The schoolwide percentage of English Learner Progress making progress towards English proficiency was 52.8%, which was higher than the state at 48.3%. The school 2019 Performance Level was Medium.

A11: YPICS's reclassification criteria are as follows:

- Comparison of performance in basic skills – earning C or better in their grade level English class.
- Assessment of English Proficiency – ELPAC Results, NWEA Maps (*iReady*)
- Teacher evaluation of student academic performance
- Parent opinion and consultation

**\*\*EL Masterplan needs to be updated to include *i-Ready*.**

**\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**



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**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow<br><input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

| Rubric             |  | Sources of Evidence   |
|--------------------|--|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow<br><input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

|  |  |  |
|--|--|--|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul> |  |  |
| <b>Rubric</b>  |  | <b>Sources of Evidence</b>   |
| <b>Performance</b>   | <input type="checkbox"/> The schoolwide Dashboard ELPI color is blue<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is green<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange<br><input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b><br><input type="checkbox"/> Other: (Specify) |

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

|   |   |   |
|---|---|---|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul> |   |   |
| <b>Rubric</b>   |   | <b>Sources of Evidence</b>  |
| <b>Performance</b>  | <input type="checkbox"/> The schoolwide Dashboard CCI color is blue<br><input type="checkbox"/> The schoolwide Dashboard CCI color is green<br><input type="checkbox"/> The schoolwide Dashboard CCI color is yellow<br><input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard<br><input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

|   |   |   |
|---|---|---|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul> |   |   |
| <b>Rubric</b>   |   | <b>Sources of Evidence</b>  |
| <b>Performance</b>  | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue<br><input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard<br><input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

|   |   |   |
|---|---|---|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul> |   |   |
| <b>Rubric</b>   |   | <b>Sources of Evidence</b>  |
| <b>Performance</b>  | <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green<br><input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |





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**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>   |  |
|---|--|
| Rubric  | Sources of Evidence  |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange</li> <li><input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

**A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>  |   |
|---|---|
| Rubric  | Sources of Evidence   |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input checked="" type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

|   |  |   |
|---|--|---|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul> |  |   |
|   | <b>Rubric</b>  | <b>Sources of Evidence</b>  |
| <b>Performance</b>  | <input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> N/A - No assessment of performance for this indicator | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**

|  |  |   |
|--|--|---|
| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul> |  |   |
|  | <b>Rubric</b>  | <b>Sources of Evidence</b>  |
| <b>Performance</b>   | <input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages<br><input type="checkbox"/> N/A - No assessment of performance for this indicator<br><input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2019-2020 (CDE)

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> N/A - The school did not have any English Learners</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b></li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b></li> <li><input type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above) (B2.4)</b> </li> <li><input type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above) (B2.4)</b> </li> </ul> |



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**\*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

**Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS\*\* (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:*

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**\*\*NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

| Rubric                |   | Sources of Evidence   |
|-----------------------|---|---|
| <b>Perfor<br/>man</b> | <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and | <input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information <b>(B2.6)</b><br><input type="checkbox"/> Other: (Specify) |



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|  |  |  |
|--|--|--|
|  | <p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p> |  |
|--|--|--|

|   |
|---|
| <b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):</b> |
| N/A   |



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**LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)**

*The CSD reviewed the Learning Continuity and Attendance Plan.*

| All requested template information and descriptions were provided:  | Sources of Evidence  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General Information</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> In-Person Instructional Offerings                             <ul style="list-style-type: none"> <li>Actions Related to In-Person Instructional Offerings</li> </ul> </li> <li><input checked="" type="checkbox"/> Distance Learning Program which includes:                             <ul style="list-style-type: none"> <li>Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program</li> </ul> </li> <li><input checked="" type="checkbox"/> Pupil Learning Loss                             <ul style="list-style-type: none"> <li>Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss</li> </ul> </li> <li><input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being</li> <li><input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach</li> <li><input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Continuity Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul> |

Notes:

None



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| ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS  | RATING* |
|--|---------|
| <b>Summary of School Performance</b>   | 3       |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, as evidenced by Binder 3 and other documentation:</p> <ul style="list-style-type: none"> <li>• The school provided their COVID/Safety-re-opening plan checklist which includes tasks such as safety signage, mark spots for line, line signs, temperature taking, symptom check questions, and arrows for traffic.</li> <li>• A MORCS Executive Administrator Board Report which provides details regarding re-opening and website to communicate any pans, schedule, uniforms, student supplies, weekly COVID testing details, etc.</li> <li>• MORCS Re-Opening Implementation Plan, with day-by-day details such as Virtual Orientation for 6th grade, Staff/Student COVID testing, and needs assessment.</li> <li>• Student Return to Campus Contract with delineated expectations to support healthy habits and lessened safety risks.</li> <li>• Evacuation and Lockdown Drill training PD dated May 10, 2021.</li> <li>• Scheduled two drills after return to campus: Evacuation Drill and Lockdown Drill/Evacuation Formation Maps.</li> </ul> <p>O2: The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens, as evidenced by:</p> <ul style="list-style-type: none"> <li>• Essential Safety Checklist and Certificate of Occupancy from the Office of Environmental Health and Safety.</li> <li>• TDAP certification dated September 24, 2020 with 116 students enrolled as of September 24, 2020 with 5 students missing Tdap. The school provided process for communication to families regarding vaccination TDAP compliance and step by step follow up with families to ensure all students have completed TDAP prior to attending school.</li> <li>• Evidence via pictures that the school maintains current epinephrine auto injector. Documentation of training in the form of email verifying the training date (April 26, 2021) and a handout for such training.</li> <li>• Certification via letter as evidence that the school provides adequate free or reduced priced meal each day per AB1871 (signed by Board Chair).</li> </ul> <p>O6: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, as evidenced by:</p> <ul style="list-style-type: none"> <li>• District Validation Review which was completed in 2018-2019.</li> <li>• Professional Development, some of the topics: 4 Best Practices for Distance Learning to Support Students Who Learn and Think Differently; Co-Teaching Virtually; and Using Intervention models to support students with high needs.</li> <li>• The school leadership provided the following updates to Welligent reports:             <ul style="list-style-type: none"> <li>○ 300 report: 7 in tier 4; 4 in tier 5; and 4 in tier 6 - provided status and next action steps to ensure all services are below Tier 4.</li> </ul> </li> <li>• 200 report: 3 overdue IEP's, provided update and assurance that IEP's are scheduled/in progress.</li> </ul> |         |



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O9: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns, as evidenced by:

- Evidence – binder 3.3J; included a letter to parents to keep them informed of weekly goals to provide support in and out of the classroom. Goals included academic areas such as math, reading, writing, listening and speaking.
- Agenda from SSC February 3, 2021 included topics such as consolidated application, LCAP review of financials, iReady testing results (LCAP Update), enrollment, etc.

O11: The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements as evidenced by documentation and leadership report:

- The school leadership reported:
  - The Leadership in Instruction Team provides individual weekly coaching meetings focusing on data, observation/feedback and Instructional Rounds. The LIT team is still learning data collection to be able to capture current data of actual observations, coaching and sessions.
  - LIT team conducts weekly classroom walkthroughs as evidenced by the LIT team schedule provided and weekly meeting notes.
  - They are using wet stone to collect data, (through Relay training), we have implemented higher level of teacher support and coaching. Weekly lesson plans, coaching (data, observation and feedback, data rounds) and discussion during weekly PD.
- Evidence of a Team Meeting PD dated April 12, 2021 where teachers have an opportunity to reflect on their use of strategies in utilizing exemplars and reflecting upon refining strategies. Teachers had an opportunity to share, provide context and reflect upon their “glows, grows and next steps.”
- The school leader shared as evidence a two coaching videos- topic: data with the purpose on data reflection and providing next steps to the data analysis.
- Evidence of Quick Meeting – Coaching meetings with shared notes, glows, grows, and questions.

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

O3: The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS, as evidenced by:

- 3.3a Standards Based Instructional Programs summary with links to curriculum mapping.
- The school leadership noted instructional planning includes several stages: stage 1: Scope and Sequence; Stage 2: Rubric Writing; Stage 3: Unit Plan Creation; Stage 4: Critical Friends discussion and tuning protocol ; and Stage 5: Hallmarks and strategy alignment.
- Evidence of YPICS Curricular Maps with CASA/Service-Learning Focus curriculum by unit with suggested timeframe, common core or California State Standards, Main Outcomes, Essential Questions and Service Learning/CASA connections at different stages of development as some of the Maps were not fully developed for the 2020-2021 school year, while others such as 6th grade Science were dated for the 2016-2017 school year; 7th grade Science dated 2017-2018 school year; 8th grade Science dated 2018-2019 school year.
- Per leadership, all teachers shared unit writing by looking at the YPICS curriculum maps.
- The school is on their second year of implementation of iReady, which includes differentiated instruction, online instruction, assessments, and teacher resources.

O4: The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis, as evidenced by:





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- The school leadership noted using Academic Aides to support English Learners by creating learning profiles with domain specific objectives.
- Designated teaching blocks for Math Support and SFA classes taught by ELA and History teachers who work on lessons that target the 4 core domains of reading writing, speaking and listening.
- Currently 40% of Els have met their growth goals per Reading diagnostic while 45% have met their growth goals in Math diagnostic.
- The school provided snapshots with i-Ready data which provides student annual typical growth, annual stretch growth and placement on the scale score. Diagnostic growth data provided for the end of year review is dated August 12, 2020.
- Per leadership, 40% of Els have met their growth goals in the Reading diagnostic, while 45% have met their growth goals in the Math diagnostic.
- Based on the iReady data provided in Math, 297/323 students assessed: 17% of students at the beginning of 2020-2021 are at or above grade level, with a breakdown per grade level as follows:
  - 22% in 6<sup>th</sup> grade; 16% in 7<sup>th</sup> grade; 16% in 8<sup>th</sup> grade.
 In Reading, 279/323 students assessed: 25% of students are at or above grade level with a breakdown per grade level as follows:
  - 22% in 6<sup>th</sup> grade; 24% in 7<sup>th</sup> grade; and 26% in 8<sup>th</sup> grade.
- A sample of an Individualized English Learner Support Plan snapshot that includes goals and supports (this one dated 2018-2019), with classroom supports and accommodations, domain specific objectives, the student's academic profile (ELAPC, domains, reclassification status, NWEA/MAP Data, grades data), and follow up.
- A schedule noting "pull-outs" (2019-2020 fall tutor schedules).

O5: The school has partially implemented the key features of the educational program described in the charter as evidenced by:

- A PowerPoint titled: Standards-Based Grading for Mastery-Planning and Practice Overview.
- Professional development topics included: Get Better Faster. A handout of the SFA Program Description.
- In addition, evidence of the SFA program was included in the form of data from the iReady Diagnostic and schedules.

O7: The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as evidenced:

- Leadership provided a MORCS restorative justice needs assessment implementation recommendations, which included the following insightful information (taken in 2019-2021):
  - 90% of the faculty members have participated in 2 or fewer restorative professional developments.
  - 60% of the faculty members said they were interested in increasing their use of restorative practices.
 High level implementation recommendations included:
  - Formalize and document restorative practices from referral to follow up; incorporate the use of written accountability agreements; improve transparency in process and outcomes of Tier 3; include harmed individual in decisions; increase the use of restorative circles; increase the use of re-entry circles in cases where student was separated from the school.
  - Establish norm around non-violence and peacemaking; kindness curriculum into classrooms; deepen cooperation and positive interdependence by creating shared responsibility for achieving the school's goals on and off campus.
  - Train all staff on the 11 essential skills and knowledges and increase the use of proactive restorative practices in the classroom.



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- Evidence of PD on Restorative Practices for Educators dated March 22-23, 2021.
- Anti-bullying program virtual training email dated February 24, 2021.
- MTSS Intake form sample with student name; grade; summary of needs, academic, behavioral socioemotional and attendance needs rating; average; other comments; EL; SPED; date; notes; next steps; and staff lead.
- The 2019 suspension rate for MORCS is 12% and the dashboard color is yellow.

O9: Parent complaint online is UCP only on the parent section, ensure parent section also includes process for General Complaints.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

|   |                            |
|---|----------------------------|
| <p><i>The school has a system in place to ensure that:</i></p> <ul style="list-style-type: none"> <li>• The school has a current site-specific comprehensive Health, Safety, and Emergency Plan<br/>(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)</li> <li>• The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)</li> <li>• School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432</li> <li>• School staff receives annual training on the handling of bloodborne pathogens</li> <li>• The school has a Visitor’s policy and it’s visible in the main office</li> <li>• AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups</li> <li>• A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246</li> </ul> |                            |
| <b>Rubric</b>   | <b>Sources of Evidence</b> |



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|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4 )</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b></li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|---|



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**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

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

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b></li> <li><input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

**The school has:**

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

|             | Rubric  | Sources of Evidence  |
|-------------|---|--|
| Performance | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input checked="" type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3.3c</b>) <i>*new schools only</i></li> <li><input type="checkbox"/> WASC documentation (<b>B3.3d</b>)</li> <li><input type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li> <li><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3.3i</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4b</b>)</li> <li><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

**The school:**

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

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis<br><input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis<br><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis<br><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis | <input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b><br><input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan <b>(B3.3b)</b><br><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b><br><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3.3j)</b><br><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3j)</b><br><input type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b><br><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b><br><input checked="" type="checkbox"/> <b>Virtual Classroom observation</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

| <i>The school has implemented the key features components of the educational program described in the school's charter</i>   |  |
|--|--|
| Rubric   | Sources of Evidence  |
| <p><b>Performance</b></p> <p><input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter</p> <p><input checked="" type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter</p> | <p><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter <b>(B3.3k)</b></p> <p><input type="checkbox"/> <b>Virtual classroom observation</b></p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> |

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

| <i>The school has a system in place to ensure that the school:</i>   |   |
|--|---|
| Rubric   | Sources of Evidence   |
| <ul style="list-style-type: none"> <li>• Provides special education programs and services in accordance with students' IEPs</li> <li>• Provides special education training for staff</li> <li>• Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul>   |   |
| <p><b>Performance</b></p> <p><input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> <p><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</p> | <p><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></p> <p><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></p> <p><input type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b></p> <p><input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b></p> <p><input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b></p> <p><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office</p> <p><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b></p> <p><input checked="" type="checkbox"/> <b>Virtual classroom observation</b></p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> |





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**07: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input checked="" type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Suspension rates, and disproportionality rates</li> <li><input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

|  |   |   |
|--|---|---|
| <p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul> |   |   |
| <p><b>Rubric</b></p>   |   | <p><b>Sources of Evidence</b></p>   |
| <p><b>Performance</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (<b>B3.4b</b>)</li> <li><input type="checkbox"/> <del>Interview of teachers and/or other staff</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

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

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



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|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4d)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|---|



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**O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)\*\*

\*\*required on website

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website<br><input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website<br><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website<br><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website | <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 <b>(B3.4e)</b><br><input checked="" type="checkbox"/> Evidence of implementation of AB 34 <b>(B3.4e)</b><br><input type="checkbox"/> Other: (Specify) |



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**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

*The school has a system in place for the evaluation of school staff designed to ensure that:*

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements | <input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

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



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**N/A**





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| 8196  | 2017-2018          |               |                |                   |                    | 2018-2019          |               |                |                   |                    | 2019-2020          |               |                |                   |                    |
|---|--------------------|---------------|----------------|-------------------|--------------------|--------------------|---------------|----------------|-------------------|--------------------|--------------------|---------------|----------------|-------------------|--------------------|
|   | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials |
| <b>Monseñor Oscar Romero Charter Middle</b>     |                    |               |                |                   |                    |                    |               |                |                   |                    |                    |               |                |                   |                    |
| Cash and Cash Equivalents                       |                    | 1,210,062     | 1,206,380      | 5,514,805         | 5,461,380          |                    | 0             | 1,601,636      | 2,788,432         | 2,788,433          |                    | 2,463,044     | 2,403,782      | 2,889,742         | 2,889,828          |
| Current Assets                                  |                    | 1,662,547     | 1,643,137      | 5,883,465         | 5,882,314          |                    | 0             | 2,242,231      | 3,350,157         | 3,350,158          |                    | 3,050,966     | 3,036,562      | 3,605,738         | 3,605,823          |
| Fixed and Other Assets                          |                    | 15,756,756    | 15,757,006     | 23,126,870        | 23,423,020         |                    | 0             | 30,279,989     | 28,913,251        | 28,913,251         |                    | 28,318,362    | 28,316,644     | 28,243,018        | 28,243,018         |
| <b>Total Assets</b>                             |                    | 17,419,302    | 17,400,143     | 29,010,335        | 29,305,334         |                    | 0             | 32,522,220     | 32,263,408        | 32,263,409         |                    | 31,369,328    | 31,353,206     | 31,848,756        | 31,848,841         |
| Deferred Outflow                                |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |
| Current Liabilities                             |                    | 209,960       | 190,142        | 4,078,263         | 4,106,556          |                    | 0             | 605,702        | 1,136,672         | 1,159,164          |                    | 986,426       | 919,670        | 1,301,700         | 1,465,918          |
| Other Long Term Liabilities                     |                    | 7,869,977     | 7,869,977      | 7,903,472         | 7,848,092          |                    | 0             | 7,772,940      | 7,844,033         | 7,821,628          |                    | 7,672,652     | 7,672,652      | 7,691,150         | 7,527,017          |
| Unfunded OPEB Liabilities/Deferred Inflow       |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |                    | 0             | 0              | 0                 | 0                  |
| <b>Total Liabilities</b>                        |                    | 8,079,938     | 8,060,119      | 11,981,735        | 11,954,648         |                    | 0             | 8,378,642      | 8,980,704         | 8,980,792          |                    | 8,659,077     | 8,592,322      | 8,992,850         | 8,992,935          |
| <b>Net Assets</b>                               |                    | 9,339,365     | 9,340,024      | 17,028,600        | 17,350,686         |                    | 24,643,712    | 24,143,578     | 23,282,704        | 23,282,617         |                    | 22,710,251    | 22,760,884     | 22,855,906        | 22,855,906         |
| Total Revenues                                  | 10,242,847         | 8,786,825     | 8,886,942      | 16,323,670        | 16,645,758         | 4,483,526          | 11,904,245    | 11,384,621     | 11,223,654        | 11,223,654         | 4,538,877          | 4,715,057     | 4,797,564      | 4,702,564         | 4,702,563          |
| Total Expenditures                              | 4,229,658          | 4,069,005     | 4,168,462      | 3,916,614         | 3,916,614          | 4,350,205          | 4,289,133     | 4,269,644      | 5,291,639         | 5,291,723          | 5,182,703          | 5,287,510     | 5,319,297      | 5,129,275         | 5,129,274          |
| <b>Net Income / (Loss)</b>                      | 6,013,189          | 4,717,820     | 4,718,480      | 12,407,056        | 12,729,142         | 133,321            | 7,615,112     | 7,114,977      | 5,932,015         | 5,931,931          | (643,826)          | (572,453)     | (521,733)      | (426,711)         | (426,711)          |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0             | 0              | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0             | 0              | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  | 0                  | 0             | 0              | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | 6,013,189          | 4,717,820     | 4,718,480      | 12,407,056        | 12,729,142         | 133,321            | 7,615,112     | 7,114,977      | 5,932,015         | 5,931,931          | (643,826)          | (572,453)     | (521,733)      | (426,711)         | (426,711)          |
| <b>Net Assets, Beginning</b>                    | 2,003,881          | 4,578,245     | 4,578,245      | 4,578,245         | 4,621,544          | 19,136,923         | 17,028,600    | 17,028,601     | 17,028,600        | 17,350,686         | 24,143,577         | 23,282,704    | 23,282,704     | 23,282,704        | 23,282,617         |
| Adj. for restatement / Prior Yr Adj             | 0                  | 43,300        | 43,299         | 43,299            | 0                  | 0                  | 0             | 0              | 322,089           | 0                  | (498,852)          | 0             | (87)           | (87)              | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | 2,003,881          | 4,621,545     | 4,621,544      | 4,621,544         | 4,621,544          | 19,136,923         | 17,028,600    | 17,028,601     | 17,350,689        | 17,350,686         | 23,644,725         | 23,282,704    | 23,282,617     | 23,282,617        | 23,282,617         |
| <b>Net Assets, End</b>                          | 8,017,070          | 9,339,365     | 9,340,024      | 17,028,600        | 17,350,686         | 19,270,244         | 24,643,712    | 24,143,578     | 23,282,704        | 23,282,617         | 23,000,899         | 22,710,251    | 22,760,884     | 22,855,906        | 22,855,906         |

