

# Youth Policy Institute Charter Schools (YPICS)

## YPICS Regular Board Meeting

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### Date and Time

Thursday October 28, 2021 at 6:00 PM PDT

### Location

Join Zoom Meeting

<https://exed.zoom.us/j/99352927150?pwd=Smw0MG1nNnZOQy92SVJNZFNWWTJ6UT09>

Meeting ID: [993 5292 7150](#)

Passcode: 323521

One tap mobile

[+16692192599](tel:+16692192599),,99352927150# US (San Jose)

[+16699006833](tel:+16699006833),,99352927150# US (San Jose)

Dial by your location

[+1 669 219 2599](tel:+16692192599) US (San Jose)

[+1 669 900 6833](tel:+16699006833) US (San Jose)

Meeting ID: [993 5292 7150](#)

Find your local number: <https://exed.zoom.us/u/ad1b6alApE>

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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>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Yesenia Zubia	
<b>B.</b> Call the Meeting to Order		Mary Keipp	
<b>C.</b> Additions/Corrections to Agenda		Mary Keipp	1 m

	Purpose	Presenter	Time
<b>D.</b> Approval of September 18, 2021 Regular Board Meeting Minutes		Mary Keipp	1 m
<b>E.</b> Approval of September 27, 2021 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

**II. Communications 6:03 PM**

<b>A.</b> Presentations from the Public	FYI	Mary Keipp	5 m
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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	FYI	Mary Keipp	
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**Instructions for Presentations to the Board by Parents and Citizens**



Purpose      Presenter      Time

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 Stay 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://bit.ly/2Xtb5xx>
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. Items Scheduled For Information**

**6:08 PM**

<b>A.</b> Low Performing Schools Block Grant Report 2	FYI	Yvette King-Berg	5 m
<b>B.</b> Pandemic Stipends	Discuss	Ruben Duenas	5 m

	Purpose	Presenter	Time
<b>C. School Committee/ Council Reports</b>	FYI		3 m

Each month school council and committee meeting minutes are provided for the board to review. Board members will direct senior staff regarding any minutes or committee concerns that may arise.

<b>D. Board Committee Reports</b>	FYI		5 m
1. Finance Committee Update - Michael Green			
2. Academic Committee Update - Cesar Lopez			

<b>E. Bert Corona Executive Administrator Report</b>	FYI	Kevin Myers	2 m
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<b>F. Monsenor Oscar Romero Executive Administrator Report</b>	FYI	Rene Quon	2 m
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<b>G. Bert Corona Charter High School Executive Administrator Report</b>	FYI	Larry Simonsen	2 m
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<b>H. Chief Operations Officer Report</b>	FYI	Ruben Duenas	2 m
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<b>I. Executive Director's Report</b>	FYI	Yvette King-Berg	2 m
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**IV. Consent Agenda Items 6:36 PM**

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

<b>B. Consent Items</b>	Vote	Mary Keipp	1 m
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1.) Declaration of virtual board meeting for November 15, 2021.

**V. Items Scheduled For Action 6:37 PM**

<b>A. YPICS September 2021 Financials</b>	Vote	Irina Castillo	5 m
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<b>B. ESSER III Expenditure Plans</b>	Vote	Yvette King-Berg	5 m
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Recommendation to approve the ESSER III Expenditure Plans for Bert Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

	Purpose	Presenter	Time
<b>C. Revised 2021 - 2022 LCAP</b>	Vote	Yvette King-Berg	5 m

Recommendation to approve the revised 2021-2022 LCAP, inclusive of the Annual Update for the 2019-2020 LCAP Year and the Annual Update for the 2020-2021 Learning Continuity and Attendance Plan for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

<b>D. Revised Independent Study Policy</b>	Vote	Yvette King-Berg	5 m
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**VI. Closed Session 6:57 PM**

<b>A. Closed Session - Government Code 54956.8</b>	Discuss	Ruben Duenas	15 m
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CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov. Code section 54956.8)

Lease discussion for Bert Corona Charter School located at 9400 Remick Avenue between YPI Charter Schools and the Japanese American Cultural Center.

**VII. Open Session 7:12 PM**

<b>A. Action Taken in Closed Session - Government Code 54956.8</b>	FYI	Mary Keipp	5 m
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CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov. Code section 54956.8)

Lease discussion for Bert Corona Charter School located at 9400 Remick Avenue between YPI Charter Schools and the Japanese American Cultural Center.

Reporting out action taken in Closed Session.

**VIII. Announcements 7:17 PM**

<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
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**IX. Closing Items 7:19 PM**

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

## Approval of September 27, 2021 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** E. Approval of September 27, 2021 Regular Board Meeting  
Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for YPICS Regular Board Meeting on September 27, 2021

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Regular Board Meeting

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#### Date and Time

Monday September 27, 2021 at 6:00 PM

#### Location

Join Zoom Meeting <https://exed.zoom.us/j/92329202289?pwd=NEQwSyTqOTVxSUFqTjIldlNsLzAwUT09>

Meeting ID: 923 2920 2289

Passcode: nN23l48k

One tap mobile [+16699006833](tel:+16699006833),,[92329202289#](tel:+16692192599) US (San Jose)

[+16692192599](tel:+16692192599),,[92329202289#](tel:+16692192599) US (San Jose) Dial by your location +1 669 900 6833 US (San Jose) +1 669 219 2599 US (San Jose)

Meeting ID: 923 2920 2289 Find your local number: <https://exed.zoom.us/u/acnIAgSES>

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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), W. Njboke

#### Trustees Absent

*None*

#### Trustees who arrived after the meeting opened

M. Keipp, W. Njboke

#### Guests Present

I. Castillo (remote), K. Myers (remote), R. Duenas (remote), R. Quon (remote), Tait Anderson (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

C. Lopez called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Sep 27, 2021 at 6:12 PM.

#### C.

### **Additions/Corrections to Agenda**

There were no additions or corrections to the agenda.

### **D. Approval of July 26, 2021 Regular Board Meeting Minutes**

M. Green made a motion to approve the minutes from Regular Board Meeting on 07-26-21.

S. Mendoza seconded the motion.

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

#### **Roll Call**

W. Njboke Absent

D. Cho Aye

M. Keipp Absent

S. Mendoza Aye

M. Green Aye

C. Lopez Aye

## **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. PPP Loan Forgiveness**

W. Njboke arrived.

M. Keipp arrived.

Ms. King-Berg received the official notice that the PPP loan does not have to be paid back and will be added as a revenue for the schools.

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

Ms. King-Berg provided the Board with her report which details the most recent charter legislation on local to federal levels.

## **IV. Consent Agenda Items**

### **A. Background**

### **B. Consent Items**

M. Keipp made a motion to move the consent agenda items.

S. Mendoza seconded the motion.

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

#### **Roll Call**

M. Keipp Aye

M. Green Aye

W. Njboke Aye

S. Mendoza Aye

**Roll Call**

C. Lopez Aye  
D. Cho Aye

**V. Items Scheduled For Action**

**A. Fiscal Policy Updated**

Tait Anderson, Executive Vice President at ExED, presented to the Board of Trustees the updates that need to be made to the fiscal policy due to ExED rolling out a new payment method via a third party vendor. The change will not affect YPICS monetarily and the payment software company will aide ExED in their check issuance process.

M. Keipp made a motion to update the fiscal policy language to include the new payment process.

D. Cho seconded the motion.

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

**Roll Call**

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

**B. FY20-21 Unaudited Actuals**

M. Keipp made a motion to approve the YPICS FY20-21 Unaudited Actuals.

W. Njboke seconded the motion.

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

**Roll Call**

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

**C. YPICS August 2021 Financials**

S. Mendoza made a motion to approve the YPICS August 2021 financials and check registers as submitted.

M. Keipp seconded the motion.

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

**Roll Call**

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

**D. YPICS Board Declaration of Virtual Board Meeting October 2021**

The Brown Act rules for the pandemic was set to expire on 9/30/2021, but AB631 has extended the option of holding virtual meeting until January 2024 if there is

still a health safety order in place and the meetings are declared to be virtual within 30 days at a board meeting.

S. Mendoza made a motion to declare a virtual meeting for the next Board meeting on October 25, 2021.

M. Keipp seconded the motion.

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

**Roll Call**

M. Keipp Aye

W. Njboke Aye

D. Cho Aye

C. Lopez Aye

M. Green Aye

S. Mendoza Aye

**VI. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:09 PM.

Respectfully Submitted,

Y. Zubia



# Coversheet

## Low Performing Schools Block Grant Report 2

**Section:** III. Items Scheduled For Information  
**Item:** A. Low Performing Schools Block Grant Report 2  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**

- 1.) Board Brief Low Performing Schools Block Grant Report 2 October 25 2021.pdf
- 3.) OR- Report. Number Two for the Low Performing Students Block Grant.pdf
- 2.) BC-Report Number Two for the Low Performing Students Block Grant .pdf



## YPI CHARTER SCHOOLS

October 25, 2021

**TO:** YPI Charter Schools (YPICS)  
Board of Directors

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

**SUBJECT: Submission of Required Report Two for the Low-Performing Students Block Grant (LPSBG) for Bert Charter School, and Monseñor Oscar Romero Charter School**

### BACKGROUND

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorized the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).

The Low-Performing Students Block Grant was a compromise that was included in the 2018-19 State Budget after Assemblymember Shirley Weber (D-San Diego) authored a similar bill, Assembly Bill (AB) 2635. AB 2635 was sponsored by the California Charter Schools Association and a priority of the Legislative Black Caucus; it was intended to generate funds for ethnic student groups that were academically low-performing in the state. Because concerns were raised about targeting funds based on a student’s ethnicity, the enacted budget included the Low-Performing Students Block Grant with funds distributed based on a student’s performance on the CAASPP, regardless of ethnicity.

LEAs that received funds for LPSBG must now submit the “Required Report Number Two” for the LPSBG pursuant to *EC* Section 41570(f)(2) and must have spent or encumbered all LPSBG funds by June 30, 2021, pursuant to *EC* Section 41570(e).

**Required Report Number Two:** On or before **November 1, 2021**, all eligible LEAs that have accepted LPSBG funds are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to *EC* Section 41570(d).

### ANALYSIS

The LPSBG provided funds for local educational agencies (LEAs) serving students identified as low-performing on state English language arts or mathematics assessments, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. Bert Corona Charter School (BCCS) and Monseñor Oscar Romero Charter School are the only YPI Charter schools that were eligible for LPSBG. BCCS and MORCS had LPSBG plans approved by the YPICS Board of Directors on February 18, 2019.

**Bert Charter School:** BCCS received **\$35,568** through this grant based on the number of students (18) who are not counted in with our unduplicated pupils or students with disabilities. Bert Corona Charter School used these funds for Relay PD and lead teacher stipends. BCCS Lead teachers, the Director of Instruction and the Executive Administrator participated in intense instructional professional development focused on classroom management, data-cycles, rigor, coaching, and feedback with Relay Graduate School of Education. The Relay strategies continue to be used by Bert Corona teachers and instructional leaders, helping the scholars increase academic outcomes, and growth as evidenced by the school's i-ready Final Diagnostic.

**2020-2021 PROGRESS REPORT:** Based on BCCS iReady data, there was a significant amount of growth last year, although the majority of our scholars were engaged solely in distance learning last year. While there are several ways to evaluate growth and progress in the iReady platform, the most effective way is to study the following: grade-level proficiency, typical growth analysis, and stretch growth analysis.

Based on iReady Final Diagnostics in both reading and math, the overall grade level proficiency increased over the course of the year. In August 2020, 9% of our students were proficient in math and 12% were proficient in reading. By the end of the school year, 21% were proficient in math (12% growth) and 27% were proficient in reading (15% growth).

**Monseñor Oscar Romero Charter School:** MORCS received **\$5,928** through this grant based on the number of students (5) who are not counted in with our unduplicated pupils or students with disabilities. Monseñor Oscar Romero Charter School used these funds toward professional development through Relay Graduate Intensive Instructional Training Session to maximize the capacity of educators to increase student achievement. The following Relay strategies; classroom management, data-cycle chats, rigor, coaching, and feedback continue to be used by Monseñor Oscar Romero Charter School teachers and instructional leaders. The PD continues to help teachers to have a greater classroom impact on increasing academic outcomes and growth, as evidenced by the school's iReady assessment scores.

The median MORCS student iReady reading growth score was 194% in 2019-2020 and 122% in 2020-2021. The median MORCS student iReady math growth score was 164% in 2019-2020 and 150% in 2020-2021. This Means that the majority of MORCS students in both school years grew more than one grade level in both reading and in math! Although the median growth in reading and math declined slightly from 2019-20 to 2020-21, it is important to note that both growth metrics remained above 100%, and that

the scores from 2020-21 were achieved after a year of full distance learning amidst the global pandemic.

These funds were designated to address the persistent achievement gap in California's public schools and to provide resources and evidence-based practices to initiate and sustain authentic systemic change. Attached are the "LPSBG Required Report Number Two" submissions for Bert Corona Charter School and Monseñor Oscar Romero Charter School.

### **RECOMMENDATION**

This is an information item only and no action is required.

**Attachments: Low Performing Schools Grant Report 2**

[Accessible Version](#)



# Report

## Report Number Two for the Low Performing Students Block Grant (LPSBG)

### Improvement and Accountability Division

Below are the prompts for the second report (Report Number Two) required by the Low Performing Students Block Grant (LPSBG). Reporting requirements for the LPSBG are located at <https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp>

#### School Closures

For a school that is closing before November 1, 2021, and the LEA/school has expended any LPSBG funds, Report Number Two may be submitted before, but no later than, November 1, 2021, if the date of the final school closeout process will occur before November 1, 2021, and the LEA/school may not be able to meet the reporting due date.

#### Local Educational Agency (LEA) Name

**What is the official LEA name?** *(Do not use abbreviations or acronyms.)*

Monseñor Oscar Romero Charter Middle

#### County-District-School (CDS) Code

**What is the LEA CDS Code?** *(Enter the 14-digit CDS code without spaces or hyphens.)*

1964733011495

## Charter School Status

Is the LEA a charter school?

- Yes
- No

Required only if the LEA is a charter school

Enter the four-digit charter number:

*(Charter numbers can be located using the California School Directory.)*

0931

## LPSBG Contacts

**LEA Primary LPSGB Contact** *(Enter the person who is the current Administrator for the grant.)*

First Name:

Last Name:

Title:

Email Address:

Phone Number:   
(999-999-9999)

**LEA Secondary (Backup) LPSGB Contact** *(Enter the person who is the current Administrator for the grant.)*

First Name:

Last Name:

Title:

Email Address:

Phone Number:   
(999-999-9999)



# Low-Performing Students Block Grant Plan

**Describe the implementation of the LPSBG plan, the strategies used, and whether those strategies increased the academic performance of the pupils targeted by the grant. (California Education Code Section 41570[f][1]-[2] found at <https://bit.ly/2po9R9K>)**

Monseñor Oscar Romero Charter School: MORCS received \$5,928 through this grant based on the number of students (5) who are not counted in with our unduplicated pupils or students with disabilities. Monseñor Oscar Romero Charter School used these funds toward professional development through Relay Graduate Intensive Instructional Training Session to maximize the capacity of educators to increase student achievement. The following Relay strategies; classroom management, data-cycle chats, rigor, coaching, and feedback continue to be used by Monseñor Oscar Romero Charter School teachers and instructional leaders. The PD continues to help teachers to have a greater classroom impact on increasing academic outcomes and growth, as

## Electronic Signature

**By providing your electronic signature, you hereby certify, as the authorized representative of the LEA indicated in prompt number one, to the best of your knowledge and belief, this data is true, correct, and has been reported in accordance with applicable laws and regulations.**

Electronic

Signature: (Type  your name.)

Job Title:

LEA Name:

LEA Street Address:

LEA City:

LEA Zip Code:

Work Telephone Number: (999-

999-9999)

Work Email:

ykingberg@ypics.org

Once you select the **Submit** button below, your survey responses will be sent to the California Department of Education and you will be redirected to the Low-Performing Students Block Grant Web page.