| 8196  | Audited Financials |            |            |            |         | 2020-2021          |               |                |                   |                    |
|---|--------------------|------------|------------|------------|---------|--------------------|---------------|----------------|-------------------|--------------------|
|   | 2016-17            | 2017-18    | 2018-19    | 2019-20    | 2020-21 | Preliminary Budget | First Interim | Second Interim | Unaudited Actuals | Audited Financials |
| <b>Monseñor Oscar Romero Charter Middle</b>     |                    |            |            |            |         |                    |               |                |                   |                    |
| Cash and Cash Equivalents                       | 13,267,671         | 5,461,380  | 2,788,433  | 2,889,828  | 0       |                    | 1,442,763     | 1,471,791      | 0                 | 0                  |
| Current Assets                                  | 13,624,341         | 5,882,314  | 3,350,158  | 3,605,823  | 0       |                    | 3,293,151     | 3,291,693      | 0                 | 0                  |
| Fixed and Other Assets                          | 6,400,377          | 23,423,020 | 28,913,251 | 28,243,018 | 0       |                    | 27,430,967    | 27,473,415     | 0                 | 0                  |
| <b>Total Assets</b>                             | 20,024,718         | 29,305,334 | 32,263,409 | 31,848,841 | 0       |                    | 30,724,118    | 30,765,108     | 0                 | 0                  |
| Deferred Outflow                                | 0                  | 0          | 0          | 0          | 0       |                    | 0             | 0              | 0                 | 0                  |
| Current Liabilities                             | 12,232,086         | 4,106,556  | 1,159,164  | 1,465,918  | 0       |                    | 925,284       | 941,197        | 0                 | 0                  |
| Other Long Term Liabilities                     | 3,171,088          | 7,848,092  | 7,821,628  | 7,527,017  | 0       |                    | 7,495,024     | 7,495,023      | 0                 | 0                  |
| Unfunded OPEB Liabilities/Deferred Inflow       | 0                  | 0          | 0          | 0          | 0       |                    | 0             | 0              | 0                 | 0                  |
| <b>Total Liabilities</b>                        | 15,403,174         | 11,954,648 | 8,980,792  | 8,992,935  | 0       |                    | 8,420,308     | 8,436,220      | 0                 | 0                  |
| <b>Net Assets</b>                               | 4,621,544          | 17,350,686 | 23,282,617 | 22,855,906 | 0       |                    | 22,303,810    | 22,328,888     | 0                 | 0                  |
| Total Revenues                                  | 6,568,692          | 16,645,758 | 11,223,654 | 4,702,563  | 0       | 4,299,621          | 5,155,874     | 4,981,163      | 0                 | 0                  |
| Total Expenditures                              | 3,844,921          | 3,916,616  | 5,291,723  | 5,129,274  | 0       | 5,009,355          | 5,707,970     | 5,508,181      | 0                 | 0                  |
| <b>Net Income / (Loss)</b>                      | 2,723,771          | 12,729,142 | 5,931,931  | (426,711)  | 0       | (709,734)          | (552,096)     | (527,018)      | 0                 | 0                  |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0          | 0          | 0          | 0       | 0                  | 0             | 0              | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0          | 0          | 0          | 0       | 0                  | 0             | 0              | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | 2,723,771          | 12,729,142 | 5,931,931  | (426,711)  | 0       | (709,734)          | (552,096)     | (527,018)      | 0                 | 0                  |
| <b>Net Assets, Beginning</b>                    | 1,897,773          | 4,621,544  | 17,350,686 | 23,282,617 | 0       | 22,760,884         | 22,855,906    | 22,855,906     | 0                 | 0                  |
| Adj. for restatement / Prior Yr Adj             | 0                  | 0          | 0          | 0          | 0       | 0                  | 0             | 0              | 0                 | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | 1,897,773          | 4,621,544  | 17,350,686 | 23,282,617 | 0       | 22,760,884         | 22,855,906    | 22,855,906     | 0                 | 0                  |
| <b>Net Assets, End</b>                          | 4,621,544          | 17,350,686 | 23,282,617 | 22,855,906 | 0       | 22,051,150         | 22,303,810    | 22,328,888     | 0                 | 0                  |



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| FISCAL OPERATIONS   |                                   |                                   |                                   |                                   |                                  | RATING |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|--------|
| <p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Monseñor Oscar Romero Charter Middle’s fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$22,855,906 and a net loss of <b>(\$426,711)</b>. The 2020-2021 Second Interim projected positive net assets of \$22,328,888 and a net loss of <b>(\$527,018)</b>.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2020, Monseñor Oscar Romero Charter Middle is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,025,224 and a net loss of <b>(\$805,524)</b>. YPICS, without its charter schools, reported negative net assets of <b>(\$16,373)</b> and a net loss of <b>(\$16,738)</b>. The organization attributed the reported net loss to home office staff’s accrued vacation expenses. According to YPICS, there are no management fees charged to Monseñor Oscar Romero Charter Middle or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p> |                                   |                                   |                                   |                                   |                                  | 3      |
|   | 2016-2017<br>(Audited<br>Actuals) | 2017-2018<br>(Audited<br>Actuals) | 2018-2019<br>(Audited<br>Actuals) | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Second<br>Interim) |        |
| Net Assets  | \$4,621,544                       | \$17,350,686                      | \$23,282,617                      | \$22,855,906                      | \$22,328,888                     |        |
| Net<br>Income/ <b>Loss</b>  | \$2,723,771 <sup>1</sup>          | \$12,729,142 <sup>1</sup>         | \$5,931,931 <sup>1</sup>          | <b>(\$426,711)<sup>2</sup></b>    | <b>(\$527,018)<sup>3</sup></b>   |        |
| Transfers<br>In/ <b>Out</b>   | \$0                               | \$0                               | \$0                               | \$0                               | \$0                              |        |
| Prior Year<br>Adjustment(s)   | \$0                               | \$0                               | \$0                               | \$0                               | \$0                              |        |



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- <sup>1</sup>The significant increases in the school’s fiscal operational results were primarily due to Proposition 1D funds received in Fiscal Years 2016-2017 and 2017-2018, and LAUSD Augmentation Grant funds received in Fiscal Year 2018-2019.
- <sup>2</sup> The operating loss reported for Fiscal Year 2019-2020 was primarily due to \$819,474 in depreciation expenses charges (non-cash in nature) recognized in the school’s Proposition 1D property.
- <sup>3</sup>The projected net loss for Fiscal Year 2020-2021 was primarily due to \$814,525 in depreciation expenses, similar to the explanation provided above.

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPICS charter schools, to assess overall compliance with YPICS’ *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPICS’ and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPICS school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

**1. Checks Outstanding for 90 Days or More (Recurring Issue):**

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from May 2020 through October 2020, the CSD noted 13 checks that, as of October 31, 2020, had been outstanding for 90 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school’s 2019-2020 Annual Performance-Based Oversight Report.

| Item # | Acct. # Ending in | Check # | Check Issuance Date | Payee           | Check Amount | Number of Days Check Outstanding (As of 10/31/2020) | Transaction Description          | School's Responses                     |
|--------|-------------------|---------|---------------------|-----------------|--------------|---|----------------------------------|--|
| 1      | X6905             | 307394  | 8/20/2019           | School Employee | \$1.46       | 438   | 16/17 STRS Refund                | Will contact State Treasury Department |
| 2      | X6905             | 307672  | 11/15/2019          | School Employee | \$722.60     | 351   | WASC Visit Expense Reimbursement | Voided in March 2021                   |



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|              |       |        |            |                            |                   |     |  |  |
|--------------|-------|--------|------------|----------------------------|-------------------|-----|--|--|
| 3            | X6905 | 307695 | 11/20/2019 | Sylmar Charter High School | \$325.00          | 346 | Registration Fee - Girls Volleyball Tournament | Voided in March 2021                   |
| 4            | X6905 | 307813 | 1/10/2020  | School Employee            | \$23.63           | 295 | 18/19 STRS Refund                              | Will contact State Treasury Department |
| 5            | X6905 | 307814 | 1/10/2020  | School Employee            | \$5.29            | 295 | 18/19 STRS Refund                              | Will contact State Treasury Department |
| 6            | X6905 | 307815 | 1/10/2020  | School Employee            | \$12.67           | 295 | 18/19 STRS Refund                              | Will contact State Treasury Department |
| 7            | X6905 | 307817 | 1/10/2020  | School Employee            | \$5.48            | 295 | 18/19 STRS Refund                              | Will contact State Treasury Department |
| 8            | X6905 | 307823 | 1/10/2020  | School Employee            | \$6.10            | 295 | 18/19 STRS Refund                              | Will contact State Treasury Department |
| 9            | X6905 | 307831 | 1/10/2020  | School Employee            | \$13.52           | 295 | 18/19 STRS Refund                              | Will contact State Treasury Department |
| 10           | X6905 | 307812 | 1/10/2020  | School Employee            | \$21.76           | 295 | 18/19 STRS Refund                              | Will contact State Treasury Department |
| 11           | X6905 | 307903 | 1/30/2020  | School Employee            | \$247.50          | 275 | GEAR UP and Relay Conferences Per Diem         | Voided in March 2021                   |
| 12           | X6905 | 308111 | 4/9/2020   | School Employee            | \$38.11           | 205 | Paint Set for Students Fun Activities          | Will be voided and reissued            |
| 13           | X6905 | 308177 | 5/6/2020   | School Employee            | \$27.50           | 178 | USPS Reimbursement                             | Will be voided and reissued            |
| <b>Total</b> |       |        |            |                            | <b>\$1,450.62</b> |     |  |  |



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The school stated that it did not want to void the STRS refund checks without making an earnest attempt to locate its former employees. The COVID-19 pandemic made it more challenging to search for them. The school will contact the State Treasury Department to determine the next steps in obtaining assistance to locate the recipients.

The CSD recommends that the school update its fiscal policies and procedures, to provide guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

## 2. Check Reviews (Late Fees and Finance Charges):

Based on the CSD's review of the school's check register for the period spanning from December 2019 through November 2020, a sample of 35 checks were selected for further review. The CSD noted seven checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

| Item #       | Check # | Check Issuance Date | Vendor                     | Transaction Description | Check Amount      | Late Fees       | Finance Charges |
|--------------|---------|---------------------|----------------------------|-------------------------|-------------------|-----------------|-----------------|
| 1            | 307833  | 1/10/2020           | Xerox Financial Services   | Copier Lease            | \$2,231.15        | \$31.27         | N/A             |
| 2            | 307931  | 1/31/2020           | Xerox Financial Services   | Copier Lease            | \$3,990.72        | \$96.78         | N/A             |
| 3            | 307953  | 2/13/2020           | Sparkletts                 | Bottle Water            | \$10.00           | \$10.00         | N/A             |
| 4            | 308077  | 4/6/2020            | AT&T                       | Fax                     | \$407.86          | \$10.00         | NA              |
| 5            | 309354  | 8/5/2020            | AT&T                       | Fax                     | \$409.54          | \$10.00         | N/A             |
| 6            | 309384  | 8/19/2020           | Quadient Finance USA, Inc. | 7/20- Late Fee          | \$51.47           | \$39.00         | \$12.47         |
| 7            | 309605  | 11/12/2020          | Quadient Finance USA, Inc. | 10/6/20- Late Fee       | \$39.89           | \$39.00         | \$0.89          |
| <b>Total</b> |         |                     |                            |                         | <b>\$7,140.63</b> | <b>\$236.05</b> | <b>\$13.36</b>  |

According to the school, the late fees and finance charges referenced above were due to delays in receiving and/or retrieving mail due to COVID-19 related school campus closure and shorter payment term periods than expected. The CSD was advised that school is in the process of changing copier leases to a different provider that would have more favorable billing and payment terms.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

## 3. Lack of Documented Pre-Approvals for Employee Reimbursements (Recurring Issue):

Based on the CSD's review of the supporting documents provided by the school, the CSD noted six employee reimbursements that lacked evidence of pre-approval from either the school's Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. The reimbursements in question are summarized below.



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| Item #       | Reimbursement Check Issuance Date | Check # | Payee           | Reimbursement Check Amount | Transaction Description               |
|--------------|-----------------------------------|---------|-----------------|----------------------------|---------------------------------------|
| 1            | 3/24/2020                         | 308072  | School Employee | \$51.60                    | Stamps and remote for LSC parking lot |
| 2            | 4/22/2020                         | 308124  | School Employee | \$519.89                   | Student activities supplies           |
| 3            | 4/29/2020                         | 308141  | School Employee | \$216.50                   | Classroom supplies                    |
| 4            | 6/24/2020                         | 308272  | School Employee | \$469.44                   | Graduation supplies                   |
| 5            | 8/5/2020                          | 309358  | School Employee | \$54.70                    | Document camera for SpEd assessment   |
| 6            | 10/9/2020                         | 309475  | School Employee | \$17.95                    | Staff PD (coffee)                     |
| <b>Total</b> |                                   |         |                 | <b>\$1,330.08</b>          |                                       |

Page 15 of YPICS' 9/30/2019 Fiscal Policies and Procedures states: "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/Assistant Executive Administrator."

During the 2019-2020 fiscal review, the school informed the CSD that it intended to revise its fiscal policies and procedures and would propose an acceptable method of employee reimbursement pre-approval to its governing board for consideration (which, according to the school, could include some form of email approval or other documentation). However, as of the date of this report, YPICS' fiscal policies and procedures have not been revised and updated.

During the CSD 2020-2021 oversight, the school indicated that YPICS is in the process of reviewing and updating its current fiscal policies and procedures to clearly define all protocols, criteria, and acceptable methods of pre-approval of employee expense reimbursements.

The CSD recommends that the school strengthen its fiscal policies and procedures pertaining to documenting pre-approval process of employee expense reimbursements, and ensure adherence to the processes outlined in its governing board-approved fiscal policies and procedures.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next governing board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.



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**Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

None noted.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Monseñor Oscar Romero Charter Middle offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$2,889,828, and total expenditures equal \$5,129,274. Therefore, the school's cash reserve level is 56.34%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Reviewed the following 35 checks, and seven deposits, and three transfer credit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 307833; 307887; 307901; 307903; 307931; 307953; 308072; 308077; 308124; 308141; 308157; 308174; 308233; 308272; 308282; 308322; 309354; 309357; 309358; 309359; 309384; 309454; 309475; 309477; 309495; 309530; 309542; 309555; 309595; 309605; 309613; 309615; 309619; 309632; and 309647.
  - b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): Seven deposits: 1) 5/7/2020 for \$1,527,500; 2) 5/13/2020 for \$1,200; 3) 5/27/2020 for \$21,375; 4) 6/25/2020 for \$42,207.28; and 5) 10/1/2020 for \$9,028.01; 6) 10/15/2020 for \$844.75; and 7) 10/15/2020 for \$4,500.00 and two transfer credit transactions: 1) 8/17/2020 for \$1,100,000 and 2) 8/17/2020 for \$2,000,000.
  - c. Transfer credit transaction (Pacific Western Bank Checking Account Ending in X8366): 5/8/2020 for \$1,527,500.00.
14. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020, June 2020, July 2020, August 2020 and September 2020 for sample testing. No discrepancies were noted.
  - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
  - b. California Credit Union Credit Card Ending in X0013 (Executive Director)





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- c. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
  - d. California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
  - e. California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter)
  - f. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High)
  - g. California Credit Union Credit Card Ending in X0152 (Executive Administrator, Bert Corona Charter High)
  - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
15. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
- a. Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
  - b. US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
  - c. US Bank Business Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
  - d. Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
  - e. Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter)
  - f. Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
  - g. Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter)
  - h. Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
  - i. Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
  - j. California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
  - k. Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
16. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter via videoconference. No discrepancies were noted.
17. Reviewed student body financial records from May 2020 through October 2020. No discrepancies were noted.
18. Equipment inventory was provided.
19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
20. The most current Audited Financial Statements are posted on the charter school's website.
21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
23. The school shared that it is engaged in intraorganizational borrowing. Bert Corona Charter High was approved to borrow up to \$600,000 from Monseñor Oscar Romero Charter Middle. The stated purpose of this loan is to assist Bert Corona Charter High with its cash flow needs. The governing board meeting minutes reflecting the approval of this intraorganizational borrowing were provided. Per the school's most recent reconciliation (February 2021), the intraorganizational borrowing balance was \$0. Additionally, per the 2019-2020 audit report, Monseñor Oscar Romero Charter Middle was awarded \$15,643,256 through Proposition 1D of which \$7,821,628 was a grant and \$7,821,628 was a long-term debt with an interest rate of 2% per year. The liability is secured by the property acquired and constructed with these funds. Monthly payments of principal and interest began in January 2020 and are expected to be made through January 2049. As of June 30, 2020 the outstanding balance on this loan was \$7,728,851. A copy of the Funding Agreement between the State of California and Monseñor Oscar Romero Charter Middle and the Memorandum of Understanding by and among Monseñor Oscar Romero Charter Middle, Los Angeles Unified School District, and the State of California was provided to the CSD.
24. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.



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25. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor’s Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
26. Pursuant to AB 1871, a signed written statement that indicates that Monseñor Oscar Romero Charter Middle is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. Monseñor Oscar Romero Charter Middle did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There was a variance of \$164,218 in Current Liabilities and a variance of **(\$164,133)** in Long-Term Liabilities. These variances were primarily due to the reclassification of Compensated Absences from Long-Term Liabilities to Current Liabilities and the recording of the current portion of the Charter School Facilities Program loan in Current Liabilities.

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

N/A



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**Fiscal Operations Rubrics**

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

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

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| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>  | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>  |
| <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol> | <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol> |



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*An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.*

*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*

13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).

13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
  - Most current financial reports presented to the governing board
  - Salary schedules/benefits/information
  - Budget development process
  - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
  - The most current approved petition
  - Fiscal policies and procedures manual

**SUPPLEMENTAL CRITERIA**

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum four of the following fiscal items:
  - Most current financial reports presented to the governing board
  - Salaries schedule/benefits/information
  - Budget development process
  - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
  - The most current approved petition
  - Fiscal policies and procedures manual



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| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>  | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>   |
| <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and<br/>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> | <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and<br/>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  |

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| <p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Governing board adopts the annual budget;</li> <li>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);</li> </ol> | <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> |



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***An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.***

***An existing school would be assessed as Unsatisfactory based on the statements below:***

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
5. Current audit shows no material weaknesses, deficiencies and/or findings;
6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
7. There is no apparent conflict of interest; and
8. Governing board approves any amendment(s) to the charter school's budget.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

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| <p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>   | <p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>  |
| <p><u><b>New Schools:</b></u></p> <p style="text-align: center;"><u><b>REQUIRED CRITERIA</b></u></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and</li> <li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li> </ol> | <p><u><b>New Schools:</b></u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> |



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|---|---|
| <p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> | <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   |





# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

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

### **2020-2021 SCHOOL YEAR (REMOTE VERSION)\*\***

### **FOR**

**BERT CORONA CHARTER SCHOOL - 8054**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **CSD Mission**

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

#### **CSD Core Values**

We believe that our success depends on:

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

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



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SCHOOL NAME: **Bert Corona Charter School**

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|   |  |  |  |                              |             |
|---|--|--|--|------------------------------|-------------|
| <b>Charter School Name:</b>   |  | <b>Bert Corona Charter School</b>                              |  | <b>Location Code:</b>        | <b>8054</b> |
| <b>Current Address:</b>   |  | <b>City:</b>   | <b>ZIP Code:</b>   | <b>Phone:</b>                | <b>Fax:</b> |
| <b>9400 Remick Avenue</b>   |  | <b>Pacoima</b>   | <b>91331</b>   | <b>818-834-5805</b>          | <b>N/A</b>  |
| <b>Current Term of Charter:</b>   |  |  | <b>LAUSD Board District:</b>                             | <b>LAUSD Local District:</b> |             |
| <b>July 19, 2019 to June 30, 2024</b>   |  |  | <b>6</b>   | <b>Northeast</b>             |             |
| <b>Number of Students Currently Enrolled:</b>   | <b>Enrollment Capacity Per Charter:</b>  | <b>Number Above/Below Enrollment Capacity (day of visit):</b>  |  | <b>Below by -149</b>         |             |
| <b>351</b>  | <b>500</b>   |  |  |                              |             |
| <b>Grades Currently Served</b>  | <b>Grades To Be Served Per Charter:</b>  | <b>Percent Above/Below Enrollment Capacity (day of visit):</b> |  | <b>Below by 29.80%</b>       |             |
| <b>5-8</b>  | <b>5-8</b>   |  |  |                              |             |
| <b>Norm Enrollment Number:</b>  |  |  | <b>351</b>   |                              |             |
| <b>Total Number of Staff Members:</b>   | <b>43</b>  | <b>Certificated:</b>   | <b>20</b>  | <b>Classified:</b>           | <b>23</b>   |
| <b>Charter School's Leadership Team Members:</b>  | Yvette King-Berg, Executive Director; Kevin Myers, Executive Administrator<br>Daniel Rios, Director of Instruction; Kirk Takeyama, Director of School Culture<br>Leticia Sepulveda, Parent Coordinator; Ruben Dueñas, Chief Operations Officer;<br>Larry Simonsen, Executive Administrator; Yesenia Zubia, HR/AP Coordinator<br>Rene Quon, Executive Administrator |  |  |                              |             |
| <b>Charter School's Contact for Special Education:</b>  | <b>Vashon Nutt, Director of Special Education</b>  |  |  |                              |             |
| <b>CSD Assigned Administrator:</b>  | <b>Dr. Alves-Monaster</b>  |  | <b>CSD Fiscal Services Manager:</b>                      | <b>Remedios Dizon</b>        |             |
| <b>Other School/CSD Team Members:</b>   | <b>None</b>  |  |  |                              |             |
| <b>REMOTE Oversight Visit Date(s):</b>  | <b>April 28, 2021</b>  |  | <b>Fiscal Review Date (if different):</b>                | <b>N/A</b>                   |             |
| <b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b> | <b>N/A</b>   |  | <b>LAUSD Co-Location Campus(es) (if applicable):</b>     | <b>N/A</b>                   |             |
|   |  |  | <b>Date of Co-Location meeting with Operations Team:</b> | <b>N/A</b>                   |             |

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



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## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

| GOVERNANCE   | RATING* |
|--|---------|
| <b>Summary of School Performance</b>   | 3       |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s). Evidence collected was from two sources: the website and binder 1.</p> <ul style="list-style-type: none"> <li>• Organizational chart.</li> <li>• Bylaws signed September 10, 2018.</li> <li>• Current roster and contact information with six board members (also included on the website)</li> <li>• Committee Council Meetings, which included topics such as:                             <ul style="list-style-type: none"> <li>○ February 23, 2021 – topics included: LCAP Enrollment Update, COVID Prevention Plan, LCAP: Assessments Results: Math and ELA/Reading, Title I, II and III.</li> <li>○ September 28, 2020 – topics included: Learning Continuity and Attendance Plan, Enrollment Update, and Facilities Update.</li> </ul> </li> <li>• Agenda dated March 30, 2020 included topic during closed session: Government Code 554957 Public Employee Performance Evaluation – Evaluation of Executive Director. In addition, an evaluation for the Director of Operations, Coordinator of Instruction, Classified Staff was included as part of Binder 1.</li> </ul> <p>G2: The Governing Board complies with most material provisions of the Brown Act, as evidenced by binder documentation and website:</p> <ul style="list-style-type: none"> <li>• A PowerPoint titled “Youth Policy Institute Charter Schools: Brown Act Training” was included for evidence with a letter from a law firm stating that training was completed April 18, 2021.</li> <li>• Agendas and minutes are posted and included as a link on Board-On Track.</li> <li>• Board takes and reports votes in open meeting by creating a motion to approve and calling Roll Call of Board members that are present at the meeting.</li> <li>• The YPICS Board meets on a regular basis (6/27, 8/14, 8/31, 9/28, 10/26, 12/7/2020 and 3/1, 3/8/2021).</li> <li>• Board posts all agendas on the school’s website (board minutes are encouraged).</li> <li>• Per AB 2257, a current board agenda is posted on the homepage of the charter school’s primary website, and accessible through a prominent, direct link by clicking on the section titled “Board Agenda” on the top ribbon of the page.</li> </ul> <p>G5: The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:</p> <ul style="list-style-type: none"> <li>• Agendas, minutes and documentation labeled BCCS Executive Administrator Report, topics included:</li> </ul> |         |



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- April 2021: enrollment attendance, ELPAC testing, Bolstering Academic Support, update on iReady Diagnostic, typical growth vs. stretch growth.
- January 2021: enrollment attendance, recruitment 2021-2022, iReady results, intervention, and support.
- March 2021: attendance, recruitment update, LA County food distribution, ongoing social emotional support, addressing attendance and truancy.

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

On October 21, 2019 the Youth Policy Institute Charter Schools (YPICS) noted a change in governance structure with a recommendation to approve updating board By-laws and Articles of Incorporation to remove YPI as the sole-statutory member of the YPI Charter Schools, Inc. CSD requests the organization forwards such changes of the documents and approved agendas and minutes once all has been completed to finalize requested Material Revision.

***\*NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



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

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

|                    | <b>Rubric</b>   | <b>Sources of Evidence</b>  |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)<br><input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s) | <input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b><br><input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b><br><input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b><br><input checked="" type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b><br><input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b><br><input checked="" type="checkbox"/> Discussion with leadership<br><input type="checkbox"/> Other: (Specify) |



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

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

| Rubric             |   | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act<br><input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act | <input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b><br><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b><br><input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b><br><input checked="" type="checkbox"/> Evidence of SB 126 implementation <b>(B1.8b)</b><br><input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<br><input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b><br><input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b><br><input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |





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

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

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

|                    | <b>Rubric</b>   | <b>Sources of Evidence</b>  |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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

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

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

|                    | <b>Rubric</b>   | <b>Sources of Evidence</b>  |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

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

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

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports<br><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report<br><input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division<br><input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input checked="" type="checkbox"/> Independent audit report(s)<br><input checked="" type="checkbox"/> Other financial information submitted by the school<br><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) |



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**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

|   |  |  |
|---|--|--|
| <p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> </ul> |  |  |
|   | <b>Rubric</b>  | <b>Sources of Evidence</b>   |
| <b>Performance</b>  | <input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement<br><input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement<br><input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)<br><input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) | <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b><br><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b><br><input type="checkbox"/> Observation of Governing Board meeting<br><input checked="" type="checkbox"/> Discussion with leadership<br><input checked="" type="checkbox"/> Independent audit report(s)<br><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below) |
| <p><b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):</b></p>   |  |  |
| <p>N/A</p>  |  |  |



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| STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE   | RATING*        |
|---|----------------|
| Summary of School Performance   | 1              |
| California Department of Education's (CDE) Charter School's Performance Category  | Low Performing |
| <p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>  |                |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona Middle School's percentage of students suspended at least once was 6.2%, which was higher than the State's at 3.4%.</p> <p>A11: The school reclassifies English Learners at 14.9%, which is at a rate higher than the state average at 13.8%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: The schoolwide Dashboard ELA Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -78.2%, which is lower than the State 2019 Average DFS at -2.5%.</p> <p>A2: The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -109.5%, which is higher than the State's 2019 Average DFS at -33.5%.</p> <p>A5: The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. Bert Corona Middle School's 2019 Chronic Absenteeism Percentage was 7.0%, which was lower than the State at 10.1%.</p> <p>A8: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores are below the statewide averages in ELA, as follows: English Learners at -107.2 vs. -45.1 points; Latino at -78.9 vs. -26.6 points; Socioeconomically Disadvantaged at -78.7 vs. -30.1 points; and Students with Disabilities at -137.0 vs. -88.1 points.</p> <p>A9: All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at -176.7 vs. -119.4 points.</p> <p>A1/A2/A8/A9: The school leadership notes a renewed focus include:</p> |                |



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- Relay's Get Better Faster training for instructional coaches to coach and support teachers. A need for greater coaching and support for teachers to provide real-time feedback, action steps, and collaborative planning for teachers.
- Newly adoption of Ready Math curriculum and time provided to implement a common placing plan, scaffolded lessons and common exit tickets to support with the implementation.
- iReady implementation to provide teachers with actionable data and to support the intervention plans.
- SFA/reading block
- Scheduled tutor support to work on language development through pull out tutoring.
- LTEL reclassification training for teachers and parents.
- Critical Friends Groups
- Observational Rounds and mentor teachers.

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

#### Notes:

A3: The schoolwide percentage of English Learner Progress making progress towards English proficiency was 37.2%, which was lower than the state at 48.3%. The school 2019 Performance Level was Low. Please see schools plan above - Achievement section.

A11: YPICS's reclassification criteria are as follows:

- Comparison of performance in basic skills – earning C or better in their grade level English class.
- Assessment of English Proficiency – ELPAC Results, NWEA Maps (iReady)
- Teacher evaluation of student academic performance
- Parent opinion and consultation

**\*\*EL Masterplan needs to be updated to include iReady.**

**\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.**



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**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

- California School Dashboard Schoolwide ELA data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow<br><input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

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

- California School Dashboard Schoolwide Math data (CDE)

| Rubric             |  | Sources of Evidence   |
|--------------------|--|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow<br><input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

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

- California School Dashboard Schoolwide ELPI data (CDE)

| Rubric             |  | Sources of Evidence   |
|--------------------|--|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard ELPI color is blue<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is green<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow<br><input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange<br><input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b><br><input type="checkbox"/> Other: (Specify) |

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

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

- California School Dashboard Schoolwide CCI data (CDE)

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard CCI color is blue<br><input type="checkbox"/> The schoolwide Dashboard CCI color is green<br><input type="checkbox"/> The schoolwide Dashboard CCI color is yellow<br><input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard<br><input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school | <input type="checkbox"/> California School Dashboard Report (CDE)<br><input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |





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**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue<br><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green<br><input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard<br><input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b><br><input type="checkbox"/> Other: (Specify) |



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**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue<br><input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow<br><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange<br><input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard | <input checked="" type="checkbox"/> California School Dashboard Report (CDE)<br><input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set ( <b>B2.1</b> )<br><input type="checkbox"/> Other: (Specify) |



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**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>   |  |
|---|--|
| Rubric  | Sources of Evidence  |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow</li> <li><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange</li> <li><input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard</li> <li><input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

**A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>  |   |
|---|---|
| Rubric  | Sources of Evidence   |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input checked="" type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>  |   |
|--|---|
| Rubric   | Sources of Evidence   |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input checked="" type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability’s Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**

| <p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>   |   |
|--|---|
| Rubric   | Sources of Evidence   |
| <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> <li><input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> California School Dashboard Report (CDE)</li> <li><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability’s Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11**

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

- English Learner reclassification rate for 2019-2020 (CDE)

|                    | Rubric  | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> N/A - The school did not have any English Learners</li> <li><input type="checkbox"/> N/A - No assessment of performance for this indicator</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b></li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b></li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above) (B2.4)</b> </li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> <b>(Additional info within "Notes" section above) (B2.4)</b> </li> </ul> |



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**\*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

**Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS\*\* (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:*

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**\*\*NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



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|                    |  |  |
|--------------------|--|--|
| <b>Performance</b> | <p><input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p> | <p><input type="checkbox"/> ”Verified Data”/Internal Assessment Data and other relevant information <b>(B2.6)</b></p> <p><input type="checkbox"/> Other: (Specify)</p> |
|--------------------|--|--|

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

- ACADEMIC BENCHMARKS – update for 2020-2021**
- **BENCHMARK 1: NOT MET** - English Learners to meet or exceed the Resident Schools’ Median and the District Reclassification. The 2019-2020 Reclassification Rate for Bert Corona Middle School was 14.9%, which was lower than the Resident School’s Median at 19.0% and the District’s reclassification rate at 17.2%.
  - **BENCHMARK 2: NO UPDATE:** No update due to lack of 2019-2020 SBAC testing (see Achievement Section above for specificities regarding strategies the school is continuing to implement).
  - **BENCHMARK 3: NO UPDATE:** No update due to lack of 2019-2020 SBAC testing (see Achievement Section above for specificities regarding strategies the school is continuing to implement).



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**LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)**

*The CSD reviewed the Learning Continuity and Attendance Plan.*

| All requested template information and descriptions were provided:  | Sources of Evidence  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General Information</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> In-Person Instructional Offerings                             <ul style="list-style-type: none"> <li>Actions Related to In-Person Instructional Offerings</li> </ul> </li> <li><input checked="" type="checkbox"/> Distance Learning Program which includes:                             <ul style="list-style-type: none"> <li>Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program</li> </ul> </li> <li><input checked="" type="checkbox"/> Pupil Learning Loss                             <ul style="list-style-type: none"> <li>Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss</li> </ul> </li> <li><input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being</li> <li><input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach</li> <li><input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Continuity Plan <b>(B2.7)</b></li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li> </ul> |

Notes:

None





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| ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS   | RATING*  |
|---|----------|
| <b>Summary of School Performance</b>  | <b>3</b> |
| <p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, as evidence by:</p> <ul style="list-style-type: none"> <li>• Visitor policy posted online as part of handbook and evident in Binder 3.1a.</li> <li>• Samples of Emergency and Lockdown Attendance Forms, School Emergency Response Team for 2020-2021, Return to Campus policies (online), ERT members in lockdown and evacuation maps, Emergency Response Team Master List (includes phone numbers, titles and procedures -including after school assignments).</li> <li>• Emergency Response supplies and a chart with specified signals during an emergency event – includes signal and description.</li> <li>• School Safety Plan which includes emergency phases, response team, management, evacuation procedures for multiple emergency situations (i.e., lockdown, fire, shelter in place).</li> <li>• COVID-19 Prevention Program plan, COVID entry map, and employee survey.</li> <li>• Fire test coversheet from LA Fire Department with corrections to areas of concern and a passing check, in addition service maintenance for fire extinguishers.</li> </ul> <p>O2: The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens, as evidenced by:</p> <ul style="list-style-type: none"> <li>• Current and appropriate COO’s were provided.</li> <li>• Flyers for notification for parents regarding Tdap, student acceptance letter addressing the need to provide the vaccination report.</li> <li>• Email dated April 21, 2021 confirming virtual EpiPen training for the school by PRN Nursing.</li> <li>• Meal distribution as evidence that the school provides adequate free or reduced priced meal each day per AB1871.</li> </ul> <p>O6: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements. The school provided an update to the Welligent report with status and next steps for:</p> <ul style="list-style-type: none"> <li>• The 300 Report:                         <ul style="list-style-type: none"> <li>○ 9 services on Tier 6 – school noted 5 services to be excluded as student is no longer attending the charter; 3 parent recently signed IEP – service in place; and 1 not able to log in (process has been addressed).</li> <li>○ 3 services on Tier 5 – student not attending, the school leadership is considering in-person sessions.</li> <li>○ 19 services in Tier 4 – 5 students not attending, the school leadership is considering in-person session; 12 in-person instruction has changed service delivery. IEP will offer compensatory service time; 1 parent notified (attendance concern) and 1 student arrived midway through the year.</li> </ul> </li> <li>• The 200 Report:                         <ul style="list-style-type: none"> <li>○ 13 overdue reports – the school provided status and next steps to address this matter.</li> </ul> </li> </ul> |          |



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O8: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter, as evidenced in Binder 3 and in conversation with the leadership team:

- A 2020 screenshot of YPICS TPD days with topics such as: i-Ready Reading (12/8/2020); Training Nation (11/18/2020); New Teacher training; Adapt Curriculum to Maximize Student Engagement and YPICS Socioemotional Learning (8/4/2020); Developing Independent Learners and Success for All (8/5/2020); Developing effective assessments for distance learning and Operations Presentation (8/6/2020); Using intervention models to support students with high needs and Human Resources-Employee Handbook (8/7/2020); Ready Math Teacher Training and iReady Teacher training (8/10/2020); Critical Friends Groups and Tech Tools for Engagement and Critical Thinking (8/29/2020); Critical Friends Groups topics: looking at student work samples using CFG protocols (second semester 1/11 and 2/25/2021).
- iReady tools for scaffolding comprehension.
- As noted in 2019-2020 the school is continuing to shift to new curriculum and newly defined coaching practices to support and retain their teachers.

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

O2: Although the school provided evidence via flyers or immunization requirements to address Tdap immunizations, for the 2021-2022 include proof that the school ensures required Tdap immunization.

O3: The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS, in 2019-2020 the school leadership noted they were in the process of adopting curriculum for ELA, Science and Social Science, the school provided the following evidence of implementation for 2020-2021:

- iReady Dashboard tools for scaffolding comprehension sample for 6<sup>th</sup> grade reading which includes standards, grade level outcomes, title, and supports for teacher and students.
- iReady Dashboard tools for Math grade 6 sample – includes unit flow and progression, learning progression, lesson support and yearly pacing for prerequisites.
- Science Alignment to NGSS standards planning guide. The school is still in the process of providing training for the summer in NGSS.

O4: The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis, as noted below:

- iReady Dashboard tools for Math grade 6 sample- which includes data with student groupings as to which students still need additional support and in-depth review; based on that the data 2 students were in Group A, 6 students were in Group B, 16 students were in Group C-needing additional support in some sections and in-depth review in other, and 25 students in Group D-needing in depth review in all areas of the specific unit.
- Tiered support strategy by concerns, which includes areas of concern such as truancy and students attending but no work submitted to guide the school through a process to address monitoring and effectiveness.
- SFA teacher outline.
- Afterschool Math tutoring assignments and tracking sheet.
- Student support team forms.



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- Noted in the 2019-2020 report, the school needs to continue to include subgroup data analysis and processes to address and support the needs of all students.