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[Accessible Version](#)



## Report

# Report Number Two for the Low Performing Students Block Grant (LPSBG)

## Improvement and Accountability Division

Below are the prompts for the second report (Report Number Two) required by the Low Performing Students Block Grant (LPSBG). Reporting requirements for the LPSBG are located at <https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp>

### School Closures

For a school that is closing before November 1, 2021, and the LEA/school has expended any LPSBG funds, Report Number Two may be submitted before, but no later than, November 1, 2021, if the date of the final school closeout process will occur before November 1, 2021, and the LEA/school may not be able to meet the reporting due date.

### Local Educational Agency (LEA) Name

**What is the official LEA name?** *(Do not use abbreviations or acronyms.)*

### County-District-School (CDS) Code

**What is the LEA CDS Code?** *(Enter the 14-digit CDS code without spaces or hyphens.)*

1964733010687

## Charter School Status

Is the LEA a charter school?

- Yes
- No

Required only if the LEA is a charter school

Enter the four-digit charter number:  
*(Charter numbers can be located using the California School Directory.)*

0654

## LPSBG Contacts

**LEA Primary LPSGB Contact** *(Enter the person who is the current Administrator for the grant.)*

First Name:

Last Name:

Title:

Email Address:

Phone Number:   
(999-999-9999)

**LEA Secondary (Backup) LPSGB Contact** *(Enter the person who is the current Administrator for the grant.)*

First Name:

Last Name:

Title:

Email Address:

Phone Number:   
(999-999-9999)

# Low-Performing Students Block Grant Plan

**Describe the implementation of the LPSBG plan, the strategies used, and whether those strategies increased the academic performance of the pupils targeted by the grant. (California Education Code Section 41570[f][1]-[2] found at <https://bit.ly/2po9R9K>)**

Bert Charter School: BCCS received \$35,568 through this grant based on the number of students (18) who are not counted in with our unduplicated pupils or students with disabilities. Bert Corona Charter School used these funds for Relay PD and lead teacher stipends. BCCS Lead teachers, the Director of Instruction and the Executive Administrator participated in intense instructional professional development focused on classroom management, data-cycles, rigor, coaching, and feedback with Relay Graduate School of Education. The Relay strategies continue to be used by Bert Corona teachers and instructional leaders, helping the scholars increase academic outcomes and growth as evidenced by the school's i-ready Final Diagnostic.

## Electronic Signature

**By providing your electronic signature, you hereby certify, as the authorized representative of the LEA indicated in prompt number one, to the best of your knowledge and belief, this data is true, correct, and has been reported in accordance with applicable laws and regulations.**

Electronic

Signature: (Type your name.)

Yvette King-Berg

Job Title:

Executive Director

LEA Name:

Bert Corona Charter Middle School

LEA Street Address:

9400 Remick Avenue

LEA City:

Pacoima

LEA Zip Code:

91331

Work Telephone Number: (999-

818-834-5805



999-9999)

Work Email:

rduenas@coronacharter.org

Once you select the **Submit** button below, your survey responses will be sent to the California Department of Education and you will be redirected to the Low-Performing Students Block Grant Web page.

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Reset

Submit

# Coversheet

## Pandemic Stipends

**Section:** III. Items Scheduled For Information  
**Item:** B. Pandemic Stipends  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Board Brief Information 5% increase.pdf



October 25, 2021

**TO:** YPI Charter Schools (YPICS)  
Board of Directors

**FROM:** Ruben Duenas  
Chief Operations Officer

**SUBJECT: Pandemic Stipends for All Staff**

**BACKGROUND**

The Executive Team has shared past and continuing concerns about providing competitive compensation as a means for recruitment and retention for all staff positions. Although YPICS is currently fully staffed, there is a national and local shortage of teachers and other school personnel. Additionally, UTLA negotiated a combination of an increase in salaries and one time stipends which will ultimately increase compensation for all LAUSD staff. Finally, our staff has worked through an unprecedented pandemic which required significant change to the normal working conditions of our staff.

When campuses reopened in April 2021, YPICS offered additional duty stipends to teachers who physically returned to teach in classrooms for professional development and planning. For the 2021-22 school year, the YPICS Board of Directors increased the Credentialed Teacher Salary Table, and made across the board increases for staff not aligned to a salary table based on the budget information available in June of 2021.

Additional items to consider when making any future decisions.

**Increase in Revenue is from One-time Funds**

Revenues from state and federal funds are earmarked to ensure schools safely reopen for in-person instruction. Depending on the source, these funds must be spent within the 2022, 2023, and/or 2024 fiscal year. Long term revenue increases have not been established.

**Decline in Enrollment**

The YPI Charter schools, along with the greater Los Angeles area and state of California, are experiencing a declining enrollment over the past few years.

**Unknown Future**

The future of California's economy, declining enrollment, possibility of a recession, and the reality of inflation are unknown variables as we make plans for adjustments to the salary schedule.

## ANALYSIS

Based on the unknown challenges of the future, Staff is recommending the board approve providing the following one time payments:

- **Pandemic stipend of 3% for the 2020-2021 school year 20-21 based on employment date,**
- **Pandemic stipend of 2% for the 2021-2022 school year.**

Here is the formula recommended for approval for the 2021-2022 school year:

- **All certificated and classified Staff will be eligible for the stipend.**
- **Stipends will be based on the level/rate of the employee during the 2021-2022.**
- **Employees who take a leave of absence or take extended time off will not be eligible within the semester in which they are on an extended time off.**
- **Half of the stipend will be paid in December 2021 and the second half will be paid in June 2022.**

These stipends are considered one-time payments and will not be deducted and applied towards retirement contributions.

### **Adjustments to the YPICS Salary Schedules**

Recommending the 3% and 2% stipends planned is a thoughtful approach to investing in our staff rather than a quick reactive change to the salary tables. The Executive Team will continue to explore a comprehensive analysis and actions that are required to provide a long-term increase in salary.

The Executive Team will begin the conversation around the 2022-23 salary schedule. Ideally, we would like to make long term changes to the salary schedule. However, we need to explore the long-term impact of declining enrollment and monitor the governor's plans for the 2022-23 budget. This year, the increase in revenue was largely in one-time funds making long term planning very difficult. Hopefully, the 2022-23 will provide us with additional long-term revenue that we can project in our budget for next year.

### **Anticipated Expense of the Stipends**

All schools have funds available to afford the stipends for the 2021-2022 school year. All schools have additional state and federal funds that have not been applied to the current budget. In addition, all schools will receive additional funds for the Educator Effectiveness Grant that have yet to be awarded.

### **Comprehensive Analysis for Long Term Salary Increase**

The Executive Team will engage in a comprehensive analysis by site to determine the feasibility of a long-term increase in salary. Each school is positively or negatively impacted by enrollment, state revenue, debt obligations, maintaining 2-3 months of cash reserve, staffing norms, and supplies & materials.

## RECOMMENDATION

This is an information item only and no action is required.

# Coversheet

## Bert Corona Executive Administrator Report

<b>Section:</b>	III. Items Scheduled For Information
<b>Item:</b>	E. Bert Corona Executive Administrator Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	21-22 BCCS EA Board Report (October).docx.pdf





**BCCS Executive Administrator Report**

**October 2021**

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

**Enrollment and Attendance:**

21-22 Enrollment (as of 10/21/22)

<b>5th grade</b>	<b>17</b>
<b>6th grade</b>	<b>104</b>
<b>7th grade</b>	<b>106</b>
<b>8th grade</b>	<b>116</b>
<b>Total</b>	<b>343</b>

As we work on enrollment for next year, we have several plans in place. We will be working with our local elementary schools to pass out flyers and to visit the schools to present to parents. We are also working with Schola to help bolster our outreach efforts online, and we are working to improve our social media presence. We have also made connections with some of our local elected officials so we can have a booth or participate at local events to promote our school.

Our goal is to hit 100% enrollment by December 31st so we are ready for a lottery in January.

**School Culture:**

October has been a busy month, and we are continuing to focus on building our school culture after the pandemic. To build our overall school culture, we have had a movie night, spooky bake sale, spirit week, and our annual Trunk-or-Treat is coming up at the end of the month!

Our movie night featured five Halloween-themed movies in different classrooms, and students could choose which classroom they wanted to join. Each room had a limited number of seats to ensure social distancing of six feet, so our numbers were limited, but everyone had a great time!

For the bake sale, staff members baked and donated items to the leadership class. All items had a Halloween theme, and the kids loved sampling the delicious treats their teachers and other staff made. We had eyeball cheesecake, pumpkin patch cupcakes, ghost cookies, and more!



**Spirit Week Themed Days:**

- Monday: PJ Day
- Tuesday: Sports/Jersey Day
- Wednesday: Flannel Day
- Thursday: Disney Day
- Friday: Costume Day

Many kids and staff members joined in the fun of dressing up and wearing a variety of clothing to school this week!

**Staff who participated in Flannel Day, one of the days of our spirit week in October.**



To round out the month, we will have our annual Trunk-or-Treat next week. We will have 18 cars in the BCCS parking lot, all decorated and ready to hand out candy to our students and the community. The cars will be stationed by community partners, school staff, and some of our parent leaders.



In addition to the events for all of our school stakeholders, we played a staff game of GOTCHA during the week of October 18th to build relationships among our staff and boost morale. All but two of our staff members elected to participate. In short, all participants receive an envelope with a sticker and the name of another participant. The goal is to put the sticker on the person's back without them seeing you coming. When you place the sticker, you say "GOTCHA!" and that person is out of the game. Then, the person who was tagged gives the tagger the name on their card, and the tagger has a new person to "get." Participants receive points for all the people they are able to tag. The winner at the end of the week is either the last person remaining or the person who has the most points. I am writing this on Thursday, so we don't know who the winner is yet, but the staff has been very excited about the game, and levels of interaction among staff members has increased significantly this week! Some of our team members have even created memes to celebrate victories and losses. Here is one that was created to celebrate one of our newest staff members, Ms. Veldarde, one of our BIIIs:



**Parent Conferences:**

Last week, we held our third virtual parent conference. Our team would have preferred to meet with parents in person, but we still had concerns about having that many people on campus. We have gotten better and better in our organization of virtual conferences, and parents had the following feedback to offer about this year’s conferences:

**Feedback!**

## Parent Conference Feedback

- ❑ Everything was smooth and was very informative
- ❑ Very organized, appreciates that everyone had a translator
- ❑ Both in person and virtual work, but in-person is better for having personal contact
- ❑ Hybrid may be a good idea; different needs for different families
- ❑ Virtual was better because there was no line and they didn’t have to go from class to class.
- ❑ Virtual conference was very convenient, especially having to juggle several different kids
- ❑ Liked being able to “meet” the teacher virtually; likes to be involved, and this helped her feel more connected.
- ❑ Would like to have more time to speak with each teacher

This feedback was shared yesterday during our monthly Coffee with the Director meetings. We enjoyed discussing conferences with our parents and hearing about their experiences. One parent recommended having a hybrid conference option in which parents could elect to meet virtually or in person, depending on their need. Some parents expressed that while they enjoy coming to campus to meet with the teachers, it is often difficult to figure out their work schedules and care for their other children so they can attend in person. Having the option to meet virtually is appealing to parents because of the convenience of meeting from their home, but still being able to see their child’s teachers for a meaningful conversation. In total, we had approximately 92% attendance, a 1% improvement from last semester!

**Vaccination Clinic:**

On October 22nd, we will host a vaccination clinic for our families and the community. People can get the booster or either their 1st or second dose of the Pfizer vaccine. We have continued to partner with MEND to promote the event and to pass out PPE for our families. Our partner who is providing the clinic is Proyecto del Barrio. We are looking forward to seeing how many members of our community come out to take advantage of this opportunity!

**Teacher Support and Areas of Focus:**

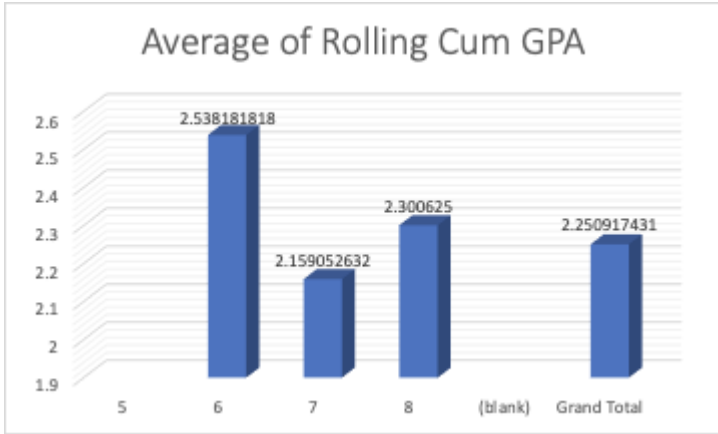
Research shows that instructional support is best accomplished by a team of people rather than just one individual. This year at BCCS, we have 6 people providing support to our teachers so we can meet the needs of our teachers while also pushing the growth we need to see this year. While our goal is for all students to grow, our focus is to see growth for our subgroup populations as well. Our instructional team has split up the teaching staff as follows:

Administration			Teacher Mentors		
K. Myers	Rios	Takeyama	M. Myers	Arreola	Campana
Campana	Arreola (PUC)	Duenas	Walter (PUC)	Pistilli	Contreras
M. Myers	Josselyn (PUC)	Nevins	Mir (CSUN)	Mousavi	Bravo
Villanueva	Luc (PUC)				

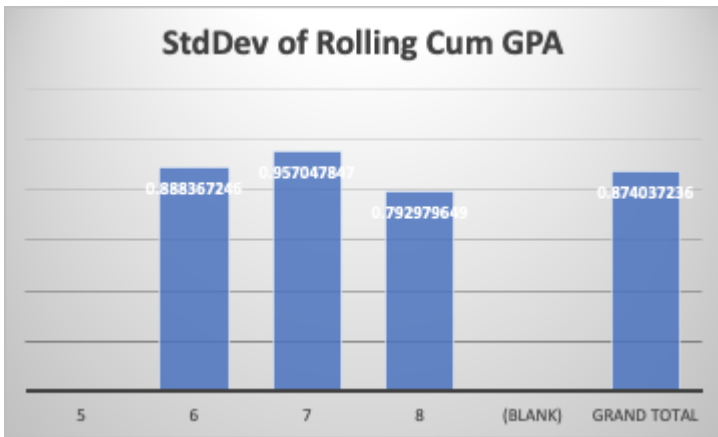
Administrators began the year working with the teachers through shorter observations and feedback meetings, but it is important for us to also develop instructional leaders from our faculty. We selected three of our most experienced and effective teachers to join our instructional team. Each mentor/coach has 2-3 people they are working with. We started at the beginning of October with short visits and observations to get a sense of what was going on in the classrooms. We meet every other week, and one of the major themes that has emerged from our collective observations has been student engagement. As such, we will be working with our mentees using different resources to push engagement in the classrooms. We want our students to be active learners rather than passive learners, so we will be meeting with the teachers to help support their growth in this area. Since not every teacher has the same need, approach, or personality, we will be using the following tools to push our teachers to grow and to monitor student progress throughout the year:

Resource	Intended Purpose
Teacher SOS	Teachers use this document as they analyze data to set goals, groups of students on whom they can focus, strategies they will use, and how they will get support for their plans. (Request document from mentee).
Lesson Plans and Unit Plans	If teachers are struggling with low performance, disengagement, or disruptive behavior, one solution could be to review lesson plans. (Request document from mentee).
<a href="#">TNTP Assignment Rubrics</a>	Use this document to review assignments and to ensure they are engaging, challenging, and grade-appropriate.
<a href="#">GBF Weekly Data Meeting</a>	Use this document to review data: identify successes, but also identify areas of need that must be retaught or addressed in the class. Work with the teacher to make a plan, execute, then reflect.
<a href="#">GREATER Coaching</a>	This is a simple tool to work with teachers to set a goal based on current performance, identify why students are not performing as expected, and come up with an action plan and timeline to address the need.

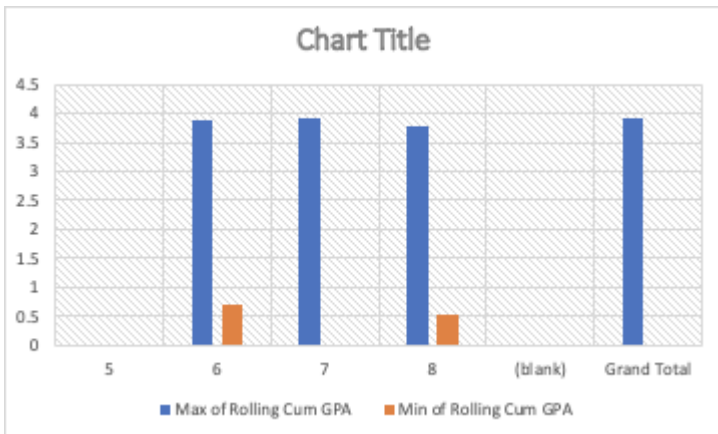
**Academic Data: 10 Week Report Card**



After the fall 10 week reporting period, we analyzed overall mastery at the halfway point in the semester. To study the data, we used GPAs. This provides an overall picture of student mastery and we will use individual course and teacher data to analyze mastery in the future.



From the current analysis, we found that the average GPA of students at BCCS was  $M=2.25$ , which fits in with the standard performance (bell shaped curve). Standard deviation overall was .87, meaning 68.26% of our student population fell in a GPA range between 1.38 and 3.12. Our highest average GPAs occurred in 6th grade ( $M = 2.54$ ). For the school year, our goal is to have students achieve at least a 3.0 GPA or higher, and currently 48 students (approximately 15%) have met that goal. We will continue to push our teachers to engage students to set goals and to work in their classes to meet the 3.0 goal.



**COVID Testing and Safety:**

Our COVID testing has been running more smoothly throughout the year. It has become part of our regular routine, and students are able to test very quickly. Although we have had a few positive cases at our school, there has been **zero** transmission on site, meaning our safety protocols are working. A few weeks ago, a representative from the county office of health came to do a site visit and inspection, and she was very pleased at the protocols and practices we have in place to keep our community safe. We had two recommendations: the first was to increase testing opportunities to twice per week so we can catch people who missed the first day or whose sample was rejected. We have implemented this by scheduling a second test pick-up, allowing people to test several times in the week. The second recommendation was to have all student desks facing forward. However, the DCPH representative agreed that our rooms are too small and do not allow for this without eliminating social distancing practices.



# Coversheet

## Monsenor Oscar Romero Executive Administrator Report

<b>Section:</b>	III. Items Scheduled For Information
<b>Item:</b>	F. Monsenor Oscar Romero Executive Administrator Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	MORCS Executive Update 10_25_2021.pdf

# MORCS Executive Administrator Board Report

10.25.2021



## I. Student Vaccination Data:

Total Enrollment at MORCS	295
12 years old and above count	222 (75.2%)
Fully vaccinated count	119 (53.6% of students 12 and above)
Need to be vaccinated count	72 - 103 (31 students did not respond to survey)

On October 22nd, Clinica Romero hosted a vaccination clinic for our students, families and the community on the MORCS campus. About 25 students received their first dose of the vaccine. Clinica Romero will return in 21 days to administer the second dose.



Our Operations team is making individual phone calls to parents and families in order to ensure that families meet the vaccination deadlines listed below:

<b>COVID Vaccination Policy</b>		<b>Poliza de vacunación COVID</b>	
	Must get <b>first dose</b> before: <b>Debe recibir <u>la primera dosis</u></b> <b>antes:</b>	Must get <b>second dose</b> before: <b>Debe recibir <u>una segunda</u></b> <b>dosis antes:</b>	
<b>Student Athletes, 12 years or older</b> <b>Estudiantes Atletas, 12 años o más</b>	October / Octubre <b>3</b>	October / Octubre <b>31</b>	
<b>ALL students, 12 years or older</b> <b>TODOS los estudiantes, de 12 años o más</b>	November / Noviembre <b>21</b>	December / Diciembre <b>19</b>	
<b>Students who are 11 years or younger</b> <b>Estudiantes que tienen 11 años o menos</b>	30 days after their 12th birthday 30 días después de su cumpleaños número 12	8 weeks after their 12th birthday 8 semanas después de su cumpleaños número 12	

## II. Culture and Climate

MORCS is hosting a variety of clubs, sports, and activities this fall, while maintaining strict COVID-safety protocols.

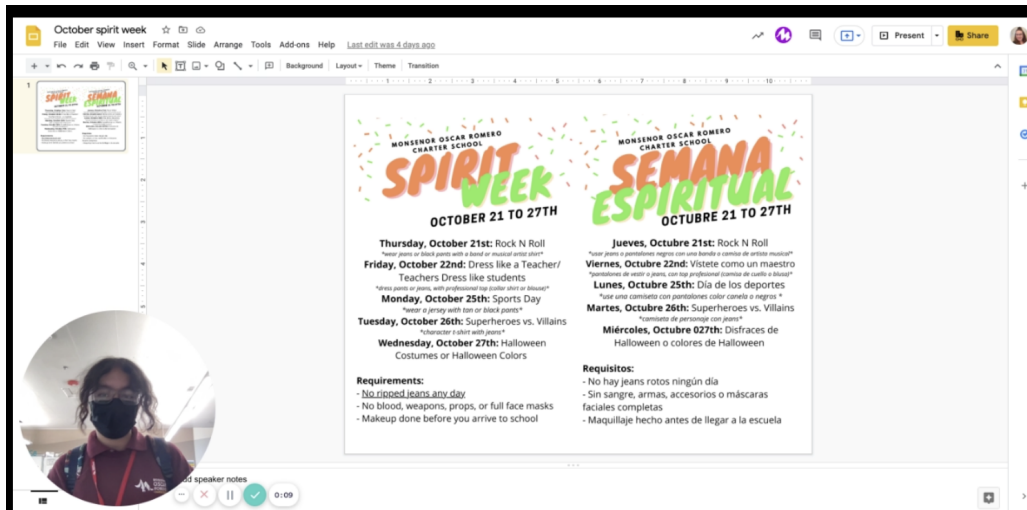
### Cross Country Team

See our team in action below! After 3 cross country meets, 5 of our pumas have received medals for finishing in the top group.



### Spirit Week - October 2021

[Link to Spirit Week Video](#) - Hosted by MORCS Student Leadership



Other fall activities include Volleyball, Chess Club, Drama Club, Music Club, Coding Club, Student Leadership, and a Dia De Los Muertos Celebration scheduled for the first week of November.

### III. Parent Partnership

MORCS Hosted a **Virtual back to school night** on September 23rd. Parents joined us online in order to understand what their child is learning in each class, to meet each of their child’s teachers, and to understand what the learning expectations are in each grade level and classroom.



On October 11, 14 and 15, MORCS hosted **Virtual Parent Conferences** for each student with all of their teachers. Over 90% of MORCS parents were able to join. Parents discussed their child’s academic performance with each of their teachers.

11 <a href="#">(Parent Conferences)</a> 2pm - 7:00pm <b>Minimum Day (p1, 3, 5)</b>	12 <b>COVID Testing 8:15-3:30</b> <a href="#">YPICS Vaping &amp; Electronic Cigarettes Prevention Workshop 5pm (spanish)</a>	13	14 <a href="#">(Parent Conferences)</a> 2pm - 7:00pm <b>Minimum Day (p2, 4, 6)</b>	15 <a href="#">(Parent Conferences)</a> 8am - 7:00pm <b>No classes</b>
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MORCS has also partnered with BCCS in order to provide the following **virtual parent workshops**:

Infinite Campus Training	Sep 3, 2021
Mental Health Workshop	Sep 16, 2021
Mental Health Workshop	Sep 23, 2021
Student COVID Vaccination Expectations	Sep 24, 2021
Student COVID Vaccination Expectations	Sep 28, 2021
Mental Health Workshop	Sep 30, 2021
Mental Health Workshop	Oct 7, 2021
Vaping and Electronic Cigarettes Prevention	Oct 12, 2021
Mental Health Workshop	Oct 21, 2021
Vaping and Electronic Cigarettes Prevention	Oct 22, 2021
Infinite Campus Parent Portal	Oct 26, 2021
Mental Health Workshop	Oct 27, 2021

## IV. Academics Update

### Infinite Campus

Our team has been working hard to input grades into the new SIS. After overcoming challenges with inputting standards and using the new gradebook interface, our team has been recording assignment grades, citizenship grades, and work habit scores. So far the Fall 5 and Fall 10 week grade reporting periods have passed, and we continue to learn more about the system ahead of the 15-week grading period.

### Film Class

Our school continues to partner with the **Youth Cinema Project**, in order to teach students all of the elements of creating a film, including how to write a screenplay, how to operate film equipment, and how to film a compelling story. We have received over \$30,000 worth of equipment, paid for by grants as part of the film program at MORCS!

### ELD Teacher

This year, about 40% of our students are English Language Learners, the highest percentage MORCS has had. We hired an ELD teacher, who is providing direct instruction for our English Learners in reading, writing, speaking, and listening, the four domains of the ELPAC. The ELD teacher also has two additional periods which they use to provide pull out and push in support for students.

### Professional Development

On October 28 and 29, YPICS is training all teachers on Standards Based Grading. Teachers will be engaged in tuning protocols which will allow them to create more effective SBG rubrics that are better calibrated and aligned with the learning activities that students experience in class.

### Coaching

The MORCS Instructional Leadership Team (LIT) has been providing dedicated academic support and coaching to all teachers. This support includes weekly lesson plan reviews and feedback, weekly classroom walkthroughs and feedback, as well as weekly coaching meetings based on student data and teacher observations. The list of mentors / teachers is below:

Administrator Mentors			Teacher Mentors			
Denyale Brown	Freddy Zepeda	Rene Quon	Paul Duran	Jasmin Florentino	Chord Hicks	Juan Carlos Perez
Sara Reiland Dave Rosenberg Chord Hicks	Richard Garcia Tanya Harry Oscar Sarabia Jeny Ortez Jasmin Florentino	Brenda Catarino Delyla Shenavai Vanessa Vargas Paul Duran	Michele Villalobos	Michaela Mencer	Fred Scott	Katie Liechti

# Coversheet

## Bert Corona Charter High School Executive Administrator Report

<b>Section:</b>	III. Items Scheduled For Information
<b>Item:</b>	G. Bert Corona Charter High School Executive Administrator Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	EA Report BCCHS.pdf





EA Report  
Mr. Simonsen  
BCCHS  
October 22, 2021

## **Academics**

Students from BCCHS recently finished leading their own conferences, in conversation with their parents and their advisors. These conversations, known as Student Led Conferences (SLC), equip and empower students to take maximum ownership of their own educational choices and results. It takes them out of the passive, victim role that often characterizes typical Parent-Teacher Conferences, in which the student is a bystander while the teacher and parent talk in terms of superlative academic orientation (“oh she’s just heads and tails above her peers, truly gifted”) or a lack of compliance (“he just won’t listen, and doesn’t turn in his work”). Student Led Conferences place the student in the driver’s seat of the conversation. If the student fails to offer a truthful version of engagement and progress, or is earnestly disoriented as to why they are progressing in a certain manner, the advisor (one of the BCCHS teachers) is there to provide coaching and support so that the student can successfully lead the conversation. Every member of the BCCHS Team, regardless of job title, highly affirms these conferences as the best practice for building the capacity students need to become truly college-ready and independent young adults. I was particularly impressed with the new staff’s ability to learn and participate so quickly, but this success speaks to the inherent resonance that everyone seems to experience through the process; it just feels right and best. 10 week report cards are going out to parents this week.

## **College Readiness**

Max Garcia has been engaged in conversations with multiple members of the YPICS Leadership Team as he creates new strategies for helping BCCHS push through its current college persistence ceiling. He currently has a college trip to local CSUs planned for November, and is enrolling our school in SoCal Can, a support and access network for building resilience, confidence, and capacity in college-going students from low-income families who may not have generations of college experience to draw on. Our current cohort of seniors does not have a Gear Up grant associated with it, and the college application process requires hundreds of hours of individual coaching in order to help each and every applicant from our school successfully apply to all the schools they have identified for themselves. Our hope is to leverage the experience, connections, and resources of those on the YPICS Leadership Team to garner the support Max needs to provide those many hours to all of our qualified seniors.

## **Climate and Culture**

BCCHS just participated in the Great Shake drill that was executed at campuses all over California this week. We have a well crafted strategy for all aspects of responding to a real emergency, including newly updated emergency supplies (October distribution) in every classroom and a revised search and rescue strategy with highly trained staff members. Our most outstanding need is to make sure that all staff have been retrained in CPR/First Aid. Many of our team members are out of date on these trainings, and we are working on a vendor to provide them during our Monday PD meetings.

WE ARE THRILLED to see the return of athletics to campus. Our girls volleyball team has been playing a number of charter schools from the SF Valley, and our new basketball coach (community volunteer) has been aggressively recruiting and training a boys basketball team. Our new PE teacher, volleyball coach, and Athletic Director, Stuart Cowie, is a former semi-pro soccer player and youth club champion golfer from Scotland. His passion for sport and training youth is a spectacular fit for our students, and although we have not won every volleyball match, our students are improving in their skill sets with every practice.

A new addition to the CIF sports scene, E-Sports, is also now a part of the BCCHS sports profile. Rick Benavides, an experienced E-Sports coach, has taken on this endeavor (in addition to being an outstanding new Visual and Media Arts instructor... he has turned the VMA space into a legitimate design and fabrication facility).

This week we will launch the new BCCHS Knights Swag Store online, a storefront provided by Squadlocker.com, so all Knights students, staff, and families can shop for new BCCHS merchandise and wear it with pride. The merchandise will ship directly to the address provided by the customer, so the school is not involved financially in the transactions. The merchandise looks amazing online, so we're hoping it looks just as good walking around campus on our team.

## **Operations**

Covid testing has been smooth as of late, with a significant increase in the support provided by the testing agency. Things changed dramatically in September when a whole crew of nurses and assistants started showing up on campus on Wednesday mornings. BCCHS has had very few positive tests since the first few weeks of school, and none in October. One thing we have noticed is an annoying tendency for saliva tests to be rejected due to viscosity or food contamination, and we've discussed asking the company for a more significant nasal swab test effort. We have to spend significant money on short-response tests that we administer in the office to students who have rejected tests from FlowHealth.

Infinite Campus is proving to be a much more significant challenge to YPICS than we anticipated in the spring. BCCHS teachers are continuing to require significant support in order to complete routine tasks, and our ops team is regularly identifying tasks for which they do not have either protocols or permissions. The customer support approach of the Infinite Campus team is, in my opinion, creating a bottleneck of requests and a diminished capacity for the staff to learn the new SIS. Illuminate was a phone call away any time we needed them. Our staff is constantly having to wait on a response via a complicated "case" system, or hunting and pecking through knowledge base articles to figure things out. I think we need a new approach to customer support in order for our org to implement this new system effectively.





# Coversheet

## Executive Director's Report

**Section:** III. Items Scheduled For Information  
**Item:** I. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Executive Director Report October 2021.pdf



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

**October 25, 2021**

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

### **National:**

*U.S. Food and Drug Administration  
October 1, 2021*

The U.S. Food and Drug Administration is announcing two upcoming meetings of its Vaccines and Related Biological Products Advisory Committee (VRBPAC) to discuss newly available data for the currently available COVID-19 vaccines.

### **VRBPAC Meeting on Janssen and Moderna COVID-19 Vaccine Boosters**

On Oct. 14 and 15, the advisory committee will meet to discuss the use of booster doses of the Moderna COVID-19 Vaccine and the Janssen COVID-19 Vaccine. Both vaccines are currently authorized for emergency use to prevent COVID-19 in individuals 18 years of age and older. The committee will also hear presentations and discuss the available data on the use of a booster of a different vaccine than the one used for the primary series of an authorized or approved COVID-19 vaccine (heterologous or “mix and match” booster).