05: The school has partially implemented the key features of the educational program described in the charter, as evidenced in Binder 3:

- Power Point presentations with topics such as: BCCS ELPAC Parent Presentation, Illuminate Parent Training, Sample Google Classroom, SFA Options and Expectations (including a teacher outline), Speaking with your Child about Academics, and Standards Based Grading. The leadership team noted that they are continuing to coach and support such practices.
- As noted in 2019-2020 the organization continues to work to support such practices. In conversation with the leadership there is a need to address the concern of teacher retention to continue to internalize the implementation of key features of the educational program as noted on page 111 of the approved petition: Advisory, CASA (PBL), Communications, and Arts.

07: The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as evidenced by:

- 2019 California Dashboard suspension rate is 6.2%, the 2019 color is Green. The school's suspension rate is higher than the State.
- Tier 2 supports will continue to be built to provide interventions scripting out warnings, reinforcements, notifications, letters home, counseling meetings, tutoring and restorative conversations.
- The school leadership provided a reflection and data analysis encompassing their reflection from 2017-2018 to present with a decline in total suspensions from 9.50% to 5.10 in 2019-2020 and a decline of single student suspension rate from 4.90% to 4.40% in 2019-2020. In addition data tracking and training has been in place to include topics such as Mindfulness and Distress Tolerance, Social-Emotional Learning and Trauma, Cyber bullying, Empathy and Kindness, LGBTQIA+, Anger/Aggression, and College and Career readiness.

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:



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**\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

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

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan  
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



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|                    |   |   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b></li> <li><input type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|---|



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**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

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

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens<br><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens<br><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens<br><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens | <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b><br><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b><br><input type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b><br><input type="checkbox"/> Evidence of health screening <b>(B3.2b)</b><br><input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b><br><input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b><br><input type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

**The school has:**

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

|             | Rubric  | Sources of Evidence  |
|-------------|---|--|
| Performance | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input checked="" type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS &amp; CA NGSS</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3.3a</b>)</li> <li><input type="checkbox"/> Evidence of implementation of CA NGSS (<b>B3.3a</b>)</li> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3.3c</b>) <i>*new schools only</i></li> <li><input type="checkbox"/> WASC documentation (<b>B3.3d</b>)</li> <li><input type="checkbox"/> UC Doorways course approval documentation (<b>B3.3e</b>)</li> <li><input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3.3i</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (<b>B3.4b</b>)</li> <li><input type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

**The school:**

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

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b></li> <li><input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b></li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b></li> <li><input type="checkbox"/> <b>Virtual Classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |





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**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

| <i>The school has implemented the key features components of the educational program described in the school's charter</i> |   |
|--|---|
| Rubric   | Sources of Evidence   |
| <b>Performance</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter</li> <li><input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter</li> <li><input checked="" type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter</li> </ul> |
|  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter <b>(B3.3k)</b></li> <li><input type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>   |

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

| <i>The school has a system in place to ensure that the school:</i>   |  |
|--|--|
| Rubric   | Sources of Evidence  |
| <ul style="list-style-type: none"> <li>• Provides special education programs and services in accordance with students' IEPs</li> <li>• Provides special education training for staff</li> <li>• Conducts a special education self-review annually, using the Special Education Self-Review Checklist</li> <li>• Maintains timely IEP timeline records and accurate service provision records in Welligent</li> </ul> |  |
| <b>Performance</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> <li><input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements</li> </ul>  |
|  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b></li> <li><input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b></li> <li><input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b></li> <li><input checked="" type="checkbox"/> Consultation with Charter Operated Programs office</li> <li><input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b></li> <li><input type="checkbox"/> <b>Virtual classroom observation</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**07: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input checked="" type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li> <li><input type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b></li> <li><input checked="" type="checkbox"/> Suspension rates, and disproportionality rates</li> <li><input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

|  |   |   |
|--|---|---|
| <p><b>The school:</b></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul> |   |   |
| <b>Rubric</b>  |   | <b>Sources of Evidence</b>  |
| <b>Performance</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (<b>B3.4b</b>)</li> <li><input type="checkbox"/> <del>Interview of teachers and/or other staff</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |



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**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

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

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

| Rubric | Sources of Evidence |
|--------|---------------------|
|--------|---------------------|



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|                    |   |  |
|--------------------|---|--|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> <li><input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></li> <li><input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4d)</b></li> <li><input type="checkbox"/> <del>Interview of stakeholders</del></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |
|--------------------|---|--|



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**O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)\*\*

\*\*required on website

| Rubric             |   | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website<br><input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website<br><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website<br><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website | <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 <b>(B3.4e)</b><br><input checked="" type="checkbox"/> Evidence of implementation of AB 34 <b>(B3.4e)</b><br><input type="checkbox"/> Other: (Specify) |



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**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

*The school has a system in place for the evaluation of school staff designed to ensure that:*

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

| Rubric             |   | Sources of Evidence  |
|--------------------|---|--|
| <b>Performance</b> | <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<br><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements | <input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b><br><input checked="" type="checkbox"/> Discussion with school leadership<br><input type="checkbox"/> Other: (Specify) |



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**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

|                    | Rubric  | Sources of Evidence   |
|--------------------|---|---|
| <b>Performance</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a and B3A.3a)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.5)</b></li> <li><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.6)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul> |

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





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**N/A**



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| 8054  | 2017-2018          |                  |                  |                   |                    | 2018-2019          |                  |                  |                   |                    | 2019-2020          |                  |                  |                   |                    |
|---|--------------------|------------------|------------------|-------------------|--------------------|--------------------|------------------|------------------|-------------------|--------------------|--------------------|------------------|------------------|-------------------|--------------------|
|   | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials |
| <b>Bert Corona Charter</b>                      |                    |                  |                  |                   |                    |                    |                  |                  |                   |                    |                    |                  |                  |                   |                    |
| Cash and Cash Equivalents                       |                    | 2,053,884        | 2,056,441        | 1,291,457         | 1,291,458          |                    | 0                | 1,676,586        | 1,417,587         | 1,417,585          |                    | 1,623,307        | 1,667,001        | 1,326,467         | 1,326,467          |
| Current Assets                                  |                    | 2,847,169        | 2,650,902        | 2,768,906         | 2,813,603          |                    | 0                | 2,762,249        | 2,925,550         | 2,924,749          |                    | 2,912,271        | 2,888,102        | 3,094,328         | 3,098,537          |
| Fixed and Other Assets                          |                    | 672,285          | 687,077          | 664,037           | 666,773            |                    | 0                | 533,298          | 798,368           | 799,166            |                    | 453,438          | 466,081          | 467,551           | 468,401            |
| <b>Total Assets</b>                             |                    | <b>3,519,453</b> | <b>3,337,979</b> | <b>3,432,943</b>  | <b>3,480,376</b>   |                    | <b>0</b>         | <b>3,295,547</b> | <b>3,723,918</b>  | <b>3,723,915</b>   |                    | <b>3,365,709</b> | <b>3,354,183</b> | <b>3,561,879</b>  | <b>3,566,938</b>   |
| Deferred Outflow                                |                    | 0                | 0                | 0                 | 0                  |                    | 0                | 0                | 0                 | 0                  |                    | 0                | 0                | 0                 | 0                  |
| Current Liabilities                             |                    | 418,850          | 319,899          | 419,742           | 456,218            |                    | 0                | 162,826          | 588,825           | 588,743            |                    | 170,422          | 184,333          | 752,804           | 777,713            |
| Other Long Term Liabilities                     |                    | 97,014           | 18,009           | 26,013            | 37,052             |                    | 0                | 26,134           | 0                 | 0                  |                    | 19,833           | 19,833           | 19,850            | 0                  |
| Unfunded OPEB Liabilities/Deferred Inflow       |                    | 0                | 0                | 0                 | 0                  |                    | 0                | 0                | 0                 | 0                  |                    | 0                | 0                | 0                 | 0                  |
| <b>Total Liabilities</b>                        |                    | <b>515,863</b>   | <b>337,908</b>   | <b>445,755</b>    | <b>493,270</b>     |                    | <b>0</b>         | <b>188,960</b>   | <b>588,825</b>    | <b>588,743</b>     |                    | <b>190,255</b>   | <b>204,165</b>   | <b>772,654</b>    | <b>777,713</b>     |
| <b>Net Assets</b>                               |                    | <b>3,003,590</b> | <b>3,000,071</b> | <b>2,987,188</b>  | <b>2,987,106</b>   |                    | <b>2,981,483</b> | <b>3,106,587</b> | <b>3,135,093</b>  | <b>3,135,172</b>   |                    | <b>3,175,454</b> | <b>3,150,018</b> | <b>2,789,225</b>  | <b>2,789,225</b>   |
| Total Revenues                                  | 7,513,848          | 7,739,936        | 7,853,792        | 8,533,552         | 8,586,103          | 8,138,527          | 8,230,745        | 8,197,419        | 8,104,418         | 8,104,419          | 7,585,402          | 7,494,873        | 7,447,501        | 6,121,709         | 6,121,712          |
| Total Expenditures                              | 7,490,434          | 7,644,364        | 7,761,720        | 8,454,363         | 8,501,898          | 7,990,737          | 8,157,261        | 8,077,938        | 7,956,432         | 7,956,353          | 7,581,083          | 7,454,512        | 7,432,655        | 6,467,657         | 6,467,659          |
| <b>Net Income / (Loss)</b>                      | <b>23,414</b>      | <b>95,572</b>    | <b>92,072</b>    | <b>79,189</b>     | <b>84,205</b>      | <b>147,790</b>     | <b>73,484</b>    | <b>119,481</b>   | <b>147,987</b>    | <b>148,066</b>     | <b>4,319</b>       | <b>40,361</b>    | <b>14,846</b>    | <b>(345,948)</b>  | <b>(345,947)</b>   |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0                | 0                | 0                 | 0                  | 0                  | 0                | 0                | 0                 | 0                  | 0                  | 0                | 0                | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0                | 0                | 0                 | 0                  | 0                  | 0                | 0                | 0                 | 0                  | 0                  | 0                | 0                | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | <b>23,414</b>      | <b>95,572</b>    | <b>92,072</b>    | <b>79,189</b>     | <b>84,205</b>      | <b>147,790</b>     | <b>73,484</b>    | <b>119,481</b>   | <b>147,987</b>    | <b>148,066</b>     | <b>4,319</b>       | <b>40,361</b>    | <b>14,846</b>    | <b>(345,948)</b>  | <b>(345,947)</b>   |
| <b>Net Assets, Beginning</b>                    | <b>3,019,210</b>   | <b>2,908,018</b> | <b>2,908,018</b> | <b>2,907,999</b>  | <b>2,907,999</b>   | <b>2,982,365</b>   | <b>2,907,999</b> | <b>2,987,187</b> | <b>2,987,187</b>  | <b>2,987,106</b>   | <b>3,106,587</b>   | <b>3,135,093</b> | <b>3,135,172</b> | <b>3,135,093</b>  | <b>3,135,172</b>   |
| Adj. for restatement / Prior Yr Adj             | 0                  | 0                | (19)             | 0                 | (5,098)            | 0                  | 0                | (81)             | (81)              | 0                  | (38,341)           | 0                | 0                | 80                | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | <b>3,019,210</b>   | <b>2,908,018</b> | <b>2,907,999</b> | <b>2,907,999</b>  | <b>2,902,901</b>   | <b>2,982,365</b>   | <b>2,907,999</b> | <b>2,987,106</b> | <b>2,987,106</b>  | <b>2,987,106</b>   | <b>3,068,246</b>   | <b>3,135,093</b> | <b>3,135,172</b> | <b>3,135,173</b>  | <b>3,135,172</b>   |
| <b>Net Assets, End</b>                          | <b>3,042,624</b>   | <b>3,003,590</b> | <b>3,000,071</b> | <b>2,987,188</b>  | <b>2,987,106</b>   | <b>3,130,155</b>   | <b>2,981,483</b> | <b>3,106,587</b> | <b>3,135,093</b>  | <b>3,135,172</b>   | <b>3,072,565</b>   | <b>3,175,454</b> | <b>3,150,018</b> | <b>2,789,225</b>  | <b>2,789,225</b>   |

| 8054  | Audited Financials |                  |                  |                  |          | 2020-2021          |                  |                  |                   |                    |
|---|--------------------|------------------|------------------|------------------|----------|--------------------|------------------|------------------|-------------------|--------------------|
| Bert Corona Charter                             | 2016-17            | 2017-18          | 2018-19          | 2019-20          | 2020-21  | Preliminary Budget | First Interim    | Second Interim   | Unaudited Actuals | Audited Financials |
| Cash and Cash Equivalents                       | 1,689,773          | 1,291,458        | 1,417,585        | 1,326,467        | 0        |                    | 735,434          | 525,861          | 0                 | 0                  |
| Current Assets                                  | 2,928,158          | 2,813,603        | 2,924,749        | 3,098,537        | 0        |                    | 3,348,185        | 3,441,237        | 0                 | 0                  |
| Fixed and Other Assets                          | 633,548            | 666,773          | 799,166          | 468,401          | 0        |                    | 230,848          | 306,056          | 0                 | 0                  |
| <b>Total Assets</b>                             | <b>3,561,706</b>   | <b>3,480,376</b> | <b>3,723,915</b> | <b>3,566,938</b> | <b>0</b> |                    | <b>3,579,033</b> | <b>3,747,293</b> | <b>0</b>          | <b>0</b>           |
| Deferred Outflow                                | 0                  | 0                | 0                | 0                | 0        |                    | 0                | 0                | 0                 | 0                  |
| Current Liabilities                             | 653,707            | 456,218          | 588,743          | 777,713          | 0        |                    | 585,599          | 838,129          | 0                 | 0                  |
| Other Long Term Liabilities                     | 0                  | 37,052           | 0                | 0                | 0        |                    | 19,849           | 19,849           | 0                 | 0                  |
| Unfunded OPEB Liabilities/Deferred Inflow       | 0                  | 0                | 0                | 0                | 0        |                    | 0                | 0                | 0                 | 0                  |
| <b>Total Liabilities</b>                        | <b>653,707</b>     | <b>493,270</b>   | <b>588,743</b>   | <b>777,713</b>   | <b>0</b> |                    | <b>605,448</b>   | <b>857,978</b>   | <b>0</b>          | <b>0</b>           |
| <b>Net Assets</b>                               | <b>2,907,999</b>   | <b>2,987,106</b> | <b>3,135,172</b> | <b>2,789,225</b> | <b>0</b> |                    | <b>2,973,585</b> | <b>2,889,315</b> | <b>0</b>          | <b>0</b>           |
| Total Revenues                                  | 8,908,012          | 8,586,103        | 8,104,419        | 6,121,712        | 0        | 6,765,353          | 7,527,771        | 7,458,870        | 0                 | 0                  |
| Total Expenditures                              | 8,731,584          | 8,501,898        | 7,956,353        | 6,467,659        | 0        | 6,743,238          | 7,343,411        | 7,358,780        | 0                 | 0                  |
| <b>Net Income / (Loss)</b>                      | <b>176,428</b>     | <b>84,205</b>    | <b>148,066</b>   | <b>(345,947)</b> | <b>0</b> | <b>22,115</b>      | <b>184,360</b>   | <b>100,090</b>   | <b>0</b>          | <b>0</b>           |
| Operating Transfers In (Out) and Sources / Uses | 0                  | 0                | 0                | 0                | 0        | 0                  | 0                | 0                | 0                 | 0                  |
| Extraordinary Item - Transfer of Net Assets     | 0                  | 0                | 0                | 0                | 0        | 0                  | 0                | 0                | 0                 | 0                  |
| <b>Inc / (Dec) in Net Assets</b>                | <b>176,428</b>     | <b>84,205</b>    | <b>148,066</b>   | <b>(345,947)</b> | <b>0</b> | <b>22,115</b>      | <b>184,360</b>   | <b>100,090</b>   | <b>0</b>          | <b>0</b>           |
| Net Assets, Beginning                           | 2,731,571          | 2,907,999        | 2,987,106        | 3,135,172        | 0        | 3,150,018          | 2,789,225        | 2,789,225        | 0                 | 0                  |
| Adj. for restatement / Prior Yr Adj             | 0                  | (5,098)          | 0                | 0                | 0        | 0                  | 0                | 0                | 0                 | 0                  |
| <b>Net Assets, Beginning, Adjusted</b>          | <b>2,731,571</b>   | <b>2,902,901</b> | <b>2,987,106</b> | <b>3,135,172</b> | <b>0</b> | <b>3,150,018</b>   | <b>2,789,225</b> | <b>2,789,225</b> | <b>0</b>          | <b>0</b>           |
| <b>Net Assets, End</b>                          | <b>2,907,999</b>   | <b>2,987,106</b> | <b>3,135,172</b> | <b>2,789,225</b> | <b>0</b> | <b>3,172,133</b>   | <b>2,973,585</b> | <b>2,889,315</b> | <b>0</b>          | <b>0</b>           |



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| FISCAL OPERATIONS   |                                   |                                   |                                   |                                   |                                  | RATING |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|--------|
| <p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Bert Corona Charter’s fiscal condition has been positive since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$2,789,225 and a net loss of <b>(\$345,947)</b>. The 2020-2021 Second Interim projected positive net assets of \$2,889,315 and net income of \$100,090.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2020, Bert Corona Charter is one of three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,025,224 and a net loss of <b>(\$805,524)</b>. YPICS, without its charter schools, reported negative net assets of <b>(\$16,373)</b> and a net loss of <b>(\$16,738)</b>. The organization attributed the reported net loss to home office staff’s accrued vacation expenses. According to YPICS, there are no management fees charged to Bert Corona Charter or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p> |                                   |                                   |                                   |                                   |                                  | 3      |
|   | 2016-2017<br>(Audited<br>Actuals) | 2017-2018<br>(Audited<br>Actuals) | 2018-2019<br>(Audited<br>Actuals) | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Second<br>Interim) |        |
| Net Assets  | \$2,907,999                       | \$2,987,106                       | \$3,135,172                       | \$2,789,225                       | \$2,889,315                      |        |
| Net<br>Income/ <b>Loss</b>  | \$176,428                         | \$79,107                          | \$148,066                         | <b>(\$345,947)*</b>               | \$100,090                        |        |
| Transfers<br>In/ <b>Out</b>   | \$0                               | \$0                               | \$0                               | \$0                               | \$0                              |        |
| Prior Year<br>Adjustment(s)   | \$0                               | \$0                               | \$0                               | \$0                               | \$0                              |        |



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\*The school attributed the reported net loss in Fiscal Year 2019-2020 to lower-than-expected SB740 reimbursements due to the change in policy and additional expenditures incurred to mitigate the learning loss due to the COVID-19 pandemic (the corresponding revenue will be recognized in Fiscal Year 2020-2021).

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

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPICS charter schools, to assess overall compliance with YPICS' *Fiscal Policies and Procedures*. Any areas noted for further growth and/or improvement relating to YPICS' and its charter schools' overall compliance to the aforementioned manual are indicated within each charter school's Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPICS school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

**1. Checks Outstanding for 90 Days or More (Recurring Issue):**

Based on the CSD's review and analysis of a sample of the school's Bank Reconciliation Reports for the period from May 2020 through October 2020, the CSD noted 13 checks that, as of October 31, 2020, had been outstanding for 90 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school's 2019-2020 Annual Performance-Based Oversight Report.

| Item # | Acct. # Ending in | Check # | Check Issuance Date | Payee                      | Check Amount | Number of Days Check Outstanding (As of 10/31/2020) | Transaction Description                        | School's Responses                     |
|--------|-------------------|---------|---------------------|----------------------------|--------------|---|--|--|
| 1      | X6905             | 307394  | 8/20/2019           | School Employee            | \$1.46       | 438   | 16/17 STRS Refund                              | Will contact State Treasury Department |
| 2      | X6905             | 307672  | 11/15/2019          | School Employee            | \$722.60     | 351   | WASC Visit Expense Reimbursement               | Voided in March 2021                   |
| 3      | X6905             | 307695  | 11/20/2019          | Sylmar Charter High School | \$325.00     | 346   | Registration Fee - Girls Volleyball Tournament | Voided in March 2021                   |



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|              |       |        |           |                 |                   |     |  |  |
|--------------|-------|--------|-----------|-----------------|-------------------|-----|--|--|
| 4            | X6905 | 307813 | 1/10/2020 | School Employee | \$23.63           | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 5            | X6905 | 307814 | 1/10/2020 | School Employee | \$5.29            | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 6            | X6905 | 307815 | 1/10/2020 | School Employee | \$12.67           | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 7            | X6905 | 307817 | 1/10/2020 | School Employee | \$5.48            | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 8            | X6905 | 307823 | 1/10/2020 | School Employee | \$6.10            | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 9            | X6905 | 307831 | 1/10/2020 | School Employee | \$13.52           | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 10           | X6905 | 307812 | 1/10/2020 | School Employee | \$21.76           | 295 | 18/19 STRS Refund                      | Will contact State Treasury Department |
| 11           | X6905 | 307903 | 1/30/2020 | School Employee | \$247.50          | 275 | GEAR UP and Relay Conferences Per Diem | Voided in March 2021                   |
| 12           | X6905 | 308111 | 4/9/2020  | School Employee | \$38.11           | 205 | Paint Set for Students Fun Activities  | Will be voided and reissued            |
| 13           | X6905 | 308177 | 5/6/2020  | School Employee | \$27.50           | 178 | USPS Reimbursement                     | Will be voided and reissued            |
| <b>Total</b> |       |        |           |                 | <b>\$1,450.62</b> |     |  |  |

The school stated that it did not want to void the STRS refund checks without making an earnest attempt to locate its former employees. The COVID-19 pandemic made it more challenging to search for them. The school will contact the State Treasury Department to determine the next steps in obtaining assistance to locate the recipients.



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The CSD recommends that the school update its fiscal policies and procedures, to provide guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

## 2. Check Reviews (Late Fees and Finance Charges):

Based on the CSD's review of the school's check register for the period spanning from December 2019 through November 2020, a sample of 35 checks were selected for further review. The CSD noted seven checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

| Item #       | Check # | Check Issuance Date | Vendor                     | Transaction Description | Check Amount      | Late Fees       | Finance Charges |
|--------------|---------|---------------------|----------------------------|-------------------------|-------------------|-----------------|-----------------|
| 1            | 307833  | 1/10/2020           | Xerox Financial Services   | Copier Lease            | \$2,231.15        | \$31.27         | N/A             |
| 2            | 307931  | 1/31/2020           | Xerox Financial Services   | Copier Lease            | \$3,990.72        | \$96.78         | N/A             |
| 3            | 307953  | 2/13/2020           | Sparkletts                 | Bottle Water            | \$10.00           | \$10.00         | N/A             |
| 4            | 308077  | 4/6/2020            | AT&T                       | Fax                     | \$407.86          | \$10.00         | NA              |
| 5            | 309354  | 8/5/2020            | AT&T                       | Fax                     | \$409.54          | \$10.00         | N/A             |
| 6            | 309384  | 8/19/2020           | Quadient Finance USA, Inc. | 7/20- Late Fee          | \$51.47           | \$39.00         | \$12.47         |
| 7            | 309605  | 11/12/2020          | Quadient Finance USA, Inc. | 10/6/20- Late Fee       | \$39.89           | \$39.00         | \$0.89          |
| <b>Total</b> |         |                     |                            |                         | <b>\$7,140.63</b> | <b>\$236.05</b> | <b>\$13.36</b>  |

According to the school, the late fees and finance charges referenced above were due to delays in receiving and/or retrieving mail due to COVID-19 related school campus closure and shorter payment term periods than expected. The CSD was advised that school is in the process of changing copier leases to a different provider that would have more favorable billing and payment terms.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

## 3. Lack of Documented Pre-Approvals for Employee Reimbursements (Recurring Issue):

Based on the CSD's review of the supporting documents provided by the school, the CSD noted six employee reimbursements that lacked evidence of pre-approval from either the school's Executive Director, its Chief Operations Officer, or its Executive Administrator/Assistant Executive Administrator. The reimbursements in question are summarized below.

| Item # | Reimbursement Check Issuance Date | Check # | Payee           | Reimbursement Check Amount | Transaction Description               |
|--------|-----------------------------------|---------|-----------------|----------------------------|---------------------------------------|
| 1      | 3/24/2020                         | 308072  | School Employee | \$51.60                    | Stamps and remote for LSC parking lot |



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|              |           |        |                 |                   |                                     |
|--------------|-----------|--------|-----------------|-------------------|-------------------------------------|
| 2            | 4/22/2020 | 308124 | School Employee | \$519.89          | Student activities supplies         |
| 3            | 4/29/2020 | 308141 | School Employee | \$216.50          | Classroom supplies                  |
| 4            | 6/24/2020 | 308272 | School Employee | \$469.44          | Graduation supplies                 |
| 5            | 8/5/2020  | 309358 | School Employee | \$54.70           | Document camera for SpEd assessment |
| 6            | 10/9/2020 | 309475 | School Employee | \$17.95           | Staff PD (coffee)                   |
| <b>Total</b> |           |        |                 | <b>\$1,330.08</b> |                                     |

Page 15 of YPICS’ 9/30/2019 Fiscal Policies and Procedures states: “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/Assistant Executive Administrator.”

During the 2019-2020 fiscal review, the school informed the CSD that it intended to revise its fiscal policies and procedures and would propose an acceptable method of employee reimbursement pre-approval to its governing board for consideration (which, according to the school, could include some form of email approval or other documentation). However, as of the date of this report, YPICS’ fiscal policies and procedures have not been revised and updated.

During the CSD 2020-2021 oversight, the school indicated that YPICS is in the process of reviewing and updating its current fiscal policies and procedures to clearly define all protocols, criteria, and acceptable methods of pre-approval of employee expense reimbursements.

The CSD recommends that the school strengthen its fiscal policies and procedures pertaining to documenting pre-approval process of employee expense reimbursements, and ensure adherence to the processes outlined in its governing board-approved fiscal policies and procedures.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and/or the school’s action plans concerning the above-noted findings and observations should be discussed at the school’s next governing board meeting, but, in any event, no later than 90 days following the school’s receipt of this report. After the school’s next board meeting, it is the school’s responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.

**Other Observations (Items described in this section, while not addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

None noted.



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**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.





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DATE OF VISIT: **4/28/2021****Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of Bert Corona Charter offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$1,326,467, and total expenditures equal \$6,467,659. Therefore, the school's cash reserve level is 20.51%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Reviewed the following 35 checks, and seven deposits, and three transfer credit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 307833; 307887; 307901; 307903; 307931; 307953; 308072; 308077; 308124; 308141; 308157; 308174; 308233; 308272; 308282; 308322; 309354; 309357; 309358; 309359; 309384; 309454; 309475; 309477; 309495; 309530; 309542; 309555; 309595; 309605; 309613; 309615; 309619; 309632; and 309647.
  - b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): Seven deposits: 1) 5/7/2020 for \$1,527,500; 2) 5/13/2020 for \$1,200; 3) 5/27/2020 for \$21,375; 4) 6/25/2020 for \$42,207.28; and 5) 10/1/2020 for \$9,028.01; 6) 10/15/2020 for \$844.75; and 7) 10/15/2020 for \$4,500.00 and two transfer credit transactions: 1) 8/17/2020 for \$1,100,000 and 2) 8/17/2020 for \$2,000,000.
  - c. Transfer credit transaction (Pacific Western Bank Checking Account Ending in X8366): 5/8/2020 for \$1,527,500.00.
14. Reviewed credit card statements from May 2020 through October 2020. Selected the months of May 2020, June 2020, July 2020, August 2020 and September 2020 for sample testing. No discrepancies were noted.
  - a. California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
  - b. California Credit Union Credit Card Ending in X0013 (Executive Director)



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- c. California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
  - d. California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
  - e. California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter)
  - f. California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High)
  - g. California Credit Union Credit Card Ending in X0152 (Executive Administrator, Bert Corona Charter High)
  - h. California Credit Union Credit Card Ending in X0285 (Director of Technology)
15. Reviewed bank statements and bank reconciliations from May 2020 through October 2020. Selected the months of May 2020 through October 2020 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
- a. Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
  - b. US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
  - c. US Bank Business Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
  - d. Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
  - e. Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter)
  - f. Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
  - g. Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter)
  - h. Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
  - i. Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
  - j. California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
  - k. Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
16. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter via videoconference. No discrepancies were noted.
17. Reviewed student body financial records from May 2020 through October 2020. No discrepancies were noted.
18. Equipment inventory was provided.
19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
20. The most current Audited Financial Statements are posted on the charter school's website.
21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
23. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
24. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
25. Pursuant to AB 1871, a signed written statement that indicates that Bert Corona Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
26. Bert Corona Charter did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
27. The 2019-2020 audited and unaudited actuals nearly mirror each other.



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

N/A



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**Fiscal Operations Rubrics**

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

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

|  |   |
|--|---|
| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>  | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>  |
| <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol> | <p><b><u>Existing Schools (based on the most current annual audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;</li> </ol> |



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|  |  |
|--|--|
| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>  | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>   |
| <ul style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).</li> </ul> | <ul style="list-style-type: none"> <li>13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;</li> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ul>   |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  |
| <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ul style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ul>  | <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ul style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum four of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ul> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

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|--|--|
| <p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>  | <p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>   |
| <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and<br/>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> | <p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and<br/>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>  |

|  |   |
|--|---|
| <p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Governing board adopts the annual budget;</li> <li>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);</li> </ol> | <p><b><u>Existing Schools (based on the most current audit):</u></b><br/>An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p> |



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

***An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.***

***An existing school would be assessed as Unsatisfactory based on the statements below:***

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
5. Current audit shows no material weaknesses, deficiencies and/or findings;
6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
7. There is no apparent conflict of interest; and
8. Governing board approves any amendment(s) to the charter school's budget.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2021

|  |  |
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| <p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>   | <p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>  |
| <p><u><b>New Schools:</b></u></p> <p style="text-align: center;"><u><b>REQUIRED CRITERIA</b></u></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and</li> <li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li> </ol> | <p><u><b>New Schools:</b></u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> |





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Bert Corona Charter School**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/28/2021**

|   |   |
|---|---|
| <p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>   | <p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>  |
| <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> | <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> |
| <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   | <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>   |

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

Proposed 5-24-2021

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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/Assistant 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/Assistant Executive Administrator 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/Assistant 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/Assistant Executive Administrator or designee is responsible for making bank deposits. Deposits will be made within ten business days.

### Procedures:

- The Accounts Payable Department will restrictively endorse each check received (e.g. For Deposit Only YPI 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/Assistant 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, Chief Operations Officer, or Executive Administrator/Assistant 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/Assistant 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/Assistant 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/Assistant Executive Administrator will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Operations Officer or Executive Administrator/Assistant 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/Assistant 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/Assistant Executive Administrator will keep a record of all searches.
- The Chief Operations Officer or Executive Administrator/Assistant 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/Assistant 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/Assistant 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/Assistant 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/Assistant 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/Assistant 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/Assistant 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/Assistant Executive Administrator will manage the petty cash fund.
- The Executive Administrator/Assistant 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/Assistant 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/Assistant 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 \$500.
- When the petty cash balance is low the Executive Administrator/Assistant 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/Assistant 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 Operations Officer, or Executive Administrator/Assistant Executive

Administrator may incur school-related expenses without pre-approval. Items purchased without pre-approval are not guaranteed to be reimbursed.

**Procedures:**

- An employee or school volunteer seeking to make a school-related purchase must obtain verbal or written pre-approval from the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made. (Items purchased without pre-approval are not guaranteed to be reimbursed.)
- Employees will submit signed expense reports monthly, as necessary, to the Chief Operations Officer or Executive Administrator/Assistant 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 in which the expense is incurred.
- Executive Administrator/Assistant 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.

**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>) 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/Assistant 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.

# Coversheet

## Revised YPICS Bylaws

**Section:** VI. Items Scheduled For Action  
**Item:** A. Revised YPICS Bylaws  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 19 10 15 YPICS Bylaws Sole Member Removed.pdf

## BYLAWS

### YPI CHARTER SCHOOLS, INC.

#### A California Nonprofit Public Benefit Corporation

#### ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within or without the State of California as the Board of Trustees (herein called the "Board") shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

#### ARTICLE II. TRUSTEES

Section 1. Powers. Subject to the limitations of the Articles of Incorporation and of the California Nonprofit Public Benefit Corporation Law, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. References to the "Board of Trustees" and "Trustees" shall mean the "Board of Directors" and the "Directors", respectively, for purposes of California law. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

(a) To select and remove the officers, agents and employees of the corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles of Incorporation, or these Bylaws, supervise them, fix the compensation of non-Trustee officers, agents, and employees, and require from them security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.

(b) To make such rules and regulations for the conduct of the affairs and activities of the corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.

(c) To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities therefore.

Section 2. Number of Trustees. The authorized number of trustees shall consist of no less than three (3) and no more than twenty-five (25) trustees. The specific number shall be determined by the trustees from time to time. No reduction of the authorized number of trustees shall have the effect of shortening the term of any incumbent trustee. All trustees, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Trustees.

Section 3. Corporation without Members. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

Section 4. Terms. Each trustee shall hold office unless otherwise removed from office in accordance with these bylaws for a term of two (2) years and until a successor has been elected and qualified.

Section 5. Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be designated before such time, to take office when the resignation becomes effective.

Section 6. Removal. Any trustee, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a trustee shall be filled as provided in Section 7.

Section 7. Vacancies Filled by Board. Vacancies on the Board of Trustees, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the affirmative vote of a majority of the trustees then in office at a regular or special meeting of the Board, or (b) a sole remaining trustee. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 8. Interested Trustees. Interested persons will not serve as a trustee. An "interested person" is (1) any person being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person.

Section 9. Place of Meeting. Regular or special meetings of the Board shall be

conducted within the jurisdictional boundaries of LAUSD. A two-way teleconference location shall be established at each schoolsite.

Section 10. Regular Meetings. Regular meetings of the Board shall be held on such dates and at such times as may be fixed by the Board. The agenda of the regular meeting shall adhere to the Brown Act.

Section 11. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the President, the Secretary, or a majority of the trustees, with at least 24 hours advance notice of the meeting. The agenda of the special meeting shall also be posted at least 24 hours in advance and shall specify the time, location and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting and the agenda shall be posted in a location that is freely accessible to members of the public.

Notice of the time and place of special meetings of the Board shall be given or delivered personally to each trustee, or sent to each trustee by first-class mail or by other form of written or electronic communication at least twenty-four (24) hours before the meeting if personal delivery is made or if an electronic medium is used, and at least four (4) days before the meeting if the mail is used. Such notice may be written or (if delivered by telephone or personally) oral. Written notice shall be addressed or delivered to each trustee at his or her address as it is shown upon the records of the corporation, or as may have been given to the corporation by the trustee for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the trustees are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral notice shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 12. Waiver of Notice. Notice of a meeting need not be given to any trustee who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such trustee. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 13. Quorum. A majority of trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote of the trustees in attendance, based upon the presence of a quorum. Should there be less than a majority of the trustees present at the inception of any meeting, the meeting shall be adjourned. Trustees may

not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 14. Voting on Special Matters. Notwithstanding any other provision of these Bylaws, an affirmative vote by no less than 3/4 of the trustees then in office shall be required to act upon the following matters:

- (a) Amending the Bylaws or Articles of Incorporation;
- (b) Establishing or changing the number of Trustees;
- (c) Adopting, revising or amending any mission statement of the corporation.

Section 15. Participation in Meetings by Conference Telephone. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

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<sup>1</sup> This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.



Section 16. Adjournment. A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees' meeting to another time and place. Notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the trustees who were not present at the time of adjournment, and to the public in the manner prescribed by the Brown Act.

Section 17. Rights of Inspection. Every trustee shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 18. Committees. The Board may designate and appoint one or more committees, each consisting of two (2) or more trustees and no one who is not a trustee, to serve at the pleasure of the Board. The Board of Trustees may delegate to such committees any of the authority of the Board except with respect to:

- (a) The filling of vacancies on the Board or in any committee;
- (b) The amendment or repeal of bylaws or the adoption of new bylaws;
- (c) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (d) The appointment of committees of the Board or the members thereof.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and such committee may be designated by any name the Board shall specify. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meeting and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 19. Nominating Committee. The Nominating Committee shall be composed of the members of the Executive Committee and any other persons appointed by the Executive Committee to serve on the Nominating Committee, and the President shall chair the Nominating Committee. Prior to the meeting of the Board at which trustees and officers are to be elected, the chair of the nominating committee shall solicit suggestions from interested parties for candidates

to stand for election as trustees and officers of the corporation. The chair of the Nominating Committee shall then prepare a slate of nominees which shall be mailed to the trustees at least thirty (30) days before the date of the meeting at which the election shall be held. Additional nominees shall be added to the slate if a nominee is sponsored by more than seven (7) of the trustees not less than ten (10) days before the meeting.

Section 20. Compensation. Trustees and members of committees shall not receive any compensation for their services but, by resolution of the Board, a fixed sum and expenses of attendance, if any, may be allowed for attendance at any regular or special meeting of the Board.

### ARTICLE III. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a President, a Vice President, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that the Secretary or Treasurer may not serve concurrently as the President or Chairman of the Board.

Section 2. Permitted Officers. The Board may choose a Chairman of the Board, one or more additional Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. President. Subject to the control of the Board, the President shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time. If the corporation has no Chairman of the Board, then the President shall preside at all meetings of the Board. The President shall hold office for a term of two (2) years and until a successor has been elected and qualified. A President may succeed himself in office.

Section 6. Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all

meetings of the Board and its committees. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the trustees present at Board of Trustees and committee meetings; and the vote or abstention of each Board member present for each action taken. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 7. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the trustees of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the President or the trustees, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

#### ARTICLE IV. INDEMNIFICATION

The corporation shall have the power to indemnify trustees, officers, employees and agents to the extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law and Chapter 42 of the United States Internal Revenue Code of 1986 (if applicable), as amended or superseded.

#### ARTICLE V. REPORTS

The corporation shall furnish to all of the trustees annually a report containing the following information in reasonable detail:

1. The assets and liabilities, including the trust funds, of the corporation as of the end of the preceding fiscal year.
2. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.
3. The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the preceding fiscal year.
4. The expenses or disbursements of the corporation, for both general and restricted purposes, during the preceding fiscal year.

5. Any information required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the corporation that such reports were prepared without audit from the books and records of the corporation.

#### ARTICLE VI. NONDISCRIMINATION POLICY

All schools operated by the corporation admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. They do not discriminate on the basis of race, color, national and ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

#### ARTICLE VII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the trustees and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chairman of the Board, the President, or any Vice President and the Secretary or Treasurer or any Assistant Secretary or Treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

#### ARTICLE VIII. CONTRACTS WITH TRUSTEES

Section 1. Contracts with Trustees. The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's trustees are trustees and have a material financial interest).