“Vaccines are one of the most important interventions for bringing an end to the ongoing pandemic. It’s critical that as many eligible individuals as possible get vaccinated as soon as possible. Once vaccinated, we want to ensure that individuals continue to be protected against the adverse effects of COVID-19. The available data make clear that protection against symptomatic COVID-19 in certain populations begins to decrease over time, so it’s important to evaluate the information on the use of booster doses in various populations,” said Peter Marks, M.D., Ph.D., director of the FDA’s Center for Biologics Evaluation and Research.

On Oct. 14, the committee will discuss an amendment to the emergency use authorization of the [Moderna COVID-19 Vaccine](#) for the administration of a booster dose, in individuals 18 years of age and older.

On Oct. 15, the VRBPAC will discuss amending the emergency use authorization of Johnson and Johnson's [Janssen COVID-19 Vaccine](#) for the administration of a booster dose, in individuals 18 years of age and older.

Additionally, on Oct. 15, the committee will hear a presentation from the National Institute of Health's National Institute of Allergy and Infectious Diseases on the heterologous use of booster doses following the primary series of the three currently authorized or approved COVID-19 vaccines.

During the meeting, the committee will hear presentations from the companies on the data for their respective vaccines. The FDA will also present its own analyses of each of the manufacturers' data. There will be an open public hearing each day during which the public will be given an opportunity to provide comments.

### **VRBPAC Meeting on Pfizer Data on Its COVID-19 Vaccine for Children 5-11**

The FDA anticipates receiving a request from Pfizer to amend its emergency use authorization to allow the use of its COVID-19 vaccine in children 5 through 11 years of age. In anticipation of the request, the FDA is moving forward with scheduling an advisory committee meeting on Oct. 26 to inform the agency's decision-making.

"We know from our vast experience with other pediatric vaccines that children are not small adults, and we will conduct a comprehensive evaluation of clinical trial data submitted in support of the safety and effectiveness of the vaccine used in a younger pediatric population, which may need a different dosage or formulation from that used in an older pediatric population or adults," said Acting FDA Commissioner Janet Woodcock, M.D.

### **State:**

### *CCSA Capitol Update - Legislative Update October 15, 2021*

October 10 was the deadline for Governor Newsom to sign or veto legislation. Below is a comprehensive update on all legislation CCSA was watching on the Governor's desk. CCSA will be holding a webinar on November 4 to summarize Governor Newsom's final actions and more, [you can register here](#), more information below.

[AB 101 \(Medina\)](#) Ethnic Studies Graduation Requirement – This bill was signed by Governor Newsom. AB 101 would require all schools, including charter schools, to offer an ethnic studies course by the 2025-26 school year and to have an ethnic studies graduation requirement by the 2029-30 school year. CCSA was successful this year in removing a broader amendment that would have required charter schools to follow all graduation requirements.

[AB 167 \(Budget\)](#) Clean-up Education Trailer Bill - This bill was signed by Governor Newsom. In addition to broad clean-up of AB 130, the original Education Trailer Bill, this bill contains charter protective language that excludes Independent Study ADA due to COVID-related closures and quarantines from the threshold to trigger a nonclassroom-based charter school funding determination. Unlike last years' exemption, this provision only exempts independent study ADA

from the threshold if it is due to a public health closure or quarantine. Since AB 167 is an urgency measure, it took effect immediately. [You can find CCSA's summary of the Independent Study changes contained in the bill here.](#)

[AB 361 \(Rivas, Robert\)](#) Brown Act Emergency Teleconferencing Extension – This bill was signed by Governor Newsom. AB 361 extends the COVID-19 teleconference requirements for meetings under the Brown Act until January 1, 2024 during states of emergency based on governing board findings, and incorporates into law the increased flexibility for charter school boards during the pandemic. AB 361 is also an urgency bill, and as such, is already in effect. You can find guidance from the bill's sponsors, the California Special District's Association, [on AB 361 here](#), and a [sample resolution to implement the provisions of AB 361 here](#). As always, please check with your legal counsel before implementing these provisions.

[AB 599 \(Jones-Sawyer\)](#) Williams Act Expansion – This bill was signed by Governor Newsom. AB 599 will revise and recast the provisions of the Williams Act to require the list of schools that must be inspected per the Williams Act be revised in 2021-22, again in 2022-23, and then revised every three fiscal years thereafter. In effect, this makes the Williams Act a permanent part of the CA Education Code and may subject school districts and charter schools to Williams inspections if they become part of the revised lists.

[AB 824 \(Bennett\)](#) Petition Process to Add Student Board Members – This bill was signed by Governor Newsom. AB 824 requires County Offices of Education (COE) and charter schools to allow high school students that are part of their student body to petition the board to add a non-voting student member to the COE or charter school board. CCSA was successful in ensuring a letter was filed by the bill's author to the journal specifying that the requirements of AB 824 would not constitute a material revision. To be clear, AB 824 is not a student board member mandate nor require a non-voting student board member be immediately added to the governing board. It requires the student body to petition the board to add a non-voting student member.

[AB 1055 \(Ramos\)](#) Tribal Foster Youth – This bill was signed by Governor Newsom. CCSA supported AB 1055 as it revises the definition of foster youth to ensure that tribal foster youth, including those subject to a voluntary placement agreement or who are dependents of a court of an Indian Tribe, are considered foster youth for purposes of the Local Control Funding Formula (LCFF). This was a technical issue with LCFF that excluded such students, and resulted in no additional supplemental funding despite clearly being foster youth. We are glad to see this bill signed and this issue fixed.

[SB 224 \(Portantino\)](#) Mental Health Education Mandate – This bill was signed by Governor Newsom. SB 224 would require all schools, including charter schools, that offer courses in health education in middle or high school to include instruction in mental health based on the required elements specified in the bill.

*CCSA Capitol Update*  
*Updated FAQs for CDPH K-12 Schools Guidance 2021-2022*  
October 14, 2021

On November 14<sup>th</sup>, the Safe Schools for All Team made revisions and additions to the California Department Public Health [K-12 Schools Guidance 2021-2022 Questions & Answers](#), as follows:

- FAQ #10 provides updated recommendations regarding testing during quarantine;
- FAQ #13 provides updated recommendations for a targeted approach to school-based contact tracing; and
- FAQ #20 provides considerations when hosting dances and assemblies.

The [CDPH K-12 Schools Guidance](#) was also updated to explicitly refer and link to the FAQ website within Section #8 on Quarantine recommendations. [You can find the updated guidance here.](#)

**District:**

**LAUSD COVID 19 Vaccine Requirement**

LAUSD modified their vaccine requirement to allow employees with one vaccine by October 15, 2021 to continue to report to work, and not be subject to separation from District service as long as they receive the 2nd dose by November 15, 2021. The District will place employees without proof of vaccine on paid leave until October 31, 2021.

LAUSD is requiring all employees and adults who provide services on District property to be vaccinated against COVID-19 and receive their 1st dose of the Moderna or Pfizer vaccine or their single dose of the Johnson & Johnson vaccine by October 15, 2021, and as applicable, receive their 2nd dose of the Moderna or Pfizer vaccine by November 15, 2021. These dates are summarized in the chart below.

Vaccine	1 <sup>st</sup> Dose	2 <sup>nd</sup> Dose
Pfizer	<i>No later than October 15, 2021</i>	<i>No later than November 15, 2021</i>
Moderna	<i>No later than October 15, 2021</i>	<i>No later than November 15, 2021</i>
Johnson & Johnson	<i>No later than October 15, 2021</i>	N/A

All YPICS employees and adults working on YPICS facilities are in compliance with the YPICS and LAUSD policies.

**YPICS:**

The YPICS Executive Team spent the past two months working on a YPICS Teacher Effectiveness Rubric. The Rubric is now being shared with teachers to obtain their feedback as we continue to work towards excellence for students and instructional leaders.

Executive Director King-Berg and Chief Operations Officer Duenas have been conducting



monthly site visits to support instruction in the classroom School Climate and Culture, and to continue to improve on overall operational procedures.

# Coversheet

## Consent Items

**Section:** IV. Consent Agenda Items

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

Board Brief Recommendation to Approve November 2021 YPICS Virtual Board Meeting .pdf



## YPI CHARTER SCHOOLS

October 25, 2021

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

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

**SUBJECT: Recommendation to approve November 2021 YPICS Virtual Board Meeting**

### BACKGROUND

While California's Ralph M. Brown Act has been amended to allow fully virtual board meetings during a state of emergency after the Governor signed Assembly Bill 361 into law on September 16, 2021. The new law comes as local public agencies were preparing for the expiration of Executive Orders that currently allow virtual board meetings. AB 361 goes into effect immediately, and it amends Section 54953 of the Brown Act to allow virtual board meetings through January 1, 2024 in any of the following circumstances:

1. The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.
2. The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.
3. The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

These circumstances allow agencies to hold entirely virtual board meetings during the current pandemic, while California is in a proclaimed state of emergency. The previous teleconference rules under the Brown Act also remain in place, but are not as flexible.

If a board meeting is held virtually under the new provisions of AB 361, the agenda must still be posted under the appropriate timelines: 72 hours in advance for a regular board meeting, and 24 hours in advance for a special board meeting. The agenda must include the meeting link or dial-in, so that members of the public may

*YPICS Agenda – 10/25/21*

access the meeting. Members of the public must be allowed to address the board in real-time during the meeting. Boards can no longer require public comments to be submitted in advance. When boards use agenda items with timed public comment periods, they must allow those time limits to expire before closing public comment. When boards take public comment separately on each agenda item, they must allow a reasonable amount of time per agenda item.

AB 361 also has special provisions for technical glitches. In the event the meeting broadcast is disrupted, or if a technical issue on the agency's end disrupts public comment, the board cannot take any further action on the agenda until the technical issue is resolved.

Most significantly, in order to continue to hold virtual meetings when a state of emergency remains active, the board must make findings every 30 days that 1) the board has reconsidered the circumstances of the state of emergency and 2) the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.

As of now, the current Executive Orders that allow fully virtual board meetings are slated to remain in effect until September 30, 2021. This gives public agencies about two weeks to prepare for virtual meetings under AB 361.

### **ANALYSIS**

- 1) the YPICS board has reconsidered the circumstances of the state of emergency and
- 2) the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve to conduct the November 15, 2021 Board meeting virtually.

# Coversheet

## YPICS September 2021 Financials

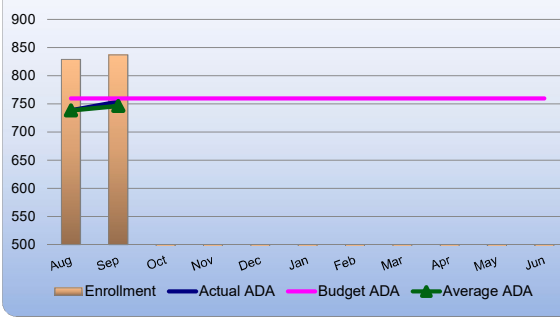
**Section:** V. Items Scheduled For Action  
**Item:** A. YPICS September 2021 Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 21-22 YPICS Financials Board Packet 21.09.pdf

# YPI CHARTER SCHOOLS - Financial Dashboard (September 2021)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

PPP Loan has been forgiven by SBA in full. The following amounts have been transferred from Central Admin to schools:

BCCS - \$614,605  
 MORCS - \$598,644  
 BCHS - \$314,251

Cash on hand at June 30, 2021 is forecasted to be \$6.9M which represents 42.7% of total expenses.

## 3 Average Daily Attendance Analysis

Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	837	793	793	0	0	704
ADA %	89.6%	94.0%	94.0%	0.0%	#DIV/0!	95.0%
Average ADA	746.29	756.24	759.80	(3.56)	0.00	668.80

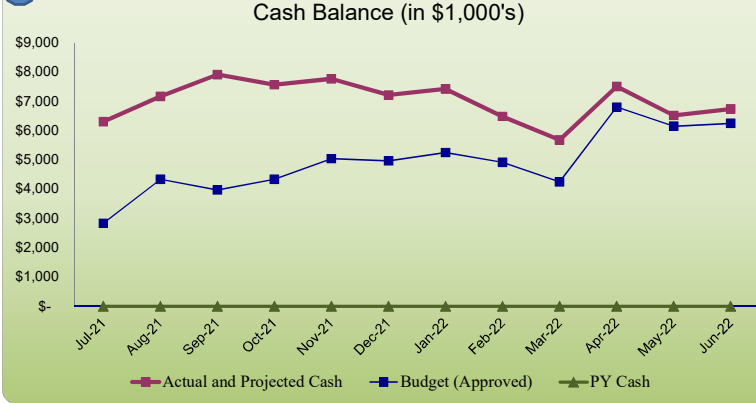
## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	88.0%	88.0%	0.0%	91.9%
3-Year Average %	89.9%	89.9%	0.0%	89.1%
District UPP C. Grant Cap	85.1%	85.1%	-0.0%	85.1%

## 5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 09/30/21	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	9,168,904	8,911,034	257,869	9,214,135	(45,231)	1,296,547	1,290,999	5,548	9,729,105	9,678,468
Federal Revenue	3,983,600	4,481,227	(497,627)	4,428,341	(444,741)	159,791	61,323	98,468	3,574,745	2,456,659
State Revenue	1,419,222	1,368,656	50,566	1,372,953	46,269	-	-	0	700,580	640,244
Other Local Revenue	2,330,545	558,426	1,772,119	779,436	1,551,109	1,860,929	158,045	1,702,884	672,847	710,870
Grants/Fundraising	88,223	-	88,223	54,605	33,618	88,223	-	88,223	22,402	63,155
<b>TOTAL REVENUE</b>	<b>16,990,494</b>	<b>15,319,344</b>	<b>1,671,150</b>	<b>15,849,470</b>	<b>1,141,023</b>	<b>3,405,490</b>	<b>1,510,367</b>	<b>1,895,123</b>	<b>14,699,678</b>	<b>13,549,396</b>
Total per ADA	22,467	20,162	2,305	20,958	1,509				21,979	15,389
w/o Grants/Fundraising	22,350	20,162	2,188	20,886	1,464				21,946	15,317
Certificated Salaries	4,627,119	4,483,834	(143,285)	4,471,980	(155,139)	921,414	938,134	16,720	3,929,911	3,675,713
Classified Salaries	2,029,544	1,928,374	(101,170)	2,011,572	(17,972)	444,677	393,754	(50,923)	1,721,444	2,151,200
Benefits	2,153,072	2,113,860	(39,212)	2,102,458	(50,614)	596,005	498,045	(97,959)	1,764,328	1,819,970
Student Supplies	1,398,700	1,167,552	(231,148)	1,111,573	(287,126)	332,136	539,483	207,347	1,177,030	1,131,811
Operating Expenses	5,692,428	5,267,593	(424,835)	5,402,711	(289,717)	901,653	1,327,902	426,249	4,872,782	4,329,654
Other	1,107,804	1,130,328	22,524	1,122,631	14,827	266,237	291,208	24,971	1,308,038	1,229,834
<b>TOTAL EXPENSES</b>	<b>17,008,667</b>	<b>16,091,541</b>	<b>(917,125)</b>	<b>16,222,925</b>	<b>(785,741)</b>	<b>3,462,123</b>	<b>3,988,527</b>	<b>526,404</b>	<b>14,773,534</b>	<b>14,338,181</b>
Total per ADA	22,491	21,179	(1,312)	21,452	1,039				22,090	16,285
<b>NET INCOME / (LOSS)</b>	<b>(18,173)</b>	<b>(772,198)</b>	<b>754,024</b>	<b>(373,455)</b>	<b>355,282</b>	<b>(56,633)</b>	<b>(2,478,160)</b>	<b>2,396,556</b>	<b>(73,856)</b>	<b>(788,786)</b>
<b>OPERATING INCOME</b>	<b>950,036</b>	<b>203,454</b>	<b>746,582</b>	<b>594,499</b>	<b>355,537</b>	<b>187,051</b>	<b>(2,225,981)</b>	<b>2,413,032</b>	<b>1,068,220</b>	<b>363,965</b>
<b>EBITDA</b>	<b>1,089,631</b>	<b>358,131</b>	<b>731,500</b>	<b>749,176</b>	<b>340,455</b>	<b>209,604</b>	<b>(2,186,952)</b>	<b>2,396,556</b>	<b>1,234,183</b>	<b>441,048</b>