#### ARTICLE IX. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

**Section 1. Contracts with Non-Trustee Designated Employees.** The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

## ARTICLE X. BYLAW AMENDMENTS

**Section 1. Bylaw Amendments.** The Board of Trustees may adopt, amend or repeal any of these bylaws by a majority vote of the trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

### CERTIFICATE OF SECRETARY

I certify that I am duly elected and acting Secretary of YPI Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 9 pages, are the bylaws of this corporation as amended on 10/21/19.

Executed on 10/23/19 at Los Angeles, California.



A handwritten signature in blue ink, reading "Sandra Mendoza", is written over a horizontal line.

Sandra Mendoza, Secretary

# Coversheet

## Board Resolution: Submission of Monsenor Oscar Romero's Charter Renewal Petition

**Section:** VI. Items Scheduled For Action  
**Item:** B. Board Resolution: Submission of Monsenor Oscar Romero's Charter  
Renewal Petition  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
board\_resolution\_authorizing\_the\_submission\_of\_the Monsenor Oscar Romero\_charter school ren  
ewal\_\_072022\_to\_062027Final.pdf



Resolution Number: 2021-3

RESOLUTION  
OF THE  
BOARD OF DIRECTORS OF  
YPI CHARTER SCHOOLS, INC  
A California Nonprofit Public Benefit Corporation

**Monseñor Oscar Romero Charter School Renewal Petition**

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

Where as, it is time to renew the Monseñor Oscar Romero Charter School (MORCS) Petition the YPI Charter Schools (YPICS) Board of Directors Do hereby consent to the adoption of the following:

Assign **Yvette King-Berg, YPICS Executive Director** as the **Lead Petitioner** to submit the Bert Corona Charter High School Renewal Petition. **Dr. Rene Quon, Executive Administrator**, and **Karina Gamez, Coordinator of Operations**, and will serve as the on-site Business Manager for MORCS.

Additionally, it is resolved, that the corporation shall:

Continue to use EXED as the YPI Charter School’s back-office provider. Additionally, it is the desire of the YPICS board to move to approve that the completed Monseñor Oscar Romero Charter School Petition move forward.

The officers of this corporation are authorized to perform the acts to carry out this corporate resolution.

CERTIFICATE OF SECRETARY

The Secretary of the Corporation certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the board of directors.

I, the undersigned, being all the directors of this corporation consent and agree that the following corporate resolution was made:

On Monday, June 21, 2021, at 6:00 PM, at Monsenor Oscar Romero Charter School, 1157 S. Berendo Avenue, Los Angeles, CA 90006

\_\_\_\_\_  
Signature of Secretary

\_\_\_\_\_  
Date





Sandra Mendoza  
Printed name of Secretary

# Coversheet

## FY2021 - 2022 Declaration of Need for Fully Qualified Educators

**Section:** VI. Items Scheduled For Action  
**Item:** C. FY2021 - 2022 Declaration of Need for Fully Qualified Educators  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 21-22 MORCS CL-500.pdf  
CIA-21-03.pdf  
21-22 Bert Corona Charter High School CL-500.pdf  
21-22 Bert Corona Charter School CL-500.pdf



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-2022

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Monseñor Oscar Romero Charter School District CDS Code: 19 64733 0114959

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 21 /2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

|                  |                  |                    |
|------------------|------------------|--------------------|
| Yvette King-Berg |                  | Executive Director |
| Name             | Signature        | Title              |
| (213) 413-9699   | (213)413-9600    | 06/21/2021         |
| Fax Number       | Telephone Number | Date               |

2670 West 11th St. Los Angeles, CA 90035

Mailing Address

ykingberg@ypics.org

EMail Address

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

|                 |                  |       |
|-----------------|------------------|-------|
| Name            | Signature        | Title |
| Fax Number      | Telephone Number | Date  |
| Mailing Address |                  |       |
| EMail Address   |                  |       |

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| <b>Type of Emergency Permit</b>  | <b>Estimated Number Needed</b> |
|--|--------------------------------|
| CLAD/English Learner Authorization (applicant already holds teaching credential) | 3                              |
| Bilingual Authorization (applicant already holds teaching credential)            | 0                              |
| List target language(s) for bilingual authorization:<br>_____                    |                                |
| Resource Specialist  | 0                              |
| Teacher Librarian Services   | 0                              |

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.



**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes No  X

If no, explain. As a small LEA, there are limited resources to establish an intern. program.

Does your agency participate in a Commission-approved college or university internship program? Yes  X No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

California State University, Dominguez Hills

Loyola Marymount University

National University

If no, explain why you do not participate in an internship program.

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# Credential Information Alert

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**DATE:**

June 10, 2021

**NUMBER:**

21-03

**SUBJECT: Declaration of Need Guidance and Updates**

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**Summary:**

The purpose of this Credential Information Alert (CIA) is to provide information regarding the Declaration of Need (DON) including guidance for charter schools who wish to apply for emergency documents.

**Key Provisions:**

The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. This regulatory section was recently amended to align with statute requiring parity in credentialing requirements between charter schools all other public schools. The updates to the language are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. Additionally, there is also an update to the CL-500 form to accurately comply with the regulation.

The updated CL-500 form must be used for any DON submissions received after the date of this CIA. If a DON for 2021-2022 has already been submitted it is not necessary to resubmit or update the information.

**Charter Schools:**

Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1 2020, these

Credential Information Alert 21-03: Declaration of Need Guidance and Updates

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pieces of legislation went into effect, and the certification requirements are more aligned. Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts.

These documents include Provisional Internship Permits, Short-Term Staff Permits, Emergency Cross-cultural, Language and Academic Development (CLAD) permits, and Variable Term Waivers. These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

**CL-500:**

The Commission's CL-500 form was created to allow employing agencies to meet the DON submission requirements. While the regulation always required the agency to provide an estimate of how many General Education Limited Assignment Permits they anticipate needing, the form has been updated to include the subject(s) anticipated for those permits. As of the date of this CIA, any new DON submissions must use the new form and include the subject information.

**References:**

CL-500 Declaration of Need form

<https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl500.pdf>

**Contact Information:**

Credential questions can be directed to the Commission's Information Services Unit at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).





State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-2022

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Bert Corona Charter High School District CDS Code: 19 64733 0132126

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 21 / 2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

|                        |                  |                    |
|------------------------|------------------|--------------------|
| Yvette King-Berg       | _____            | Executive Director |
| Name                   | Signature        | Title              |
| (818) 834-8075         | (818) 480-6810   | 06/21/2021         |
| Fax Number             | Telephone Number | Date               |
| Pacoima, CA 91331-1628 |                  |                    |
| Mailing Address        |                  |                    |
| ykingberg@ypics.org    |                  |                    |
| EMail Address          |                  |                    |

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

|                 |                  |       |
|-----------------|------------------|-------|
| Name            | Signature        | Title |
| Fax Number      | Telephone Number | Date  |
| Mailing Address |                  |       |
| EMail Address   |                  |       |

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| <b>Type of Emergency Permit</b>  | <b>Estimated Number Needed</b> |
|--|--------------------------------|
| CLAD/English Learner Authorization (applicant already holds teaching credential) | 3<br>_____                     |
| Bilingual Authorization (applicant already holds teaching credential)            | 0<br>_____                     |
| List target language(s) for bilingual authorization:<br><br>_____                |                                |
| Resource Specialist  | 1<br>_____                     |
| Teacher Librarian Services   | 0<br>_____                     |

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.



**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes No

If no, explain. As a small LEA, there are limited resources to establish an intern program.

Does your agency participate in a Commission-approved college or university internship program? Yes  No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

California State University, Northridge

Loyola Marymount University

National University

If no, explain why you do not participate in an internship program.

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State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-2022

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Bert Corona Charter School District CDS Code: 19-64733-0106872

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/21/2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

|  |  |   |
|--|--|---|
| <u>Yvette King-Berg</u><br><small>Name</small>   | <br><small>Signature</small>                             | <u>Executive Director</u><br><small>Title</small> |
| <u>818-834-8075</u><br><small>Fax Number</small> | <u>(818) 834-5805</u><br><small>Telephone Number</small> | <u>06/21/2021</u><br><small>Date</small>          |

9400 Remick Avenue Pacoima, CA 91331

Mailing Address

ykingberg@ypics.org

EMail Address

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

|                 |                  |       |
|-----------------|------------------|-------|
| Name            | Signature        | Title |
| Fax Number      | Telephone Number | Date  |
| Mailing Address |                  |       |
| EMail Address   |                  |       |

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| <b>Type of Emergency Permit</b>  | <b>Estimated Number Needed</b> |
|--|--------------------------------|
| CLAD/English Learner Authorization (applicant already holds teaching credential) | 5                              |
| Bilingual Authorization (applicant already holds teaching credential)            | 0                              |
| List target language(s) for bilingual authorization:<br>_____                    |                                |
| Resource Specialist  | 0                              |
| Teacher Librarian Services   | 0                              |

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|
| Multiple Subject                  | 3                       |
| Single Subject                    | 0                       |
| Special Education                 | 1                       |
| TOTAL                             | 4                       |

| AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed) | ESTIMATED NUMBER NEEDED |
|--|-------------------------|
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**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes No **X**

If no, explain. As a small LEA, there are limited resources to establish an intern program.

Does your agency participate in a Commission-approved college or university internship program? Yes **X** No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

- Loyola Marymount University
- California State University, Northridge
- National University

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_



# Coversheet

## Receipt of No Child Hungry Grant

**Section:** VI. Items Scheduled For Action  
**Item:** D. Receipt of No Child Hungry Grant  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** No Child Hungry Grant agreement (Board Version).pdf  
No Kid Hungry Meal Program Grant Proposed Expenditure.pdf



June 7, 2021

Ruben Duenas  
Chief Operating Officer  
YPI Charter Schools  
10660 White Oak Ave STE B10  
Granada Hills, California 91344

Dear Ruben,

Share Our Strength's No Kid Hungry Campaign is pleased to award a grant of **\$60,000.00** to **YPI Charter Schools**. The purpose of this grant is to support your critical work to end childhood hunger, as described in your proposal, which is attached for your convenience.

**Please note:**

- We want to ensure you receive email communications about your grant. To make sure you receive our messages, please whitelist [grantshelpdesk@strength.org](mailto:grantshelpdesk@strength.org). Ask your IT administrator if you need assistance with this.
- Funding will be dispersed via an electronic funds transfer. You must be able to provide your banking information (below) in order for your organization to receive award funding. Paper checks will not be issued. Please contact [grantshelpdesk@strength.org](mailto:grantshelpdesk@strength.org) if you have any questions.

*Agreement Period*

This Agreement ("Agreement") shall align with the start and end dates listed in your application, if applicable, or begin on the date of this agreement and end one-year after the start date, unless earlier terminated hereunder or such period is extended by written agreement of both parties ("Agreement Period").

*Use of Grant Funds*

Grant funds may be used only for the budget items outlined in your proposal. Funds must be spent before the end of the grant Agreement Period. Grant funds may NOT be used to support lobbying. Prohibited lobbying includes direct or grassroots lobbying communications that reflect a view of support or opposition on a specific legislative proposal. Any unused funds at the end of the grant Agreement Period must be returned to Share Our Strength. Budget changes may be requested in advance, in writing, to Share Our Strength by emailing [grantshelpdesk@strength.org](mailto:grantshelpdesk@strength.org) with your organization's name and specific budget request.

*Reporting Requirements*

**By accepting these grant funds, you agree to provide us with a four quarterly reports and one final narrative report throughout your grant period accessible via the No Kid Hungry Online Grants Portal at <https://nokidhungrygrants.force.com>.** Share Our Strength reserves the right to use data, research, publications, and stories submitted via reporting on this Agreement. The applicant has listed a Point of Contact in your organization as the contact responsible for reporting; they will receive reminders to complete reporting and are required to do so. If your organization wishes to change the reporting

contact, please email [GrantsHelpDesk@strength.org](mailto:GrantsHelpDesk@strength.org) with organization and updated contact information.

#### *Site Visits and Publicity Efforts*

As a condition of this grant, your organization agrees to participate in in-person or virtual site visits and/or publicity efforts relating to this grant, by either Share Our Strength or any additional funders of this grant noted in this Agreement. Please note that all such in-person or virtual site visits or publicity efforts will be coordinated in advance and with consideration of your organization's availability and schedule.

Additionally, Share Our Strength is excited to promote the great work your organization is doing! Share Our Strength reserves the right to include the name, location, and website of your organization on our No Kid Hungry Grants Map, along with a description of how your No Kid Hungry grant(s) will be used.

#### *Commitment to Anti-Discrimination and Diversity*

Share Our Strength has a zero-tolerance policy toward all forms of unlawful discrimination and harassment by or towards staff and volunteers, including but not limited to sexual harassment, and no form of unlawful discrimination by or towards any employee, member, volunteer, or other person in our workplace or jobsites will be tolerated. It is our belief that every person shall be treated fairly and with respect regardless of such things as race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, veteran status, age, or socio-economic status. YPI Charter Schools acknowledges and agrees that it shall comply with all applicable federal and state laws prohibiting discrimination and/or harassment in its programs, activities, hiring or employment practices and within all activities conducted under this grant and partnership agreement.

#### *Changes in Programming and Tax-Exempt*

Please immediately notify your Share Our Strength program or grant contact of any change in your public charity status or if you encounter challenges or delays starting your program on time, meeting the goals or objectives outlined in this Agreement, spending the grant funds before the end of the grant Agreement Period. This grant is contingent on your organization's ability to implement the goals or objectives as outlined in this Agreement. Grantees who are no longer tax-exempt or are unable to implement their grant are required to notify Share Our Strength and return the full grant amount or remaining unspent grant funds at Share Our Strength's discretion.

#### *Compliance with Laws*

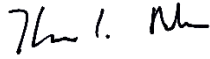
Grantee represents that it will perform its obligations hereunder in full compliance with all applicable federal, state and local laws and regulations.

#### *Termination of Grant*

If Share Our Strength determines, in its sole reasonable opinion, that Grantee is unable to meet the goals or objectives of the grant, or has violated or failed to carry out any provision of this Agreement, Share Our Strength, may, in addition to any other legal remedies it may have, terminate the Agreement and demand the return of all or part of the grant funds, including, without limitation, grant funds expended by Grantee for purposes other than those set forth in this Agreement. If so requested, Grantee shall return all such grant funds to Share Our Strength within thirty (30) days of receiving a termination notice from Share Our Strength.

If you have questions about any of the conditions described in this letter, or about your grant in general, please contact Liz Evanco, Director of Grants Administration, at [eevancho@strength.org](mailto:eevancho@strength.org). I offer you my thanks for your daily efforts to end childhood hunger. Share Our Strength is pleased to support your important work and looks forward to hearing about your progress.

Sincerely,



Tom Nelson  
President & CEO

**ACH (Bank to Bank) Grant Deposit Information**

Please fill-in the banking information below to receive your grant funds via direct bank deposit to your school district or organization. We cannot process any grant payments with missing fields or blank signature.

BANK NAME:

BANK ADDRESS:

(9) DIGIT ROUTING NUMBER:

DEPOSITOR ACCOUNT NAME: YPI Charter Schools Inc

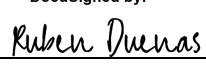
DEPOSITOR ACCOUNT NUMBER:

TYPE OF ACCOUNT:  Checking

The information being collected on this form will be used by Share Our Strength to securely transmit payment data, by electronic means, to your organization's financial institution. By checking this box, you agree that the above ACH payment information listed is accurate and that you are an authorized representative of your organization permitted to share this ACH payment information.

**Authorizing Signature**

Signing the below indicates your agreement to all grant requirements and authorizes a bank transfer of the grant amount stated in this letter.

DocuSigned by:  
Signature:  Date: 6/21/2021  
F73EE71B4E69497...

Print Name: Ruben Duenas Title: Chief Operations Officer

Organization Name or School District: YPI Charter Schools Inc



## **School Nutrition Program Application**

**YPI Charter schools**

**Submitted By:** Wil Flores

**Submission Date:** 05/21/2021

## **INTRODUCTION**

### **School Nutrition Grant Opportunity:**

The No Kid Hungry School Nutrition Grant Opportunity will provide funding to school districts to enable districts and schools to maximize the child nutrition programs and other emergency food programs and resources to ensure children and families have access to healthy meals at school and at home.

No Kid Hungry knows that school districts play an essential role in ensuring students receive nutritious meals to learn, grow and thrive to reach their full potential. These flexible grants will allow school districts across the country to respond to the growing needs and emerging opportunities to provide meals and resources to kids and families.

### **Eligibility Priorities**

#### *Equity Priority:*

The coronavirus pandemic has exacerbated long-standing systemic health, social and economic inequities, disproportionately impacting racial and ethnic minority groups. To ensure we are supporting individuals and communities most impacted, we will prioritize grant funds to school districts serving majority-minority communities, including immigrant populations. We will also provide funds to rural communities where schools face unique challenges in addressing hunger.

#### *Economic and COVID-19 Impact:*

Grant funds will also be provided to communities experiencing economic hardship and having existing or increasingly high COVID-19 infection rates. In determining economic impact, No Kid Hungry will review data points to include: free and reduced eligible students, unemployment rates, child food insecurity rates, and the social vulnerability index score.

#### *Ability to Serve Kids Today and in the Future:*

Taking into consideration equity, economic hardship and COVID-19 impact factors, funds will be prioritized to support school districts with a strong and sustainable plan for maximizing participation in the child nutrition programs and/or leveraging other programs to combat food insecurity such as emergency food programs and student and family outreach and enrollment. Applications should address both the immediate need for supporting students and alleviating hunger as well address long-term sustainability of programming.

## **Use of Funds**

As school districts face significant challenges maintaining and expanding meal programs in this uncertain environment, funds are intended to support school districts in having the adaptability to meet the changing needs of students and families. Grant funding is available for school districts to leverage a variety of strategies to increase meals served and support kids and families in this new operating environment, including:

- Ensuring maximum student participation and improving meal quality in federal nutrition programs like Breakfast, Lunch, Afterschool Meals and Snacks, and the Fresh Fruit and Vegetable Program as well as the Summer Food Service Program or Seamless Summer Option as needed during emergency school closures
- Offering universal breakfast and lunch (served at no cost to all students), including Community Eligibility Provision implementation
- Promoting awareness of meal availability to students and families, especially for free and reduced-price eligible students
- Providing meals during weekends and out-of-school time through backpack programs and school pantries
- Promoting SNAP, WIC and Pandemic-EBT programs and supporting enrollment

Examples of how funding may be used include:

- Meal service supplies and equipment needed to implement new models for serving breakfast, lunch, and afterschool meals and snacks including: grab and go carts, insulated coolers/warmers, packaging equipment and supplies, refrigerators, and retrofitting existing equipment to meet new needs
- Costs of hiring additional staff positions to meet increased demand as a result of COVID-19 or provide additional services like meal delivery
- Transportation costs associated with meal delivery such as refrigerated trucks or fuel
- New costs associated with COVID-19 preparedness like no-touch point of service machines, hand washing stations, PPE equipment and cleaning supplies
- Non-reimbursable food costs for school food pantries, backpack programs or adult meals
- Program outreach, enrollment assistance and marketing costs
- Additional expenses as needed

We understand that meal service plans in SY20-21 may vary and change throughout the school year. Please submit your application with your current thinking for how your school district plans to operate meal service throughout the year and any potential emergency service plans. If you are awarded funds, you will be required to submit quarterly progress reports that accurately describe your school meals implementation and other meal programs, as well as changes in participation and meal service delivery as they adjust to the evolving operating environment.