## 6 Cash Balance (in \$1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
6,741,998	6,248,328	493,670

## 7 Balance Sheet

Balance Sheet	6/30/2021	8/31/2021	9/30/2021	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	6,561,532	7,166,199	7,914,720	6,741,998
Cash, Restricted	0	0	0	0
Accounts Receivable	4,014,173	2,048,746	816,343	2,130,494
Due From Others	115,362	6,597	6,597	6,597
Other Assets	208,509	64,247	74,576	337,740
Net Fixed Assets	27,913,430	27,765,003	27,686,544	26,962,019
<b>Total Assets</b>	<b>38,813,006</b>	<b>37,050,793</b>	<b>36,498,780</b>	<b>36,178,847</b>
<b>Liabilities</b>				
A/P & Payroll	2,452,366	1,732,675	1,819,322	1,644,707
Due to Others	473,102	381,041	380,050	386,720
Deferred Revenue	881,492	879,003	879,003	879,003
Total Debt	9,054,588	7,527,088	7,525,289	7,334,841
<b>Total Liabilities</b>	<b>12,861,547</b>	<b>10,519,807</b>	<b>10,603,664</b>	<b>10,245,271</b>
<b>Equity</b>				
Beginning Fund Bal.	26,025,315	25,951,459	25,951,459	25,951,459
Net Income/(Loss)	(73,856)	579,237	(56,633)	(18,173)
Total Equity	25,951,459	26,530,696	25,894,826	25,933,286
<b>Total Liabilities &amp; Equity</b>	<b>38,813,007</b>	<b>37,050,503</b>	<b>36,498,490</b>	<b>36,178,558</b>
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	176	171	180	153
Cash Reserve %	48.1%	47.0%	49.3%	42.0%





**1 Key Performance Indicators**

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

**KEY POINTS**

Month 2 ADA is 304.26 or 89.4% with ending enrollment of 344 students. Future months enrollment is forecasted at 330 students with ADA of 94%.

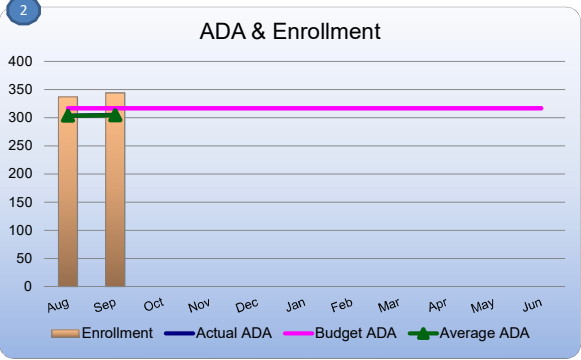
Net Income is forecasted to be \$124K, \$116K better than budgeted.

Revenue is projected to be higher than budgeted by \$573K primarily due to PPP Revenue.

Expense is projected to be higher than budget by \$457K.

- Salaries \$143K
- Nutrition Expense \$246K
- Vendor Repairs \$100K

Cash on hand at June 30, 2021 is forecasted to be \$2.9M which represents 37.2% of total expenses.



**3 Average Daily Attendance Analysis**

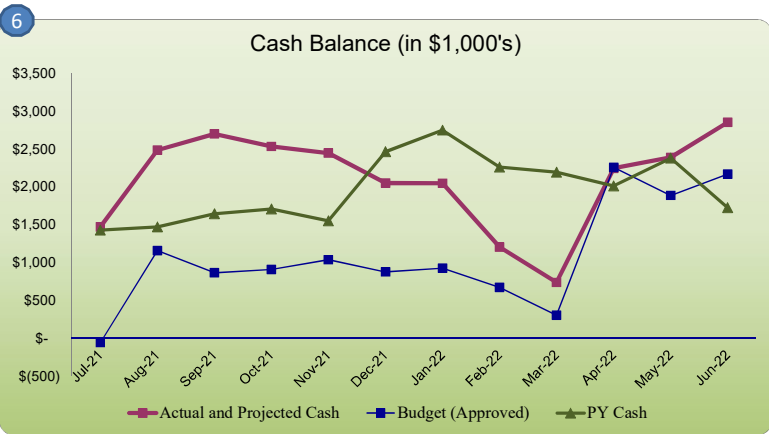
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	344	330	330	0	330	371
ADA %	89.4%	94.0%	96.0%	-2.0%	96.0%	96.0%
Average ADA	304.26	313.49	316.80	(3.31)	316.80	356.16

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	84.8%	84.8%	0.0%	88.8%
3-Year Average %	84.9%	84.9%	0.0%	83.5%
District UPP C. Grant Cap	85.1%	85.2%	0.1%	85.2%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 09/30/21	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	3,583,144	3,502,671	80,473	3,621,812	(38,668)	483,509	487,202	(3,693)	3,693,874	3,683,607
Federal Revenue	2,794,971	3,039,984	(245,013)	2,992,466	(197,495)	108,624	24,752	83,872	2,386,358	1,752,401
State Revenue	619,801	578,073	41,728	587,260	32,541	-	-	0	384,903	376,784
Other Local Revenue	882,493	218,244	664,249	247,022	635,471	688,699	63,793	624,905	283,291	272,418
Grants/Fundraising	31,650	-	31,650	-	31,650	31,650	-	31,650	15,000	36,500
<b>TOTAL REVENUE</b>	<b>7,912,060</b>	<b>7,338,972</b>	<b>573,088</b>	<b>7,448,560</b>	<b>463,499</b>	<b>1,312,482</b>	<b>575,747</b>	<b>736,734</b>	<b>6,763,426</b>	<b>6,121,710</b>
Total per ADA	25,239	23,166	2,073	23,760	1,479	-	-	-	18,990	17,280
w/o Grants/Fundraising	25,138	23,166	1,972	23,760	1,378	-	-	-	18,948	17,177
Certificated Salaries	1,498,252	1,448,481	(49,772)	1,432,645	(65,607)	294,736	312,491	17,754	1,399,355	1,248,899
Classified Salaries	750,170	656,994	(93,177)	701,219	(48,952)	147,398	110,162	(37,236)	581,292	964,766
Benefits	686,228	698,283	12,054	640,724	(45,504)	179,971	163,674	(16,297)	608,949	680,531
Student Supplies	688,562	485,400	(203,162)	444,476	(244,086)	148,965	269,719	120,754	478,901	518,477
Operating Expenses	4,063,456	3,932,114	(131,342)	3,973,057	(90,399)	493,829	990,177	496,348	3,423,537	2,787,938
Other	101,156	109,452	8,296	101,210	54	26,023	34,319	8,296	265,986	267,045
<b>TOTAL EXPENSES</b>	<b>7,787,824</b>	<b>7,330,723</b>	<b>(457,102)</b>	<b>7,293,330</b>	<b>(494,495)</b>	<b>1,290,923</b>	<b>1,880,542</b>	<b>589,619</b>	<b>6,758,019</b>	<b>6,467,657</b>
Total per ADA	24,842	23,140	(1,702)	23,265	1,577	-	-	-	18,975	18,256
<b>NET INCOME / (LOSS)</b>	<b>124,235</b>	<b>8,250</b>	<b>115,986</b>	<b>155,231</b>	<b>(30,995)</b>	<b>21,559</b>	<b>(1,304,794)</b>	<b>1,318,057</b>	<b>5,408</b>	<b>(345,947)</b>
<b>OPERATING INCOME</b>	<b>225,391</b>	<b>117,701</b>	<b>107,690</b>	<b>256,440</b>	<b>(31,049)</b>	<b>47,582</b>	<b>(1,270,475)</b>	<b>1,318,057</b>	<b>271,394</b>	<b>(84,586)</b>
<b>EBITDA</b>	<b>225,391</b>	<b>117,701</b>	<b>107,690</b>	<b>256,440</b>	<b>(31,049)</b>	<b>47,582</b>	<b>(1,270,475)</b>	<b>1,318,057</b>	<b>271,394</b>	<b>(78,902)</b>



**Year-End Cash Balance**

Projected	Budget	Variance
2,857,580	2,171,756	685,824

**7 Balance Sheet**

Balance Sheet	6/30/2021	8/31/2021	9/30/2021	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	1,729,523	2,490,355	2,705,723	2,857,580
Cash, Restricted	0	0	0	0
Accounts Receivable	2,212,545	1,118,744	704,382	1,192,454
Due From Others	3,892	6,126	6,126	6,126
Other Assets	70,843	18,823	20,806	127,072
Net Fixed Assets	304,397	286,783	278,374	203,242
<b>Total Assets</b>	<b>4,321,200</b>	<b>3,920,831</b>	<b>3,715,411</b>	<b>4,386,474</b>
<b>Liabilities</b>				
A/P & Payroll	1,194,099	513,178	557,610	1,127,240
Due to Others	38,963	51,585	50,594	49,349
Deferred Revenue	293,503	291,014	291,014	291,014
Total Debt	0	0	0	0
<b>Total Liabilities</b>	<b>1,526,565</b>	<b>855,777</b>	<b>899,218</b>	<b>1,467,604</b>
<b>Equity</b>				
Beginning Fund Bal.	2,789,227	2,794,635	2,794,635	2,794,635
Net Income/(Loss)	5,408	270,419	21,559	124,235
<b>Total Equity</b>	<b>2,794,635</b>	<b>3,065,054</b>	<b>2,816,194</b>	<b>2,918,870</b>
<b>Total Liabilities &amp; Equity</b>	<b>4,321,200</b>	<b>3,920,831</b>	<b>3,715,411</b>	<b>4,386,474</b>
Days Cash on Hand	97	126	128	136
Cash Reserve %	26.6%	34.6%	35.2%	37.2%





## BERT CORONA CHARTER SCHOOL

### Financial Analysis

### September 2021

#### Net Income

Bert Corona Charter School is projected to achieve a net income of \$124K in FY21-22 compared to \$8K in the board approved budget. Reasons for this positive \$116K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of September 30, 2021, the school's cash balance was \$2.71M. By June 30, 2022, the school's cash balance is projected to be \$2.86M, which represents a 37% reserve.

As of September 30, 2021, the Accounts Receivable balance was \$704K, down from \$1.1M in the previous month, due to the receipt of revenue earned in FY20-21.

As of September 30, 2021, the Accounts Payable balance, including payroll liabilities, totaled \$558K, compared to \$513K in the prior month.

As of September 30, 2021, BCCS had a zero debt.

#### Income Statement

##### *Revenue*

Total revenue for FY21-22 is projected to be \$7.91M, which is \$573K or 7.8% over budgeted revenue of \$7.34M.

**Child Nutrition Federal Revenue** – is projected to be above budget by \$243K due to higher participation rates for the Nutrition Program. This higher revenue is offset by higher nutrition costs

**Other Federal Revenue** - is projected to be under budget by \$485K due to moving ESSER II and III funds into the future years.

**Other Local Revenue** - is projected to be over budget by \$615K due to forgiveness of PPP Loan.

##### *Expenses*

Total expenses for FY21-22 are projected to be \$7.79M, which is \$457K or 6.2% over budgeted expenditures of \$7.33M.

**Certificated Salaries** are projected to be higher than budget by \$50K

**Classified Salaries** are projected to be higher than budget by \$93K

**Nutrition Program Food Supplies** are projected to be higher than budget by \$246K due to higher participation rates for the nutrition program

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



**Vendor Repairs** are projected to be higher than budget by \$100K

**Depreciation Expense** is projected to be higher than budget by \$30K

### **ADA**

Budgeted average ADA for FY21-22 is 316.80 based on an enrollment of 330 and a 96.0% attendance rate.

The forecast assumes an ADA of 313.49 based on an enrollment of 330 and a 94.0% attendance rate.

In Month 2, ADA was 305.21 with 344 students enrolled at the end of the month and a 88.7% ADA rate.

Average ADA for the year (through Month 2) is 304.26 (a 89.4% ADA rate for the year to date).

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

**1 Key Performance Indicators**

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

**KEY POINTS**

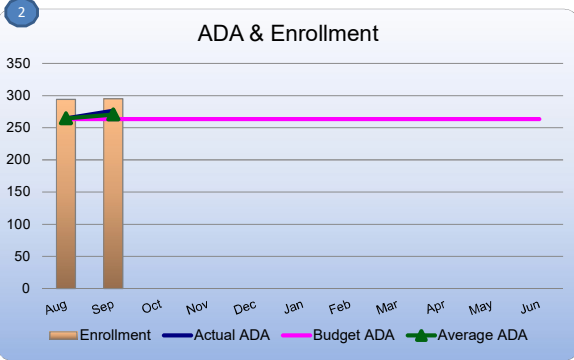
ADA through Month 2 is 270.45 or 91.8% with ending enrollment of 295 students. Future months enrollment is forecasted at 273 students with ADA of 95%.

Operating Income is forecasted to be \$635K, \$599K better than budgeted.

Revenue is projected to be higher than budgeted by \$703K primarily due to PPP Revenue.

Expense is projected to be higher than budget by \$105K.

Cash on hand at June 30, 2021 is forecasted to be \$3.4M which represents 72.7% of total expenses.