## **Corporate Funding**

Grants may be funded through corporate partners working with Share Our Strength. You will be notified upon receipt of the grant award if a corporate partner is sponsoring the grant award.

### **Submitting Your Application**

Be sure to input all required answers and save frequently as you are inputting information. Complete the application when all information is entered by clicking on “Review Your Answers” and then “Submit Your Answer.”

### **Technical Assistance**

Technical or portal-related: [GrantsHelpDesk@strength.org](mailto:GrantsHelpDesk@strength.org).



## **APPLICANT DETAILS**

### **Food Service Director**

Are you the Food Service Director of your School District?

No

Diana Gamez

dgamez@ypics.org

(818) 497-1218

### **Superintendent**

Are you the Superintendent of your School District?

No

Yvette King-Berg

ykingberg@ypics.org

(818) 834-5805

## **HISTORIC SCHOOL MEALS PARTICIPATION**

**How many total schools were in your district in SY2019-20?**

3

**What was your total district enrollment in October 2019?**

917

**Which of the following programs, if any, were offered by your district during SY2019-20, including any emergency meals related to COVID-19? Please select all that apply.**

NSLP afterschool snacks; NSLP Summer Meals (Seamless Summer Option); Universal breakfast (served at no cost to all students); NSLP School Lunch

**Did you serve meals during school closures related to COVID-19?**

Yes

**How many total meals did your district serve from COVID-19 related shut down to the start of the new school year?**

0

**How did the number of meals served across all programs in SY2019-20 compare to the number of meals served in SY2018-19?**

About the same

### **CEP**

**Did your school district participate in CEP in SY2019-20?**

No

**PROVISION 2**

**Did your school district participate in Provision 2 in SY2019-20?**

No

**Please provide the total number free and reduced eligible students in your district in October 2019?**

**Number of Students Eligible for Free Meals**

670

**Number of Students Eligible for Reduced Meals**

95

**Breakfast & Lunch**

**How many days did you serve school lunch in October 2019? Please report the highest number if service days varied across schools**

22

**How many meals by reimbursement type were served in October 2019? For CEP and Provision 2 schools, please list all meals as "Free".**

| <b>Free Breakfast Meals</b> | <b>Reduced Breakfast Meals</b> | <b>Paid Breakfast Meals</b> |
|-----------------------------|--------------------------------|-----------------------------|
| 12,176                      | 1,562                          | 2,422                       |
| <b>Free Lunch Meals</b>     | <b>Reduced Lunch Meals</b>     | <b>Paid Lunch Meals</b>     |
| 12,038                      | 1,592                          | 2,541                       |

**Did you serve NSLP/CACFP? If yes, please answer the below questions concerning NSLP/CACFP. If no, please enter 0.**

**Number of schools that participated in CACFP/NSLP Afterschool snacks or suppers in October 2019.**

3

**Please provide the number of NSLP/CACFP Afterschool Snacks served in SY2019-2020.**

3,887

**Please provide the number of CACFP Afterschool Suppers served in SY2019-2020.**

0

## **CURRENT NUTRITION PARTICIPATION**

**How many total schools are currently in your district?**

3

**What is your current total district enrollment for the 2020-2021 school year?**

867

**What is your district's planned school schedule or learning plan? Select all that apply.**

100% Remote Learning (Ex. All students learn remotely, picking up or receiving delivered meals); 100% Return to In-Class Learning for All; Targeted Distance Learning (Ex. Some students learn in person, where others are at home (i.e. students with IEPs, English language learners, and children of essential workers at school, others at home))

**How have recent school closure impacted your Food and Nutrition Service budget? How has this impacted your approach to your current budget?**

Since the pandemic began all three of our schools' meal programs have incurred additional costs through staffing, PPE, and meal equipment. When we started the Fall semester in August 2020, our program operated exclusively by distance learning. We were able to begin providing meals to our students. Under the seamless summer option we were also able to serve students at all our schools and members of the Pacoima and Pico Union community under the age of 18. Serving meals while only operating under distance learning was crucial to our schools because of the high number of students who qualify for free or reduced lunch at all three of our schools (MORCS, 93%) (BCCHS, 81%) (BCMS, 77%). For students who do not qualify for free or

reduced lunches our general fund covers the difference so they are able to receive meals free of charge. We were able to provide meals to students engaged in distance learning by providing additional staffing, and purchasing PPE, and meal equipment.

Since April, when we shifted to in-person and distance learning, additional staff has been required to serve meals as we provide meals to students taking in-person and distance learning courses. Staff help with distribution of meals, disinfecting meal service areas, ensuring proper social distancing protocols are followed, and keeping everyone safe. Prior to the pandemic, Better for you, our national school lunch provider, provided two employees at each of our three schools to serve the meals. Since April at Bert Corona Charter Middle School and Highschool we assigned 3 additional staff members in addition to the meal vendor staff. At MORCS we are distributing meals with 2 meal vendor staff, 3 administrative staff members and we have also assigned an additional staff member to help with meal distribution. As a result in increased costs we have also seen an uptick in costs as we have needed to buy PPE, tables, carts, and hand sanitizer stands.

### CEP

**Will your school district participate in CEP in the 2020-2021 school year?**

No

### PROVISION 2

**Will your school district participate in Provision 2 in SY2020-21?**

No

**Please provide the total current number free and reduced eligible students in your district?**

**Number of Students Eligible for Free Meals**

670

**Number of Students Eligible for Reduced Meals**

95

**Which of the following programs, if any, are currently offered by your district or do you plan to offer during the current school year? Please select all that apply.**

School Breakfast;NSLP afterschool snacks;Universal breakfast (served at no cost to all students);NSLP School Lunch

**Please describe the social distancing strategies you plan to leverage in the upcoming school year for school meals programs in your district?**

Assigned seating;Staggered and/or extended meal service;Staff to handout utensils to students directly;Use of disposable utensils;Staff serve meals to students directly;Regulate flow of entry and exit for students using floor markings/signs;Addition of easily accessible handwashing stations;Elimination of salad bar/self-serve area;Face coverings required when not eating

**School Breakfast**

**When will breakfast be offered? (select all that apply)**

Before the first instructional bell;10-15 minutes into the first period

**When will breakfast be allowed to be eaten by students (select all that apply)**

Before the first instructional bell;10-15 minutes into the first period

**In which of the following locations, if any, will breakfast be served or made available? (select all that apply)**

Cafeteria;Entryway;Hallway;Playground

**In which of the following locations, if any, will breakfast be eaten by students? (select all that apply)**

Cafeteria;Entryway;Hallway;Playground

**Projected average daily participation of school breakfast participation across the entire district in the upcoming school year.**

97

### **School Lunch**

**In which of the following locations, if any, will lunch be served or made available? (select all that apply)**

Cafeteria;Entryway;Hallway;Playground

**In which of the following locations, if any, will lunch be eaten by students? (select all that apply)**

Cafeteria;Entryway;Hallway;Playground

**Projected average daily participation of school lunch participation across the entire district in the upcoming school year.**

97

### **Meal Service**

**Who will be responsible for serving meals to students? (select all that apply)**

Cafeteria Staff;Other

administrative staff

## **Distance Learning**

**If students are participating in distance learning, what meal options will be available on days they are learning from home? (select all that apply.)**

Walk-up distribution; Drive-thru or curbside distribution

## **Emergency Relief**

**With schools being shut down or having different learning plans, actions to minimize community hunger has been severely challenged. What strategies are you implementing in your district to ensure that you are feeding and supporting the neediest students and families in your community?**

The school meal program has been in effect since August 2020 and has continued uninterrupted throughout this year. As part of our commitment to helping our students and communities avoid food insecurity and navigate the Covid-19 epidemic, we have partnered with a number of community organizations and representatives to provide numerous resources. We are proud to say that since August we have teamed with Los Angeles County Supervisor Sheila Kuehl to have BCMS open up as a food distribution center 4 times. This collaborative effort resulted in serving meals to 10,000 families in the Pacoima community. Additionally we were able to give cash donations to 127 families totaling \$28,070 to assist with COVID-19 related hardships including rent, utility bills, food insecurity, and COVID-19 related deaths. Kaiser Permanente and our school partnered to put on a presentation for school staff, parents, and students about the COVID-19 vaccines.

**How does your thinking about racial equity inform how you develop and implement your programs?**

BCM and BCHS are in the predominantly Latinx neighborhood of Pacoima, in the San Fernando Valley, while MORCS is in Pico Union part of Los Angeles, also a predominantly Latino neighborhood. Our three YPICS schools are intentionally named after community leaders and icons, Bert Corona and Monseñor Oscar Romero. Bert Corona was a Latino activist who dedicated his life to achieving social and economic justice for under-served immigrant communities in Los Angeles. Monseñor Oscar Romero served as archbishop of San Salvador. Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. The work of Bert Corona and Oscar Romero frames the work of our schools and staff. Our leadership teams across the organization is intentionally diverse and representative of historically underserved racial and ethnic groups. 87% of our leadership staff and board of directors identify as either Latinx, African-American, or Asian. Organizationally, YPICS leadership has also supported other charter schools across Los Angeles to adjust to the needs and requirements exacerbated by the pandemic. Proyecto YA! is



an authentic collaborative started by YPICS senior leadership of charter school leaders that meet together every week to support each other to support their schools to support their students.

Our efforts and commitment across the communities we serve has been crucial as our communities have been ravaged by the COVID-19. At one point during the surge in the pandemic, Pico Union ranked in the top 10 neighborhoods for total deaths due to COVID-19, with a death rate of 185 per 100,000 persons (Neighborhood Data for Social Change, 2020). Pacoima at one point had a rate of 993 infections per 100,000 residents (Los Angeles Times, 2020).

Additionally school administration, support staff, and teachers regularly communicate with parents and students to check in and provide encouragement and support. Our formal support process is driven by our Multi-Tiered System of Supports (MTSS) efforts by our School Culture and Climate Team on each campus. The pandemic exploded the need to respond quickly. As a community, we chose to over communicate with our students and families. As a result, schools added and/or shifted staff to help with outreach and to support families with academic needs, public health issues, social emotional supports, and financial needs. Our schools staff (Admin, teacher, tutors, Counselors, Office staff) called students and parents almost weekly to do check depending on the need.

**Please provide us any additional details regarding how your school meals strategies have changed in SY2020-21 from last school year. For example, how do your school meals strategies differ by school or grade? How will your plans for shift if COVID-19 cases increase? Do you plan to continue offering meals if there are unanticipated school closures?**

As mentioned earlier, we now serve meals to students who attend in person classes and engage in distance learning as well. During the 2019-2020 school year for budgetary reasons we were not able to serve students meals when we transitioned to distance learning in March. Instead we referred families to local food pantries, gave cash donations, and referred our families to resources to assist them in navigating through the COVID-19 pandemic. We began serving meals to students participating in both distance learning and in person classes in August 2020. Serving meals to students in person has been strenuous on our budget because we have to follow County of Los Angeles Department Of Public Health (LADPH) guidelines and policies established by the State Public Health officer and the California Department of Education.

If there are unexpected school closures and rise of COVID-19 cases we will continue to serve meals for our families.

## **Marketing Tactics**

**Which of the following marketing tactics, if any, is your district planning to implement this year? Please select all that apply.**

Encourage teachers, administrators, coaches and other staff to promote meals; Announce the availability of school meals using the PA system; Post flyers or information about school meals availability throughout the school; Send a letter or flyer about school meals directly to parents

## **AFTERSCHOOL MEALS / SNACKS**

**How many afterschool supper or snack sites is your organization planning to sponsor this upcoming year?**

**Projected Supper only site(s)**

3

**Projected Snack Only Site(s)**

3

**Projected Supper and Snack site(s)**

3

**Please provide the projected total snacks your district will serve in SY2020-21?**

21,830

**Please provide the projected total suppers your district will serve in SY2020-21.**

0

**This upcoming year, how many days will your organization serve afterschool suppers or snacks? If your organization has more than one site serving afterschool suppers or**

**snacks and their days of operation will vary, please enter the maximum number of operating days.**

180

## **USE OF GRANT FUNDS**

**In this section, No Kid Hungry would like to learn more about the programming that will be impacted specifically by No Kid Hungry grant funding.**

**Provide a concise description of the project you are proposing. (2-3 sentences maximum)**

Grant funds will go towards incurred costs of staffing and meal equipment. Funding will also go towards the purchasing new meal equipment and projected staffing for meal services.

**Which of the following programs will No Kid Hungry funding be used to support?**

School Breakfast; SFSP Summer Meals; CACFP afterschool meals/snacks; NSLP afterschool snacks; NSLP Summer Meals (Seamless Summer Option); Universal breakfast (served at no cost to all students); Universal school lunch (served at no cost to all students); NSLP School Lunch

**Please provide 1-2 primary objectives for this program area, and how your grant funds will help support these objectives. Well written objectives will be specific, measurable, achievable, relevant and time-specific.**

**Objective 1:**

100% of students at both our Middle schools will be able to access clean water to drink throughout the day.

**Objective 2:**

By July 2021 all three schools will have a vending kiosk and ice maker to ensure food can be refrigerated on campus.

**Please list all schools in the district that will be impacted by these grant funds.**

Monsenor Oscar Romero Charter School. Bert Corona Charter Middle School, Bert Corona Charter High School

Which of the following, if any, are challenges your district is facing? For each, please describe the actions your organization will take to address the challenge. To help with accountability, please also identify a person/leader by title in charge of addressing the challenge.

**Challenge 1:**

Lack of equipment

**How challenge will be addressed:**

Grant proceeds will be used to purchase touchless water fountains at both our middleschools (MORCS and BCMS). Touchless water fountains are needed as we have turned off our water fountains at both of our schools to ensure we limit the amount of high touch areas. We have bought all students at our middleschools reusable waterbottles. At the moment we have one designated staff member fill up water bottles. This is very time consuming. Adding touchless water fountains at our middleschools will allow students to be able to access clean water throughout the school day. The purchase of a vending machine kiosk to distribute meals at all three of our schools is needed as we do not have kitchen access at none of our schools. The vending merchandising kiosk will allow us to position our meal service to a different part of campus for the day allowing us to better serve students participating in distance learning and in person classes. The kiosk will also streamline the process for our meal service team to serve meals currently we move meals from one part of the campus to the other with dollies and carts, while the equipment is suitable it is very labor intensive on staff. Additionally to ensure beverages and food stays cold we would like to purchase an ice maker for all three of our schools.

**POC in charge (Title):**

Diana Gamez

**Challenge 2:**

Increased costs

**How challenge will be addressed:**

A grant will allow us to be able to continue to make purchases for PPE, equipment, and incur the cost of additional staffing as we continue to navigate the COVID-19 Pandemic. We expect costs to remain high as there is no end to distance learning in sight and we will also have in person classes. We will continue to provide meals to students who engage in distance learning and in person classes until we are given further clarification from the state, and our charter authorizer,

Los Angeles Unified School District. Again, this will be possible but not without incurring additional costs.

**POC in charge (Title):**

Diana Gamez

**Challenge 3:**

**How challenge will be addressed:**

**POC in charge (Title):**

## BUDGET

1. **Category:** Existing staff costs

**Budget Request Description:** Funding will be used to continue to be able to provide meal services at all three of our schools for students engaging in distance learning and in person classes.

**Estimated Cost of Item:** \$25,154.00

**Purpose of Cost of Category:** Both offsetting existing expenses as well as funding new expenses

2. **Category:** PPE Equipment or Cleaning Supplies

**Budget Request Description:** Funding will go to offset the costs of PPE, hand sanitizer stands, and hand sanitizer dispensers that were purchased for all three of our schools.

**Estimated Cost of Item:** \$12,633.00

**Purpose of Cost of Category:** Offsetting existing expenses

3. **Category:** Other, please specify

**Budget Request Description:** touchless water fountains at both of our schools so students are able to access water independently throughout the school day. Currently all of our traditional water fountains are off to avoid high touch areas.

**Estimated Cost of Item:** \$17,500.00

**Purpose of Cost of Category:** Funding new costs

4. **Category:** Meal service supplies

**Budget Request Description:** Funding will go to purchase three vending kiosks and ice makers at all three of our schools. These supplies will be essential as we continue to serve meals to students on campus and students participating in distance learning. The equipment will allow us to keep meals refrigerated on campus and also allow our meal service to be mobile.

**Estimated Cost of Item:** \$19,500.00

**Purpose of Cost of Category:** Funding new costs

5. **Category:** Other, please specify

**Budget Request Description:** Expenses to offset costs of tables and carts purchased at all three schools.

**Estimated Cost of Item:** \$1,350.00

**Purpose of Cost of Category:** Offsetting existing expenses

**6. Category:**

**Budget Request Description:**

**Estimated Cost of Item:**

**Purpose of Cost of Category:**

**7. Category:**

**Budget Request Description:**

**Estimated Cost of Item:**

**Purpose of Cost of Category:**

**8. Category:**

**Budget Request Description:**

**Estimated Cost of Item:**

**Purpose of Cost of Category:**

**9. Category:**

**Budget Request Description:**

**Estimated Cost of Item:**

**Purpose of Cost of Category:**

**Budget Request Total:** \$76,137.00



## **APPLICATION TEAM**

| <b>Contact</b> | <b>Primary Role</b> |
|----------------|---------------------|
| Wil Flores     | Applicant           |

| <b>Updated Expenditure Plan</b>      |                                     |                    |                    |                    |                    |
|--------------------------------------|-------------------------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Category</b>                      | <b>Description</b>                  | <b>BC</b>          | <b>BCCHS</b>       | <b>MORCS</b>       |                    |
| <b>Grant writer</b>                  |                                     |                    |                    |                    |                    |
| <b>Program Maintenance</b>           | Staffing                            | \$8,000            | \$8,000            | \$7,000            | \$23,000.00        |
| <b>Program Safety (20-21)</b>        | PPE                                 |                    |                    |                    |                    |
| <b>Future/Improve/Safety Service</b> | hand sanitizer stands               |                    |                    |                    |                    |
|                                      | hand sanitizer dispenser            |                    |                    |                    |                    |
|                                      | Tables and carts                    |                    |                    |                    |                    |
|                                      | Touchless water fountains           | \$7,500            |                    | \$10,000           | \$17,500.00        |
|                                      | ice maker- (Cooling food)           | \$3,500            | \$3,500            | \$3,500            | \$10,500.00        |
|                                      | portable kiosk- (Food distribution) | \$3,000            | \$3,000            | \$3,000            | \$9,000.00         |
| <b>Total Request</b>                 |                                     | <b>\$22,000</b>    | <b>\$14,500</b>    | <b>\$23,500</b>    | <b>\$60,000.00</b> |
|                                      |                                     |                    |                    |                    |                    |
|                                      |                                     |                    |                    |                    |                    |
|                                      |                                     |                    |                    |                    |                    |
|                                      |                                     |                    |                    |                    |                    |
|                                      |                                     |                    |                    |                    |                    |
| <b>Grant Budget Requested</b>        |                                     |                    |                    |                    |                    |
| <b>Category</b>                      | <b>Description</b>                  | <b>BC</b>          | <b>BCCHS</b>       | <b>MORCS</b>       |                    |
| <b>Program Maintenance</b>           | Staffing                            | \$6,993.00         | \$9,427.32         | \$8,733.06         | \$25,153.38        |
| <b>Program Safety (20-21)</b>        | PPE                                 | \$549.33           | \$549.33           | \$549.33           | \$1,647.99         |
| <b>Future/Improve/Safety Service</b> | hand sanitizer stands               | \$2,682.00         | \$2,682.00         | \$2,682.00         | \$8,046.00         |
|                                      | hand sanitizer dispenser            | \$979.60           | \$979.60           | \$979.60           | \$2,938.80         |
|                                      | Tables and carts                    | \$450.00           | \$450.00           | \$450.00           | \$1,350.00         |
|                                      | Touchless water fountains           | \$7,500.00         |                    | \$10,000.00        | \$17,500.00        |
|                                      | ice maker- (Cooling food)           | \$3,500.00         | \$3,500.00         | \$3,500.00         | \$10,500.00        |
|                                      | portable kiosk- (Food distribution) | \$3,000.00         | \$3,000.00         | \$3,000.00         | \$9,000.00         |
| <b>Total Request</b>                 |                                     | <b>\$25,653.93</b> | <b>\$20,588.25</b> | <b>\$29,893.99</b> | <b>\$76,136.17</b> |

# Coversheet

## Receipt of UnidosUS CASA Grant

**Section:** VI. Items Scheduled For Action  
**Item:** E. Receipt of UnidosUS CASA Grant  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CASA Award Letter 2021-2022\_Bert Corona copy.pdf  
CASA Award Letter 2021-2022\_MORCS copy.pdf



**HEADQUARTERS**  
 Raul Yzaguirre Building  
 1126 16th Street NW, Suite 600  
 Washington, DC 20036-4845

☎ 202.785.1670  
 📠 202.776.1792  
 🌐 [unidosus.org](http://unidosus.org)

June 11, 2021

Dear Daniel,

Congratulations! I am excited to notify you that UnidosUS has awarded Bert Corona a grant of \$10,000 to implement the Cultura, Aprendizaje, Servicio, Acción (CASA) program for the 2021-2022 school year.