**3 Average Daily Attendance Analysis**

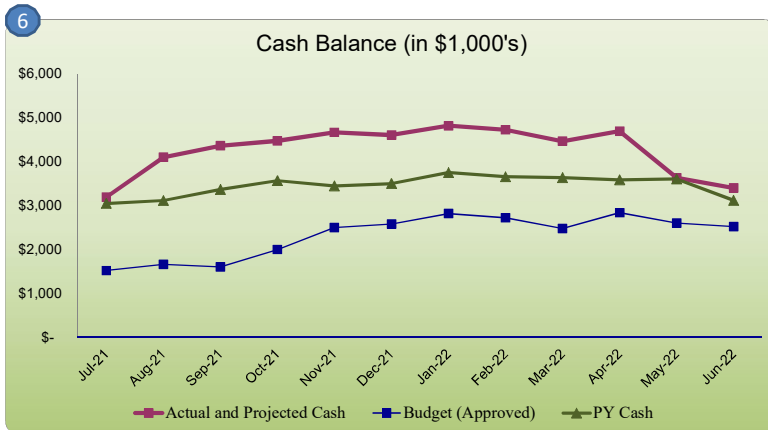
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	295	273	273	0	273	353
ADA %	91.8%	95.0%	96.5%	-1.5%	96.5%	97.0%
Average ADA	270.45	265.30	263.45	1.85	263.45	345.07

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	93.4%	93.4%	0.0%	94.7%
3-Year Average %	94.7%	94.7%	0.0%	95.5%
District UPP C. Grant Cap	85.1%	85.2%	0.1%	85.2%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 09/30/21	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	3,077,988	2,953,744	124,245	3,054,874	23,115	481,048	477,314	3,734	3,728,522	3,696,024
Federal Revenue	873,992	952,585	(78,593)	942,738	(68,746)	29,680	23,982	5,698	724,116	497,807
State Revenue	515,951	510,992	4,959	501,272	14,679	-	-	0	238,219	207,888
Other Local Revenue	814,448	196,491	617,958	214,404	600,044	660,476	61,807	598,670	240,624	287,391
Grants/Fundraising	34,150	-	34,150	34,150	0	34,150	-	34,150	7,402	13,453
<b>TOTAL REVENUE</b>	<b>5,316,530</b>	<b>4,613,811</b>	<b>702,719</b>	<b>4,747,438</b>	<b>569,092</b>	<b>1,205,354</b>	<b>563,102</b>	<b>642,252</b>	<b>4,938,883</b>	<b>4,702,564</b>
Total per ADA	20,040	17,513	2,527	17,895	2,145				14,313	13,628
w/o Grants/Fundraising	19,911	17,513	2,398	17,766	2,145				14,291	13,589
Certificated Salaries	1,434,453	1,428,371	(6,082)	1,434,365	(88)	295,712	290,297	(5,415)	1,286,989	1,217,447
Classified Salaries	486,633	478,390	(8,243)	491,594	4,961	105,124	96,881	(8,243)	470,594	526,357
Benefits	603,898	575,950	(27,948)	558,655	(45,243)	154,491	132,761	(21,730)	526,661	564,446
Student Supplies	519,943	500,606	(19,337)	480,438	(39,505)	128,458	197,994	69,536	496,892	419,672
Operating Expenses	1,482,027	1,439,683	(42,345)	1,484,948	2,921	329,511	365,995	36,485	1,378,155	1,512,858
Other	974,359	972,994	(1,365)	974,085	(274)	242,958	244,040	1,082	972,513	888,494
<b>TOTAL EXPENSES</b>	<b>5,501,314</b>	<b>5,395,994</b>	<b>(105,319)</b>	<b>5,424,086</b>	<b>(77,228)</b>	<b>1,256,254</b>	<b>1,327,969</b>	<b>71,715</b>	<b>5,131,804</b>	<b>5,129,275</b>
Total per ADA	20,736	20,482	(254)	20,445	291				14,872	14,864
<b>NET INCOME / (LOSS)</b>	<b>(184,784)</b>	<b>(782,183)</b>	<b>597,399</b>	<b>(676,648)</b>	<b>491,864</b>	<b>(50,900)</b>	<b>(764,866)</b>	<b>712,885</b>	<b>(192,920)</b>	<b>(426,711)</b>
<b>OPERATING INCOME</b>	<b>634,899</b>	<b>36,135</b>	<b>598,764</b>	<b>142,760</b>	<b>492,139</b>	<b>154,423</b>	<b>(559,855)</b>	<b>714,278</b>	<b>626,451</b>	<b>392,763</b>
<b>EBITDA</b>	<b>789,575</b>	<b>190,811</b>	<b>598,764</b>	<b>297,437</b>	<b>492,139</b>	<b>192,059</b>	<b>(520,826)</b>	<b>712,885</b>	<b>779,592</b>	<b>461,783</b>



**Year-End Cash Balance**

Projected	Budget	Variance
3,401,349	2,520,383	880,966

**7 Balance Sheet**

Balance Sheet	6/30/2021	8/31/2021	9/30/2021	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	3,116,608	4,101,213	4,362,552	3,401,349
Cash, Restricted	0	0	0	0
Accounts Receivable	1,097,287	532,499	88,688	593,862
Due From Others	111,237	237	237	237
Other Assets	62,066	16,433	17,795	115,029
Net Fixed Assets	27,474,708	27,352,237	27,283,771	26,669,412
<b>Total Assets</b>	<b>31,861,906</b>	<b>32,002,620</b>	<b>31,753,043</b>	<b>30,779,889</b>
<b>Liabilities</b>				
A/P & Payroll	925,173	870,242	862,567	205,831
Due to Others	323,014	329,455	329,455	337,369
Deferred Revenue	423,558	423,558	423,558	423,558
Total Debt	7,527,088	7,527,088	7,525,289	7,334,842
<b>Total Liabilities</b>	<b>9,198,833</b>	<b>9,150,343</b>	<b>9,140,870</b>	<b>8,301,599</b>
<b>Equity</b>				
Beginning Fund Bal.	22,855,993	22,663,073	22,663,073	22,663,073
Net Income/(Loss)	(192,920)	189,203	(50,900)	(184,784)
<b>Total Equity</b>	<b>22,663,073</b>	<b>22,852,276</b>	<b>22,612,173</b>	<b>22,478,289</b>
<b>Total Liabilities &amp; Equity</b>	<b>31,861,906</b>	<b>32,002,619</b>	<b>31,753,043</b>	<b>30,779,889</b>
Days Cash on Hand	264	325	340	265
Cash Reserve %	72.3%	89.1%	93.2%	72.7%





## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### September 2021

#### Net Income

Monseñor Oscar Romero Charter School is projected to achieve a net income of -\$185K in FY21-22 compared to -\$782K in the board approved budget. Reasons for this positive \$597K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of September 30, 2021, the school's cash balance was \$4.36M. By June 30, 2022, the school's cash balance is projected to be \$3.40M, which represents a 73% reserve.

As of September 30, 2021, the Accounts Receivable balance was \$89K, down from \$533K in the previous month, due to the receipt of revenue earned in FY20-21.

As of September 30, 2021, the Accounts Payable balance, including payroll liabilities, totaled \$863K, compared to \$870K in the prior month.

As of September 30, 2021, MORCS had a debt balance of \$7.53M compared to \$7.53M in the prior month. An additional \$190K will be paid this fiscal year.

#### Income Statement

##### *Revenue*

Total revenue for FY21-22 is projected to be \$5.32M, which is \$703K or 15.2% over budgeted revenue of \$4.61M.

**Child Nutrition Federal Revenue** – is projected to be above budget by \$90K due to higher participation rates for the Nutrition Program. This offset revenue is offset by higher nutrition costs

**Other Federal Revenue** - is projected to be under budget by \$169K due to moving ESSER II and III funds into the future years.

**Other Local Revenue** - is projected to be over budget by \$599K due to forgiveness of PPP Loan.

##### *Expenses*

Total expenses for FY21-22 are projected to be \$5.50M, which is \$105K or 2.0% over budgeted expenditures of \$5.40M.

**Nutrition Program Food Supplies** are projected to be higher than budget by \$43K due to higher participation rates for the nutrition program

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



## **ADA**

Budgeted average ADA for FY21-22 is 263.45 based on an enrollment of 273 and a 96.5% attendance rate.

The forecast assumes an ADA of 265.30 based on an enrollment of 273 and a 95.0% attendance rate.

In Month 2, ADA was 276.47 with 295 students enrolled at the end of the month and a 93.7% ADA rate.

Average ADA for the year (through Month 2) is 270.45 (a 91.8% ADA rate for the year to date).

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



**1 Key Performance Indicators**

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

**KEY POINTS**

Month 2 ADA is 17.58 or 86.7% with ending enrollment of 198 students. Future months enrollment is forecasted at 190 students with ADA of 94.5%.

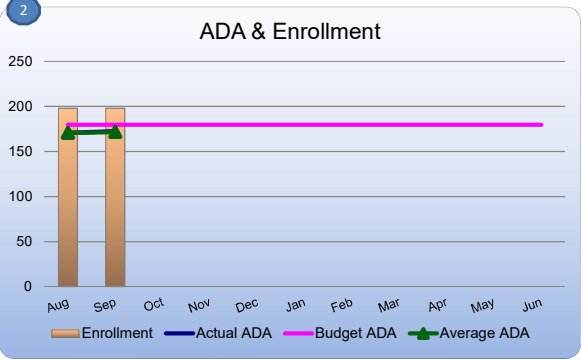
Net Income is forecasted to be \$42K, \$41K better than budgeted.

Revenue is projected to be higher than budgeted by \$233K primarily due to PPP revenue.

Expense is projected to be higher than budget by \$193K.

- Salaries \$94K
- SPED Services \$75K
- Substitute Services \$22K

Cash on hand at June 30, 2021 is forecasted to be \$440K which represents 12.5% of total expenses.



**3 Average Daily Attendance Analysis**

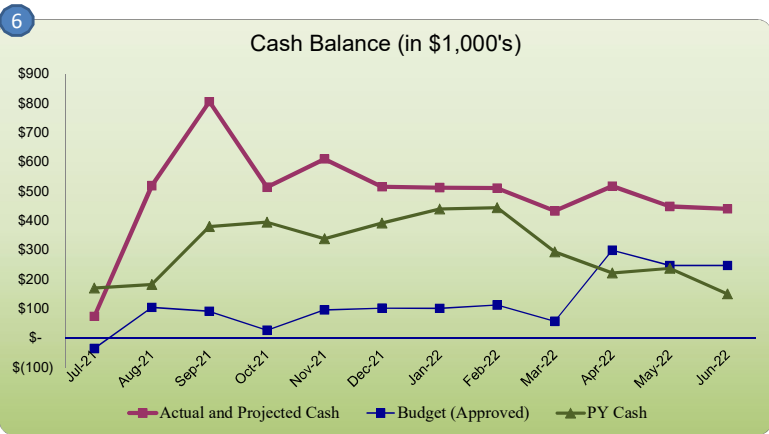
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	198	190	190	0	190	195
ADA %	86.7%	92.0%	94.5%	-2.5%	94.5%	95.0%
Average ADA	171.58	177.45	179.55	(2.10)	179.55	181.14

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	85.8%	85.8%	0.0%	93.2%
3-Year Average %	90.9%	90.9%	0.0%	88.6%
District UPP C. Grant Cap	85.1%	85.2%	0.1%	85.2%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 09/30/21	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	2,507,771	2,454,620	53,151	2,537,449	(29,678)	331,990	326,483	5,507	2,306,709	2,298,837
Federal Revenue	314,637	488,658	(174,021)	493,138	(178,501)	21,487	12,589	8,898	464,271	206,451
State Revenue	283,469	279,591	3,878	284,420	(951)	-	-	0	77,458	55,571
Other Local Revenue	471,471	143,692	327,779	155,883	315,588	349,621	32,445	317,176	147,038	134,674
Grants/Fundraising	22,423	-	22,423	20,455	1,968	22,423	-	22,423	0	13,202
<b>TOTAL REVENUE</b>	<b>3,599,771</b>	<b>3,366,560</b>	<b>233,211</b>	<b>3,491,345</b>	<b>108,426</b>	<b>725,521</b>	<b>371,517</b>	<b>354,004</b>	<b>2,995,476</b>	<b>2,708,735</b>
Total per ADA	20,286	18,750	1,536	19,675	611				16,537	14,954
w/o Grants/Fundraising	20,160	18,750	1,410	19,560	600				16,537	14,881
Certificated Salaries	1,215,222	1,161,739	(53,484)	1,162,791	(52,431)	219,807	224,036	4,229	927,459	905,595
Classified Salaries	455,761	406,291	(49,470)	417,321	(38,440)	101,220	90,036	(11,184)	400,268	303,496
Benefits	560,233	556,972	(3,261)	503,701	(56,532)	139,958	127,507	(12,451)	446,740	390,733
Student Supplies	181,183	174,949	(6,234)	177,701	(3,481)	53,419	67,504	14,085	193,179	190,042
Operating Expenses	1,100,537	1,019,935	(80,601)	1,037,443	(63,094)	226,949	258,995	32,046	863,538	872,236
Other	44,460	44,938	478	44,425	(35)	11,460	11,938	478	50,635	62,760
<b>TOTAL EXPENSES</b>	<b>3,557,396</b>	<b>3,364,824</b>	<b>(192,572)</b>	<b>3,343,383</b>	<b>(214,013)</b>	<b>752,813</b>	<b>780,016</b>	<b>27,203</b>	<b>2,881,818</b>	<b>2,724,863</b>
Total per ADA	20,047	18,740	(1,307)	18,841	1,206				15,909	15,043
<b>NET INCOME / (LOSS)</b>	<b>42,375</b>	<b>1,736</b>	<b>40,639</b>	<b>147,962</b>	<b>(105,587)</b>	<b>(27,292)</b>	<b>(408,500)</b>	<b>380,729</b>	<b>113,657</b>	<b>(16,128)</b>
<b>OPERATING INCOME</b>	<b>86,835</b>	<b>46,674</b>	<b>40,161</b>	<b>192,387</b>	<b>(105,552)</b>	<b>(15,832)</b>	<b>(396,561)</b>	<b>380,729</b>	<b>164,293</b>	<b>46,513</b>
<b>EBITDA</b>	<b>86,835</b>	<b>46,674</b>	<b>40,161</b>	<b>192,387</b>	<b>(105,552)</b>	<b>(15,832)</b>	<b>(396,561)</b>	<b>380,729</b>	<b>164,293</b>	<b>46,632</b>



**Year-End Cash Balance**

Projected	Budget	Variance
440,022	247,531	192,491

**7 Balance Sheet**

Balance Sheet	6/30/2021	8/31/2021	9/30/2021	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	150,118	519,562	805,431	440,022
Cash, Restricted	0	0	0	0
Accounts Receivable	704,341	397,504	23,273	344,178
Due From Others	20	20	20	20
Other Assets	42,538	9,317	12,229	71,892
Net Fixed Assets	129,744	121,988	120,696	87,696
<b>Total Assets</b>	<b>1,026,761</b>	<b>1,048,391</b>	<b>961,649</b>	<b>943,808</b>
<b>Liabilities</b>				
A/P & Payroll	241,082	268,760	314,097	226,588
Due to Others	111,125	1	1	1
Deferred Revenue	164,431	164,431	164,431	164,431
Total Debt	(0)	(0)	(0)	(0)
<b>Total Liabilities</b>	<b>516,638</b>	<b>433,192</b>	<b>478,528</b>	<b>391,020</b>
<b>Equity</b>				
Beginning Fund Bal.	396,466	510,123	510,123	510,123
Net Income/(Loss)	113,657	104,786	(27,292)	42,375
Total Equity	510,123	614,909	482,831	552,498
<b>Total Liabilities &amp; Equity</b>	<b>1,026,761</b>	<b>1,048,102</b>	<b>961,359</b>	<b>943,518</b>
Days Cash on Hand	19	57	84	46
Cash Reserve %	5.3%	15.7%	22.9%	12.5%





## Bert Corona Charter High School Financial Analysis September 2021

### Net Income

Bert Corona Charter High School is projected to achieve a net income of \$42K in FY21-22 compared to \$2K in the board approved budget. Reasons for this positive \$41K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of September 30, 2021, the school's cash balance was \$805K. By June 30, 2022, the school's cash balance is projected to be \$440K, which represents a 13% reserve.

As of September 30, 2021, the Accounts Receivable balance was \$23K, down from \$398K in the previous month, due to the receipt of revenue earned in FY20-21.

As of September 30, 2021, the Accounts Payable balance, including payroll liabilities, totaled \$314K, compared to \$269K in the prior month.

As of September 30, 2021, BCHS had a zero debt balance.

### Income Statement

#### *Revenue*

Total revenue for FY21-22 is projected to be \$3.60M, which is \$233K or 6.9% over budgeted revenue of \$3.37M.

**Other Federal Revenue** - is projected to be under budget by \$178K due to moving ESSER II and III funds into the future years.

#### *Expenses*

Total expenses for FY21-22 are projected to be \$3.56M, which is \$193K or 5.7% over budgeted expenditures of \$3.36M.

**Certificated Salaries** are projected to be higher than budget by \$53K

**Classified Salaries** are projected to be above budget by \$50K

**Advertisement** costs are projected to be above budget by \$14K

**Contracted Substitute Services** are projected to be above budget by \$22K

**Special Education Services** are projected to be above budget by \$75K

### ADA

Budgeted average ADA for FY21-22 is 179.55 based on an enrollment of 190 and a 94.5% attendance rate.

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



The forecast assumes an ADA of 177.45 based on an enrollment of 190 and a 92.0% attendance rate.

In Month 2, ADA was 172.53 with 198 students enrolled at the end of the month and a 87.1% ADA rate.

Average ADA for the year (through Month 2) is 171.58 (a 86.7% ADA rate for the year to date).

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

**YPI Charter Schools  
Check Register  
From 09/01/21 to 09/15/21**

Check #	Vendor Name	Date	Description	Amount
310318	7 LAYER IT SOLUTIONS, INC.	9/17/2021	09/21 - PLATINUM NETWORK DEVICE PACKAGES	1,370.00
310354	ACRYLIC SOURCE	9/24/2021	CAFE ACCORDION SHIELD 4 PANEL	3,337.60
310353	Amplified IT	9/24/2021	TRAINING COURSE FOR THE AMPLIFIED ADMIN LEVEL 1 CERTIFICATION	450.00
310301	AT&T	9/10/2021	07/16/21-08/15/21 - FAX	460.32
310303	AT&T	9/14/2021	06/16/21-07/15/21 - FAX	676.00
310290	AT&T MOBILITY	9/3/2021	08/20/21 - ADJUSTMENT	11,393.90
310352	B&H PHOTO-VIDEO	9/24/2021	CHARGER	19,108.59
09/01/21	EP-B BENECO	9/1/2021	09/21 - HEALTH PREMIUMS	73,783.32
310351	BETTER 4 YOU MEALS, INC.	9/24/2021	08/21 - SNACK	35,519.59
310358	BETTER 4 YOU MEALS, INC.	9/26/2021	08/27/21 - BREAKFAST AND LUNCH ARRIVED LATE	30,842.67
310327	BRENDA CATARINO	9/17/2021	WALMART- MATERIAL FOR LESSON	32.87
310304	CASSANDRA MUNOZ	9/16/2021	PAY PERIOD 09/15/21	930.21
310294	CIF LOS ANGELES CITY SECTION	9/3/2021	FY21-22 - CIF ENROLLMENT FEES SPORTS	1,175.00
310322	CLIFTONLARSONALLEN LLP	9/17/2021	AUDIT FOR YEAR ENDING 06/30/21	2,625.00
310299	CROSS COUNTRY EDUCATION	9/10/2021	08/23/21-08/27/21 - SUBSTITUTE SERVICES	13,559.97
310313	CROSS COUNTRY EDUCATION	9/17/2021	08/30/21-09/03/21 - SUBSTITUTE SERVICES	2,404.00
310323	DAVE ROSENBERG	9/17/2021	THE HOME DEPOT - GARDEN SUPPLIES	51.56
310350	Eriverto Gonzales	9/24/2021	08/21 - JANITORIAL SERVICES	2,720.00
310319	EXED	9/17/2021	08/21 - MANAGEMENT CONTRACT FEE	22,096.21
310298	FRANCISCO TOPETE	9/10/2021	08/16/21-08/31/21 - MAINTENANCE SERVICE	2,624.00
310295	HESS AND ASSOCIATES, INC.	9/3/2021	4TH QUARTER FY20/21 RETIREMENT REPORT	180.00
310302	INFINITE CAMPUS, INC.	9/10/2021	7/30 - IMPLEMENTATION TRAINING - CAMPUS LEARNING OVERVIEW	150.00
310310	INLAND MECHANICAL SERVICES	9/17/2021	08/21 - AC MAINTENANCE	3,808.70
310349	INLAND MECHANICAL SERVICES	9/24/2021	09/21 - AC-REPAIR DRAIN LINE FLUSH, TROUBLESHOOTING AND DIAGNOS	566.38
310331	ITSAVVY LLC	9/17/2021	MICROSOFT OFFICE 365 SUBSCRIPTION LICENSE (1 YEAR)	1,128.87
310314	KELLY PAPER	9/17/2021	COLOR PAPER	177.75
310336	KEVIN LOPEZ	9/17/2021	HOME DEPOT- LEAF BLOWER COMBO	359.16
310348	KEVIN MYERS	9/24/2021	STARBUCKS - COFFEE FOR PD BREAKFAST	35.90
310300	LA DEPT. OF WATER AND POWER	9/10/2021	07/16/21-08/17/21 - SEWER CHARGES	7,499.08
310321	LA DEPT. OF WATER AND POWER	9/17/2021	06/30/21-08/30/21 - FIRE SERVICES CHARGES	8,198.57
310315	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	9/17/2021	08/21 - LEGAL SERVICES	1,017.75
310320	LUIS GIRON	9/17/2021	08/21 - LANDSCAPING SERVICES	1,100.00
310306	MAJOR METROPOLITAN SECURITY	9/17/2021	10/21 - MONITORING BURGLAR ALARM SERVICES	405.00
310291	MASERGY CLOUD COMMUNICATIONS, INC	9/3/2021	08/21 - COMMUNICATIONS SERVICE	1,831.33
310305	MCCALLA COMPANY	9/17/2021	USED WASH CLOTH TOWEL	2,090.69
310332	McMASTER-CARR	9/17/2021	BELLS FOR OUTDOOR USE	763.62
310333	NORMAN HERR	9/17/2021	NGSS PD FOR ALL YPICS SCIENCE TEACHERS	1,100.00
310335	OFFICE DEPOT INC.	9/17/2021	WALL CALENDAR	26.27
310307	PETER HUANG AND LORETTA HUANG	9/17/2021	08/24/21-09/10/21 - ELECTRIC CHARGES	455.16
310356	PETER HUANG AND LORETTA HUANG	9/25/2021	10/21 - RENT	3,500.00
310347	PRN NURSING CONSULTANTS	9/24/2021	09/06/21 - SPECIAL ED SERVICES	1,350.00
310309	Quadient Finance USA, Inc.	9/17/2021	08/21 - EQUIPMENT RENTAL	93.75
310346	Quadient Finance USA, Inc.	9/24/2021	08/21 - FINANCE CHARGE	1.88
310312	QUADIANT LEASING USA, INC.	9/17/2021	10/07/21-01/06/22 - POSTAGE LEASE CHARGES	206.93
310328	REPUBLIC SERVICES #902	9/17/2021	09/21 - WASTE DISPOSAL SERVICES	1,318.93
310324	RICOH USA Inc.	9/17/2021	09/13/21-10/12/21 - COPIER LEASE	2,881.24
310345	RICOH USA Inc.	9/24/2021	05/31/21 - 08/30/21 - COPIER LEASE	2,007.48
310355	San Fernando Valley Japanese American Community Ce	9/25/2021	10/21 - RENT	9,500.00
310344	SCHOOLMINT, INC	9/24/2021	FY 21-22 - ANNUAL SM REGISTRATION	12,678.75
310343	SKY SPORTSWEAR	9/24/2021	SCREEN PRINTING LEFT LEG	1,523.00
310325	SOCAL OFFICE TECHNOLOGIES, INC	9/17/2021	08/28/21-09/27/21 - #CNA6494-01 CONTRACT BASE CHARGE	215.33
310296	Sparkletts	9/10/2021	08/21 - WATER BOTTLED SERVICES	100.94
310293	SYNCB/AMAZON	9/3/2021	AMAZON BASICS HDMI CABLE PACKS	786.00
310330	SYNCB/AMAZON	9/17/2021	DISPOSABLE FACE SHIELD PACKS	785.94
310342	SYNCB/AMAZON	9/24/2021	SPIKEBALL GAME SETS	11,966.43
310329	TEACHERS ON RESERVE	9/17/2021	08/16/21-08/20/21 - SUBSTITUTE SERVICES	540.56
310341	TEACHERS ON RESERVE	9/24/2021	08/23/21 - 08/27/21 - SUBSTITUTE	343.76
310297	Think Together	9/10/2021	INSTALLMENT #2 COMPREHENSIVE MANAGEMENT OF ASEs	54,392.50
310326	Thinking Nation Corp.	9/17/2021	REMAINDER DBQS 20-21	6,136.00
310357	TIME WARNER CABLE	9/26/2021	09/14/21 -10/13/21 - INTERNET ACC#0556	355.60
310292	UNUM	9/3/2021	09/21 - HEALTH PREMIUM	818.54
310308	UNUM	9/17/2021	10/21 - PREMIUM	862.14
310340	US Appliance	9/24/2021	VOID - \$1,460.81 - SERVICE PROTECTION PLAN	0.00
310316	USI Education and Government Sales	9/17/2021	USI STANDARD LAMINATED FILMS	191.99
310334	VASHON NUTT	9/17/2021	WABA GRILL- FOOD FOR TEACHERS TRAINING 7/28-7/30/21	31.28
310317	WAXIE SANITARY SUPPLY	9/17/2021	WAXIE #518F BIG MO DUST MOP FRAME	829.76
310339	WAXIE SANITARY SUPPLY	9/24/2021	WAXIE TP DISPENSER SMOKE	568.00
310311	YOLANDA FUENTES	9/17/2021	INSTACART- GRANOLA BARS FOR CLASSROOM EMERGENCY KITS	142.23
310338	YPI	9/24/2021	VOID - \$86,042.20 - 2018-2019 SERVICES ASEs GRANT	0.00
				370,184.00

# Coversheet

## ESSER III Expenditure Plans

**Section:** V. Items Scheduled For Action  
**Item:** B. ESSER III Expenditure Plans  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

- 1.) ESSR Board Brief 10252021.pdf
- 2.) 2021\_ESSER\_III\_Expenditure\_Plan\_Bert\_Corona\_Charter\_School\_20211028.pdf
- 4.) 2021\_ESSER\_III\_Expenditure\_Plan\_Bert\_Corona\_Charter\_High\_School\_20211028 (1).pdf
- 3.) 2021\_ESSER\_III\_Expenditure\_Plan\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20211028.pdf



## YPI CHARTER SCHOOLS

October 25, 2021

**TO:** YPI Charter Schools (YPICS)  
Board of Directors

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

**SUBJECT: Recommendation to approve the ESSER III Expenditure Plans for Bert Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School**

### BACKGROUND

Local educational agencies (LEAs) receiving Elementary and Secondary School Emergency Relief (ESSER) III funds have a number of requirements to fulfill as a condition of receiving the substantial federal one-time resources. LEAs must complete assurances, fulfill the requirement for a Safe Return to In-Person Instruction and Continuity of Services Plan, and adopt an ESSER III Expenditure Plan.

LEAs that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan is required to address the following:

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will use the minimum of 20% of funds it reserves for learning loss to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
3. How the LEA will spend its remaining ESSER III funds consistent with the allowable uses;
4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions to address learning loss, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately



impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

## **ANALYSIS**

LEAs must engage in meaningful consultation with specified stakeholders, including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, and school staff. In addition, LEAs must also engage in meaningful consultation, to the extent they are present or served by the LEA, with: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Finally, LEAs must provide the opportunity to provide public input and take such input into account.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A charter school must submit its plan to its chartering authority for review, and to the COE of the county in which the charter school operates for review and approval.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the ESSER III Expenditure Plans for Bert Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter Middle School	Yvette King-Berg Executive Director	ykingberg@ypics.org 8187268883

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Bert Corona Charter Middle School Local Control Accountability Plan	<a href="https://drive.google.com/file/d/1pmYUVRqRjvFRLORBdBCYV3SXEyQxkZ87/view">https://drive.google.com/file/d/1pmYUVRqRjvFRLORBdBCYV3SXEyQxkZ87/view</a>
Bert Corona Charter Middle School Extended Learning Opportunity Grant Plan	<a href="https://drive.google.com/file/d/1n_5hndwVL7ks4906_TXpkEc04kkuWZ35/view">https://drive.google.com/file/d/1n_5hndwVL7ks4906_TXpkEc04kkuWZ35/view</a>

ELO Grant [https://drive.google.com/file/d/1n\\_5hndwVL7ks4906\\_TXpkEc04kkuWZ35/view](https://drive.google.com/file/d/1n_5hndwVL7ks4906_TXpkEc04kkuWZ35/view)

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

#### Total ESSER III funds received by the LEA

\$947,653

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$690,431
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$257,222
Use of Any Remaining Funds	\$0

### Total ESSER III funds included in this plan

\$947,653

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

The YPI Charter Schools (YPICS), along with traditional and charter schools across the state of California, transitioned to distance learning on March 16, 2020. At the time, we envisioned school would reopen for in-person instruction on April 7, 2020. Throughout the COVID-19 pandemic, the Charter School has been committed to ensuring we meet the needs of our scholars during this global crisis. We have continued to serve meals to any child under 18, regardless of where the child attended school. All YPI Charter School scholars have been offered a Chromebook. Scholars that do not have access to the internet receive a mobile WiFi Hotspot. YPICS developed a Task Force that meets throughout the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/>, and Teachers and community members can find additional Virtual Instructional Strategies on our website at <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by the TaskForce is also located on the Charter School's website. The Task Force was composed of over 65 members across the three YPI Charter Schools.

The Charter School has provided many opportunities during the 2020-2021 school year to obtain feedback to inform the development of the

Expanded Learning Opportunities Grant Plan (ELO) and the Local Control Accountability Plan (LCAP). The extensive feedback from the ELO Grant Plan and LCAP was used to develop this ESSER III expenditure plan. In addition, the Charter School has held a number of Council Meetings at the beginning of the 2021-2022 school year to obtain stakeholder feedback. Community engagement opportunities throughout the 2020-2021 and 2021-2022 school year targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, SAC (which includes ELAC), and the parents/guardians of students with disabilities, students experiencing homelessness, students in foster care, and military-dependent students.

A description of how the development of the plan was influenced by community input.

The Charter School 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 a number of platforms including CrowdCast, YouTube, and Google Meets, Facebook, Instagram, and Twitter. 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 21-22 school-year. Additionally, Surveys were sent out to families through email and text messages to ensure families were able to access the content. Staff was also available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building. Finally, Staff and parents are invited to participate in monthly board meetings, and any Board Public Hearing set to review any of the school's plans.

The following are aspects of the ESSER III Plan that were influenced by stakeholders.

- Ensure all students have access to grade-level essential standards, academic work, and assignments daily;
- Identify students who need additional support to mitigate pupil learning loss and provide a learning specialist to work with students needing support during the school day;
- Schedule additional instructional time for students experiencing pupil learning loss;
- Students provided with 3 additional school days;
- Assure parents that the school monitors and implements public health protocols;
- Maintains the health and safety of scholars, educators, and other staff;
- Ensure that parents and students are provided support with attendance monitoring and communications;
- Offer parents and students the evidenced-based "Full-Service Community Schools Model" of wrap-around services to address the academic impact of lost instructional time;
- Offer Ensure all scholars have access and support to highly functioning technology equipment at all times;
- Ensure all students have access to summer learning or summer enrichment opportunities.