In the next couple of days, you will receive an MOU. Please keep a look out for the MOU and save the following dates on your calendar:

| Important Dates & Deadlines   |   |
|---|---|
| <b>June 30, 2021</b>  | <b>MOU Deadline</b><br>Please sign, date and return the Memorandum of Understanding (MOU) to <a href="#">Cindy Zavala</a> .                             |
| <b>July 14, 2021</b><br><i>Zoom Meeting ID: 306 000 3323</i><br><i>Passcode: Edu2021</i>                | <b>Welcome Webinar</b><br>Participate in a Welcome Webinar to discuss the CASA program structure, curriculum, training and deliverables.                |
| <b>August 2, 2021</b><br><i>Zoom Meeting ID: 306 000 3323</i><br><i>Passcode: Edu2021</i>               | <b>CASA Meet Up</b><br>Get to know this year's CASA 2021-2022 cohort via a virtual meet up for instructors. Please join, <a href="#">here</a> .         |
| <b>August 31- September 2, 2021</b><br><i>Zoom Meeting ID: 306 000 3323</i><br><i>Passcode: Edu2021</i> | <b>CASA Virtual Training for Instructors</b><br>This training is mandatory for all instructors who will be teaching CASA for the 2021-2022 school year. |

I understand that the current COVID-19 pandemic may have caused unforeseen impacts to your site, therefore, please notify me as soon as possible if you are still able to implement CASA 2021-2022. You may also contact me with any questions you may have regarding this award letter or the CASA program at [czavala@unidosus.org](mailto:czavala@unidosus.org) or (571) 723-9310.

All of us at UnidosUS look forward to working with you on this exciting project!

Sincerely,

Cindy Zavala  
 Education Program Manager



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 Raul Yzaguirre Building  
 1126 16th Street NW, Suite 600  
 Washington, DC 20036-4845

☎ 202.785.1670  
 📠 202.776.1792  
 🌐 [unidosus.org](http://unidosus.org)

June 11, 2021

Dear Freddy,

Congratulations! I am excited to notify you that UnidosUS has awarded MORCS a grant of \$10,000 to implement the Cultura, Aprendizaje, Servicio, Acción (CASA) program for the 2021-2022 school year.

In the next couple of days, you will receive an MOU. Please keep a look out for the MOU and save the following dates on your calendar:

| Important Dates & Deadlines   |   |
|---|---|
| <b>June 30, 2021</b>  | <b>MOU Deadline</b><br>Please sign, date and return the Memorandum of Understanding (MOU) to <a href="#">Cindy Zavala</a> .                             |
| <b>July 14, 2021</b><br><i>Zoom Meeting ID: 306 000 3323</i><br><i>Passcode: Edu2021</i>                | <b>Welcome Webinar</b><br>Participate in a Welcome Webinar to discuss the CASA program structure, curriculum, training and deliverables.                |
| <b>August 2, 2021</b><br><i>Zoom Meeting ID: 306 000 3323</i><br><i>Passcode: Edu2021</i>               | <b>CASA Meet Up</b><br>Get to know this year's CASA 2021-2022 cohort via a virtual meet up for instructors. Please join, <a href="#">here</a> .         |
| <b>August 31- September 2, 2021</b><br><i>Zoom Meeting ID: 306 000 3323</i><br><i>Passcode: Edu2021</i> | <b>CASA Virtual Training for Instructors</b><br>This training is mandatory for all instructors who will be teaching CASA for the 2021-2022 school year. |

I understand that the current COVID-19 pandemic may have caused unforeseen impacts to your site, therefore, please notify me as soon as possible if you are still able to implement CASA 2021-2022. You may also contact me with any questions you may have regarding this award letter or the CASA program at [czavala@unidosus.org](mailto:czavala@unidosus.org) or (571) 723-9310.

All of us at UnidosUS look forward to working with you on this exciting project!

Sincerely,

Cindy Zavala  
 Education Program Manager

## Coversheet

### Receipt of Great Public Schools the LA Education Recovery Grant

**Section:** VI. Items Scheduled For Action  
**Item:** F. Receipt of Great Public Schools the LA Education Recovery Grant  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Great Public School Now Grant June 14 - Sept 30, 2021 copy.pdf



June 22, 2021

Ms. Yvette King-Berg  
Executive Director  
YPI Charter Schools  
10660 White Oak Avenue, Suite B101  
Granada Hills, California 91344

**RE: Support for YPI Charter Schools' Summer Enrichment Program**

Dear Yvette:

I am delighted to inform you that Great Public Schools Now has approved your request to support YPI Charter Schools' summer enrichment programming at Bert Corona middle school and MORCS middle school.

We are committed to funding up to \$7,300 for your organization subject to your agreement to our outlined grant terms. Funding will be disbursed once we execute your grant agreement. Jasmine Ako, Senior Manager of Strategy and New Initiatives, will manage your grant.

Thank you for your dedication to the children of Los Angeles. Our team looks forward to continuing to work with you.

Sincerely,

DocuSigned by:  
*Ana Ponce*  
787E406A37E4438...

Ana F. Ponce  
Executive Director

Great Public Schools Now  
1150 South Olive Street, Suite 1325, Los Angeles, California 90015  
greatpublicschoolsnow.org


**GRANT AGREEMENT**  
**AGREEMENT SUMMARY & SIGNATURE PAGE**

| <b>GRANTEE INFORMATION</b>      |   |
|---------------------------------|---|
| Grantee Name:                   | YPI Charter Schools   |
| Mailing Address:                | 10660 White Oak Avenue, Suite B101, Granada Hills, California 91344   |
| Primary Contact:                | Ruben Dueñas, Chief Operating Officer   |
| Tax Status and Tax Payer ID:    | 20-0407224  |
| <b>GRANTOR INFORMATION</b>      |   |
| Grantor Name:                   | Great Public Schools Now ("GPSN")   |
| Grantor Address:                | 1150 S. Olive Street, Suite 1325, Los Angeles, California 90015   |
| Primary Contact:                | Jasmine Ako, Senior Manager of Recovery and New Initiatives   |
| <b>GRANT INFORMATION</b>        |   |
| Grant Title:                    | <b>Support for YPI Charter Schools' Summer Enrichment Program</b>   |
| Grant Purpose (the "Project"):  | This grant will support YPI Charter Schools' summer programming at Bert Corona middle school and MORCS middle school.   |
| Start Date:                     | June 14, 2021   |
| End Date ("Grant Term"):        | September 30, 2021  |
| Grant Amount ("Grant Funds"):   | \$7,300   |
| Related Attachments & Documents | Attachment A: Reporting & Payment Schedule<br>Attachment B: Terms & Conditions<br>Attachment C: Requirements for Grant Modifications<br>Attachment D: Approved Budget<br>Attachment E: Evaluation Metrics |

This Agreement is between YPI Charter Schools ("you" or "Grantee") and Great Public Schools Now ("GPSN" or "Grantor") and is effective as of the date of the signed award letter. Please have authorized representatives of your organization sign and date this Agreement below and return to GPSN for our records.

**ACCEPTED AND AGREED:**

**Grantee: YPI Charter Schools**  
 By: Yvette King-Berg, Executive Director

Signature:  Date: 6/23/2021

**Grantor: Great Public Schools Now**  
 By: Ana F. Ponce, Executive Director

Signature:  Date: 6/22/2021



## GRANT AGREEMENT

### ATTACHMENT A: REPORTING & PAYMENT SCHEDULE

**Grant Amount:** GPSN will fund Grantee up to the total grant amount specified in the Reporting & Payment Schedule below. GPSN must approve in writing any Budget cost category change of more than 10%.

**Reporting & Payment Schedule:** Payments are subject to compliance with this Agreement, including Grantee achievement, and GPSN's approval, of any applicable targets, milestones, and reporting deliverables required under this Agreement. GPSN, in its reasonable discretion, may modify payment dates or amounts and will notify Grantee of any such changes in writing. GPSN will make the first payment in full, but the subsequent payment is an "up to" amount and may be reduced in GPSN's discretion based on its assessment of grantee completion of, or progress against, targets and milestones as well actual expenses incurred.

**Reporting:** Grantee will submit reports according to the Reporting & Payment Schedule. For a progress or final report to be considered satisfactory, it must demonstrate meaningful progress against the targets or milestones for that investment period (see Evaluation Metrics). If meaningful progress has not been made, the report should explain why not and what adjustments Grantee is making to get back on track. Grantee must receive written approval from GPSN to add or modify any targets or milestones. Grantee agrees to submit other reports GPSN may reasonably request.

| <b>REPORTING &amp; PAYMENT SCHEDULE</b> |   |                    |  |         |
|---|---|--------------------|--|---------|
| Period                                  | Target, Milestone, or Deliverable   | Due Date           | Target Payment Date  | Payment |
| June 2021                               | <ul style="list-style-type: none"> <li>● Award letter and signed Grant Agreement</li> </ul>   | June 2021          | Within 10 business days of receipt of signed Grant Agreement | \$7,300 |
| June 2021 – September 2021              | <ul style="list-style-type: none"> <li>● Final evaluation report and summary of expenditures - template will be provided</li> </ul> | September 30, 2021 | n/a  | n/a     |

## **GRANT AGREEMENT**

### **ATTACHMENT B: TERMS & CONDITIONS**

This Agreement is subject to the following terms and conditions.

#### **1. Purpose and Use of Grant Funds**

Grantee agrees to spend all Grant Funds, and all income earned thereon, exclusively for the charitable and educational purposes of the Project, as specifically described in the Proposal and this Agreement generally, and in accordance with the Approved Budget. Grantee agrees that all work done under this Agreement will adhere to the Proposal in spirit and tone, as well as content. Grantee also acknowledges and agrees that all expenditures must be reasonable under the applicable circumstances and will reflect prudent fiscal management and cost consciousness. Grantee may not use Grant Funds to reimburse any expenses incurred prior to the Start Date without written permission from GPSN.

#### **2. Safekeeping of funds**

Grantee must keep Grant Funds in highly liquid investments with the primary objective of preservation of principal (e.g., interest-bearing bank accounts or a registered money market mutual fund) so that the Grant Funds are available for the Project. Any interest or income earned on principal must be also used for the Project and reported to GPSN.

#### **3. Grant Modifications**

Permission to substantially modify grants, by the Grantee or Grantor, must be requested in writing and in advance and adhere to the procedures outlined in the "Requirements for Grant Modifications."

#### **4. Publicity**

All public announcements of this grant by Grantee or any sub grantees, including without limitation oral, print, electronic or other announcements, must be pre-approved by and coordinated with GPSN. Grantee must contact the Senior Director of Policy, Advocacy and Communications on GPSN's staff to discuss and obtain approval of communication plans. GPSN reserves the right not to be included in Grantee's publicity. For its part, GPSN may include information about this grant and Grantee in its public communications and reports and may also refer to the grant and Grantee in press releases, speeches and public comments. GPSN may also provide information on its grants and grantees on its website. Such information may include program descriptions, organizational logos and links to program and organizational websites.

#### **5. Reliance**

Grantee acknowledges that GPSN is relying on accurate information provided by Grantee in reports and during the course of any due diligence conducted prior to the Start Date and during the term of this Agreement. Grantee represents that GPSN may continue to rely on this information and on any additional information provided by Grantee regarding activities, progress and expenditures related to the Project.

#### **6. Term**

This Agreement commences on the Start Date and continues until the End Date, unless terminated earlier as provided in this Agreement.

#### **7. Termination**

GPSN may modify, suspend, or discontinue any payment of Grant Funds or terminate this Agreement if: (a) GPSN is not reasonably satisfied with Grantee progress on the Project; (b) there are significant changes to Grantee leadership or other factors that GPSN reasonably believes may threaten the Project's success; (c) there is a change in Grantee control; (d) there is a change in Grantee tax status; (e) Grantee

fails to comply with this Agreement, or (f) grantee misuses funds or fails to spend them for the purposes laid out in Attachment D.

#### **8. Return of Funds**

Any Grant Funds that have not been used for, or committed to, the Project upon expiration or termination of this Agreement must be returned within 30 days to GPSN, unless otherwise directed by GPSN in writing.

#### **9. Record Keeping**

Grantee will maintain accurate and true records of all receipts and expenditures related to the Project for at least four years after the funds are spent. Grantee will make such records available to enable GPSN to monitor and evaluate how Grant Funds have been used.

#### **10. Evaluation**

GPSN may monitor and conduct an evaluation of the operations of Grantee and the Project, including but not limited to observing Grantee's program, discussing Project with Grantee staff and beneficiaries, and reviewing financial and other records and materials related to the Project. Grantee agrees to assist GPSN in such evaluation activities and to provide reasonable access to data and Project materials requested by GPSN.

#### **11. Compliance with laws**

In carrying out the Project, Grantee will comply with all applicable laws, regulations, and rules and will not infringe, misappropriate, or violate the intellectual property, privacy, or publicity rights of any third party.

#### **12. Sub grants and Subcontracts**

Grantee acknowledges that GPSN has not earmarked the use of the Grant Funds for any specific sub grantee or subcontractor. Grantee will have the exclusive right to select any sub grantees and subcontractors; provided, however, that Grantee must ensure that all sub grantees and subcontractors use Grant Funds in a manner consistent with this Agreement. Neither Grantee nor its sub grantees or subcontractors may make any oral or written statement or otherwise imply to donors, investors, media or the general public that GPSN supports the activities of any sub grantee or subcontractor.

#### **13. Responsibility for Others**

Grantee is responsible for (a) all acts and omissions of any of Grantee's trustees, directors, officers, employees, sub grantees, subcontractors, contingent workers, agents, and affiliates assisting with the Project, and (b) ensuring their compliance with the terms of this Agreement.

#### **14. Prohibited Lobbying Activities**

Grantee may not use Grant Funds to influence the outcome of any election for public office or to carry on any voter registration drive. Grantee acknowledges that GPSN has not earmarked Grant Funds to support lobbying activity or to otherwise support attempts to influence local, state, federal, or foreign legislation. GPSN is not retaining or employing grantee to engage in lobbying activities.

#### **15. Confidentiality**

In connection with this Grant, Grantee may have access to, receive and be entrusted with confidential information that is not otherwise public knowledge. The terms of this grant are considered confidential and Grantee will not disclose the terms without written approval of GPSN.

**GRANT AGREEMENT**  
**ATTACHMENT C: REQUIREMENTS FOR GRANT MODIFICATIONS**

**“Requirements for Grant Modifications”**

Permission to substantially modify grants must be requested in advance and in writing. Please note that although activities and products may be modified, the general purpose of the grant must remain the same. All requested modifications must be approved in writing by GPSN prior to being implemented.

**Budget modifications:** A revised budget must be requested when changes to line items amount to more than 10 percent of the budgeted amount or when line items are added or deleted from the original approved budget. All budget revision requests must include an itemized revised budget compared to the original (or most recently approved revised budget) and a written budget narrative justifying the changes.

**Goals or activities modifications:** Requests to make substantive changes to the goals and activities noted in the Grant Agreement must include a rationale for the changes.

**Carryover and extension requests:** If it appears that grant funds will remain unspent when a grant expires, Grantee may request the funds be carried over to a renewal grant. If the grant was not renewed, the grantee may request a no-cost extension of the duration of the grant to a specific date when all funds will be spent and the activities completed.

**GRANT AGREEMENT**  
**ATTACHMENT D: APPROVED BUDGET**

Summer programming supported by this grant is part of Great Public Schools Now's LA Education Recovery Fund's summer enrichment project. The primary focus of this summer project is to maximize the number of students attending in-person, quality summer enrichment programs operated by nonprofit providers on school campuses as well as place-based organizations.

This grant is also a part of Great Public Schools Now's larger summer effort to fundraise more per school site running in-person summer enrichment programs. Additional funds will support program enhancements such as hiring and training additional staff, increased on-site operational support and coaching, and additional program materials and supplies to support a larger number of students and run high quality programming.

**YPI Charter Schools Budget**

| <b>Expense Item</b> | <b>Cost</b>    |
|---------------------|----------------|
| Staffing ratios     | \$7,000        |
| Yoga mats           | \$300          |
| <b>Total</b>        | <b>\$7,300</b> |

## **GRANT AGREEMENT**

### **ATTACHMENT E: EVALUATION METRICS**

GPSN will use the following performance data to (1) track and evaluate Grantee and/or grant performance; (2) serve as a guide for discussions regarding grant issues; (3) report on grant progress to GPSN’s Board of Directors; (4) make decisions regarding renewal or termination of grants; and (5) measure and document GPSN’s grant-making successes, challenges and lessons learned.

Grantee will be expected to report out on these milestones according to the Reporting Schedule (Attachment A), though GPSN may reach out for updates at any time. If some of this information is not available, Grantee will work with GPSN to determine what information is available for reporting.

| Grant Deliverables  |                    |   |
|---|--------------------|---|
| What?   | By When?           | Information Provided  |
| Provide summer enrichment programming with a goal of serving as many students as possible per site, maximizing attendance across the 7 weeks of summer programming, and reaching our most impacted students | September 30, 2021 | Final grant report will include the following: <ul style="list-style-type: none"> <li>● Student enrollment and attendance data throughout duration of the program</li> <li>● Full day vs. half day participation counts</li> <li>● Student enrollment by neighborhoods served</li> <li>● Student demographic data (racial, gender, income)</li> </ul> |
| Provide students with a diverse array of enrichment activities and exposure to different skills   |                    | Final grant report will include the following: <ul style="list-style-type: none"> <li>● List of programs offered and descriptions</li> <li>● Day-to-day programmatic schedule</li> <li>● Number of students exposed to each program</li> </ul>  |
| Provide meaningful employment opportunities   |                    | Final grant report will include the following: <ul style="list-style-type: none"> <li>● Number of employees employed through summer programming</li> <li>● Demographics of employees (age, racial)</li> </ul>   |
| Capture best practices and lessons learned  |                    | Complete an online evaluation survey that will be distributed by GPSN in July/August 2021   |