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$690,431

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal # 2, Action #2	School Climate and Culture Administrator & Manager: Continuous and Safe In-Person-Learning	Provide Mental health services and supports	\$202,962
LCAP Goal # 3, Action #4	Two Supervision Aides: Health and Safety	Support ensuring local and state health orders are implemented and reduce risk of virus transmission and to support student health needs	\$122,736
LCAP Goal #1, Action #1	Three Tutors: Accelerate Learning	Provide tutors to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	\$163,689
LCAP Goal #2 , Action #1	Parent Coordinator	Parent Coordinator will assist with the engagement of parents and students. And, will also address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	\$126, 824

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #3, Action #5	Technology Support Assistant	Additional technology to enhance the instructional program needs additional IT support to manage the increased technological inventory.	\$74,220

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$257,222

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal # 1, Action #1	School Counselor	Provide support to address the academic impact of lost instructional time and will support trauma informed teaching with tools and resources to move scholars from a Managed Learner to an Empowered Learner.	\$147,064
N/A	Full Service Community Schools Director Parent & Student Engagement	Support students and families through the research model of full-service community schools. Full-wrap-around services (after school and on weekends) and resources to provide parents one place in the community to obtain necessary support for their children and for their families, for example after school programs, vaccine drives, rental assistance, meal programs, college preparation, parent workshops in English and Spanish. etc.	\$91,133
ELO	Summer Learning or Summer Enrichment	Scholars will be able to receive extended instructional time during the summer outside of the 180 instructional day calendar. Summer Program Stipend/Supplies.	\$19,025



## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
School Climate and Culture Administrator & Manager: Continuous and Safe In-Person-Learning	<ol style="list-style-type: none"> <li>Youth Truth (Stakeholder) Survey and Spring Survey will be administered in grades 5-8.</li> <li>Office Discipline Referrals (ODRs)</li> </ol>	<ol style="list-style-type: none"> <li>Surveys will be administered 2 times per year (fall &amp; spring)</li> <li>Monthly</li> </ol>
Two Supervision Aides: Health & Safety	<ol style="list-style-type: none"> <li>Cleaning and Sanitation</li> </ol>	<ol style="list-style-type: none"> <li>Daily, weekly, monthly schedule per CDC/LACDH guidance</li> </ol>
Three Tutors: Accelerate Learning	<ol style="list-style-type: none"> <li>iReady academic growth assessments will be administered to students in grades 5-8 in ELA and Math to measure scholar progress on specific standards addressed during the school</li> </ol>	<ol style="list-style-type: none"> <li>iReady diagnostic assessments will be administered 3 times per year (beginning, mid and end-of-year)</li> <li>Formative assessments will be administered daily.</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	day, summer sessions, afterschool, and Saturday intervention.  2. SBAC assessments for ELA and Math.  3. Internal summative and formative assessment data	3. Monthly review of summative assessment data
Parent Coordinator Parent/Student Engagement	1. Youth Truth and Spring Stakeholder Survey  2. ADA Reports  3. Infinite Campus Engagement Reports	1. Youth Truth and Spring Stakeholder Survey  2. P-1 & P-2 Reports  3. Parent Engagement Reports and Parent Workshop surveys
Technology Support Assistant	1. Identify technology in need of replacement schedule/timeline; Help Desk User Issues Report  2. Replacement and upgrades of software/equipment	1. Ongoing  2. Project Management Report 2x per week
School Counselor	1. Monitor and track Progress towards course completion in Infinite Campos Grade Reports  2. 1. Youth Truth and Spring Stakeholder Survey	1. Every 5 weeks  2.1. Youth Truth and Spring Stakeholder Survey
Full Service Community Schools Director	1. Workshop Surveys  2. Youth Truth and Spring Stakeholder Survey	1. Ongoing  2. Surveys will be administered 2 times per year (fall and spring) in grades 5-8.
Summer Learning or Enrichment	1. iReady academic growth assessments will be administered to students in grades 5-8 in ELA and Math to measure scholar progress on	1. iReady diagnostic assessments will be administered 3 times per year (beginning, mid and end-of-year)

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>specific standards addressed during the school day, summer sessions, afterschool, and Saturday intervention.</p> <p>2. SBAC assessments for ELA and Math.</p> <p>3. Internal summative and formative assessments</p>	<p>2. Formative assessments will be administered daily.</p> <p>3. Weekly review of summative assessment data</p>

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**



For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

#### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

#### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter High School	Yvette King-Berg Executive Director	ykingberg@ypics.org 8187268883

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Bert Corona Charter High School Local Control Accountability Plan	www.ypics.org-Schools-About us- Compliance- Local Control Accountability Plan. (link: <a href="https://drive.google.com/file/d/1yhnb5nH9_ZfjxzPaxk6re2o6vj0sMRH/view">https://drive.google.com/file/d/1yhnb5nH9_ZfjxzPaxk6re2o6vj0sMRH/view</a> )
Bert Corona Charter High School Expanded Learning Opportunities Grant	www.ypics.org-Schools-About us- Compliance- Expanded Learning Opportunities Grant. (link: <a href="https://drive.google.com/file/d/1SDRYb97KLcp03UydDLNqMg6VacZe9M6/view">https://drive.google.com/file/d/1SDRYb97KLcp03UydDLNqMg6VacZe9M6/view</a> )

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

#### Total ESSER III funds received by the LEA

\$568,077

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$265,748
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$302,330
Use of Any Remaining Funds	\$0.00

### Total ESSER III funds included in this plan

\$568,077

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

The YPI Charter Schools (YPICS), along with traditional and charter schools across the state of California, transitioned to distance learning on March 16, 2020. At the time, we envisioned school would reopen for in-person instruction on April 7, 2020. Throughout the COVID-19 pandemic, the Charter School has been committed to ensuring we meet the needs of our scholars during this global crisis. We have continued to serve meals to any child under 18, regardless of where the child attended school. All YPI Charter School scholars have been offered a Chromebook. Scholars that do not have access to the internet receive a mobile WiFi Hotspot. YPICS developed a Task Force that meets throughout the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/>, and Teachers and community members can find additional Virtual Instructional Strategies on our website at <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by the TaskForce is also located on the Charter School's website. The Task Force was composed of over 65 members across the three YPI Charter Schools.

The Charter School has provided many opportunities during the 2020-2021 school year to obtain feedback to inform the development of the



Expanded Learning Opportunities Grant Plan (ELO) and the Local Control Accountability Plan (LCAP). The extensive feedback from the ELO Grant Plan and LCAP was used to develop this ESSER III expenditure plan. In addition, the Charter School has held a number of Council Meetings at the beginning of the 2021-2022 school year to obtain stakeholder feedback. Community engagement opportunities throughout the 2020-2021 and 2021-2022 school year targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, SAC (which includes ELAC), and the parents/guardians of students with disabilities, students experiencing homelessness, students in foster care, and military-dependent students.

A description of how the development of the plan was influenced by community input.

The Charter School 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 a number of platforms including CrowdCast, YouTube, and Google Meets, Facebook, Instagram, and Twitter. 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 21-22 school-year. Additionally, Surveys were sent out to families through email and text messages to ensure families were able to access the content. Staff was also available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building. Finally, Staff and parents are invited to participate in monthly board meetings, and any Board Public Hearing set to review any of the school's plans.

The following are aspects of the ESSER III Plan that were influenced by stakeholders.

- Ensure all students have access to grade-level essential standards, academic work, and assignments daily;
- Identify students who need additional support to mitigate pupil learning loss and provide a learning specialist to work with students needing support during the school day;
- Schedule additional instructional time for students experiencing pupil learning loss;
- Students provided with 3 additional school days;
- Assure parents that the school monitors and implements public health protocols;
- Maintains the health and safety of scholars, educators, and other staff;
- Ensure that parents and students are provided support with attendance monitoring and communications;
- Offer parents and students the evidenced-based "Full-Service Community Schools Model" of wrap-around services to address the academic impact of lost instructional time;
- Offer Ensure all scholars have access and support to highly functioning technology equipment at all times;
- Ensure all students have access to summer learning or summer enrichment opportunities.

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$265,748

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #2, Action #1	Operations Coordinator	The Coordinator Of Operations will assist with the engagement of parents and students. Attendance Monitoring to encourage and plan actions to increase student attendance supports outreach, and service delivery connections with all populations.	\$101,126
LCAP Goal #3, Action #5	Technology Support Assistant	Additional technology to enhance the instructional program needs additional IT support to manage the increased technological inventory.	\$51,510
LCAP Goal #3, Action #4	Supervision Aide	Support ensuring local health orders are implemented and reduce risk of virus transmission and to support student health needs.	113,112

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

\$302,330

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Full Service Community Schools Director: Parent Student Engagement	Support students and families through the research model of full-service community schools. Full-wrap-around services (after school and on weekends) and resources to provide parents one place in the community to obtain necessary support for their children and for their families, for example after school programs, vaccine drives, rental assistance, meal programs, college preparation, parent workshops in English and Spanish. etc.	\$91,132
LCAP Goal #1, Action#1	Intervention Specialist: Learning Acceleration/Increase Academic Achievement	Provide an Intervention/Reading Specialist to address learning loss among students during the school day. Specialist will identify students performing below grade level and provide accelerated learning opportunities to increase their academic achievement outcomes.	\$202,240
ELO	Summer Learning or Summer Enrichment	Scholars will be able to receive extended instructional time during the summer outside of the 180 instructional day calendar. Edgenuity Credit Recovery & Enhancement Courses and Summer Program Supplies.	\$8,957

**Use of Any Remaining Funds**

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

\$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Operations Coordinator: Parent/ Student Engagement	<ol style="list-style-type: none"> <li>1. Youth Truth and Spring Stakeholder Survey</li> <li>2. ADA Reports</li> <li>3. Infinite Campus Engagement reports</li> </ol>	<ol style="list-style-type: none"> <li>1. Surveys will be administered 2 times per year (fall and spring)</li> <li>2. P-1 and P-2</li> <li>3. Daily attendance and family engagement reports</li> </ol>
Technology Support Assistant	<ol style="list-style-type: none"> <li>1. Identify technology in need of replacement schedule/timeline- Help Desk User Issues Report</li> <li>2. Replacement and upgrades of software/equipment</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going</li> <li>2. Project Management Report 2x per week</li> </ol>
Supervision Aide	<ol style="list-style-type: none"> <li>1. Cleaning and Sanitation</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily, weekly, monthly schedule per CDC/LACDH guidance</li> </ol>
Full Service Community Schools Director: Parent Student Engagement	<ol style="list-style-type: none"> <li>1. Workshop surveys</li> <li>2. Youth Truth and Spring Stakeholder Survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Surveys will be administered 2 times per year (fall and spring)</li> </ol>
Intervention Specialist: Learning Acceleration/Increase Academic Achievement	<ol style="list-style-type: none"> <li>1. NWEA Maps Assessments will be administered to students in grades 9-12 in ELA and Math to measure student progress</li> <li>2. SBAC assessments for ELA and Math</li> </ol>	<ol style="list-style-type: none"> <li>1. NWEA Maps will be administered three times per year (beginning, mid and end-of-year)</li> <li>2. Formative assessments will be administered daily</li> <li>3. Monthly review of summative assessment data</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	3. Internal Summative and formative assessment data	
Summer Learning or Summer Enrichment	1. NWEA Maps Assessments will be administered to students in grades 9-12 in ELA and Math to measure student progress during summer learning/enrichment 2. SBAC assessments for ELA and Math 3. Internal Summative and formative assessment data	1. NWEA Maps will be administered three times per year (beginning, mid and end-of-year) 2. Formative assessments will be administered daily 3. Review of summative assessment data weekly

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;



- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

#### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

#### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

# ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monseñor Oscar Romero Charter	Yvette King-Berg Executive Director	ykingberg@ypics.org 8187268883

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Monsenor Oscar Romero Charter School Local Control Accountability Plan	MORCS LCAP <a href="https://drive.google.com/file/d/1vJR6tbkFXmVm8uc73qcQb51dcTl62Kg/view">https://drive.google.com/file/d/1vJR6tbkFXmVm8uc73qcQb51dcTl62Kg/view</a>
Monsenor Oscar Romero Charter School Expended Learning Opportunity Grant Plan	MORCS ELO Plan <a href="https://drive.google.com/file/d/1sHZ6hARDLIPf9AK5FGvPGIIgTE0R9LPk/view">https://drive.google.com/file/d/1sHZ6hARDLIPf9AK5FGvPGIIgTE0R9LPk/view</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

\$1,109,546



Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$762,470
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$347,076
Use of Any Remaining Funds	\$0

### Total ESSER III funds included in this plan

\$1,109,546

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

The YPI Charter Schools (YPICS), along with traditional and charter schools across the state of California, transitioned to distance learning on March 16, 2020. At the time, we envisioned school would reopen for in-person instruction on April 7, 2020. Throughout the COVID-19 pandemic, the Charter School has been committed to ensuring we meet the needs of our scholars during this global crisis. We have continued to serve meals to any child under 18, regardless of where the child attended school. All YPI Charter School scholars have been offered a Chromebook. Scholars that do not have access to the internet receive a mobile WiFi Hotspot. In addition, all scholars have access to 1:1 technology in the classroom. YPICS developed a Task Force that meets throughout the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/>, and Teachers and community members can find additional Virtual Instructional Strategies on our website at <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by the TaskForce is also located on the Charter School's website.

The Task Force was composed of over 65 members across the three YPI Charter Schools.

The Charter School has provided many opportunities during the 2020-2021 school year to obtain feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELO) and the Local Control Accountability Plan (LCAP). The extensive feedback from the ELO Grant Plan and LCAP was used to develop this ESSER III expenditure plan. In addition, the Charter School has held a number of Council Meetings at the beginning of the 2021-2022 school year to obtain stakeholder feedback. Community engagement opportunities throughout the 2020-2021 and 2021-2022 school year targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, SAC (which includes ELAC), and the parents/guardians of students with disabilities, students experiencing homelessness, students in foster care, and military-dependent students.

A description of how the development of the plan was influenced by community input.

The Charter School 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 a number of platforms including CrowdCast, YouTube, and Google Meets, Facebook, Instagram, and Twitter. 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 21-22 school-year. Additionally, Surveys were sent out to families through email and text messages to ensure families were able to access the content. Staff was also available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building. Finally, Staff and parents are invited to participate in monthly board meetings, and any Board Public Hearing set to review any of the school's plans.

The following are aspects of the ESSER III Plan that were influenced by stakeholders.

- Ensure all students have access to grade-level essential standards, academic work, and assignments daily;
- Identify students who need additional support to mitigate pupil learning loss and provide a learning specialist to work with students needing support during the school day;
- Schedule additional instructional time for students experiencing pupil learning loss;
- Students provided with 3 additional school days;
- Assure parents that the school monitors and implements public health protocols;
- Maintains the health and safety of scholars, educators, and other staff;
- Ensure that parents and students are provided support with attendance monitoring and communications;
- Offer parents and students the evidenced-based "Full-Service Community Schools Model" of wrap-around services to address the academic impact of lost instructional time;
- Offer Ensure all scholars have access and support to highly functioning technology equipment at all times;
- Ensure all students have access to summer learning or summer enrichment opportunities.

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$762,470

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal # 2 , Action #2	School Climate Culture Administrator and Manager	Provide Mental health services and supports	\$296,494
LCAP Goal # 3 , Action #4	Two Supervision Aides: Health and Safety	Support ensuring local and state health orders are implemented and reduce risk of virus transmission and to support student health needs	\$122,736
LCAP Goal # 1, Action #1	Four Tutors : Accelerate Learning Increase Academic Achievement	Provide tutors to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	\$138,700
LCAP Goal # 2 , Action #1	Parent Coordinator Engagement and Outreach	Parent Coordinator will assist with the engagement of parents and students. And, will also address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	\$123,900

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal# 3 , Action #5	Technology Support Assistant	Additional technology to enhance the instructional program needs additional IT support to manage the increased technological inventory.	\$80,640

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$347,076

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Full Service Community Schools Director Parent Student Engagement	Support students and families through the research model of full-service community schools. Full-wrap-around services (after school and on weekends) and resources to provide parents one place in the community to obtain necessary support for their children and for their families, for example after school programs, vaccine drives, rental assistance, meal programs, college preparation, parent workshops in English and Spanish. etc.	\$91,132
LCAP Goal #1, Action #1	Intervention/ELD Specialist Learning Acceleration/Academic Achievement	Provide an Intervention/ELD Specialist to address learning loss among students during the school day. Specialist will identify students performing below grade level and provide accelerated learning opportunities to increase their academic achievement outcomes.	\$202,000
ELO	Summer Learning or Summer Enrichment	Scholars will be able to receive extended instructional time during the summer outside of the 180 instructional day calendar. Summer Program Stipend/Supplies	\$59,943

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

\$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
School Climate Culture Administrator and Manager: Continuous and Safe In-Person-Learning	<ol style="list-style-type: none"> <li>Youth Truth (Stakeholder) Survey and Spring Survey will be administered in grades 6-8.</li> <li>Office Discipline Referrals (ODRS)</li> </ol>	<ol style="list-style-type: none"> <li>Surveys will be administered 2 times per year (fall &amp; spring)</li> <li>Monthly</li> </ol>
Two Supervision Aides: Health & Safety	<ol style="list-style-type: none"> <li>Cleaning and Sanitation</li> <li>Monitoring safe distances</li> </ol>	<ol style="list-style-type: none"> <li>Daily, weekly, monthly schedule per CDC/LACDH</li> </ol>
Four Tutors: Accelerate Learning	<ol style="list-style-type: none"> <li>iReady academic growth assessments will be administered to students in grades 6-8 in ELA and Math to measure scholar progress on</li> </ol>	<ol style="list-style-type: none"> <li>iReady diagnostic assessments will be administered 3 times per year (beginning, mid and end-of-year)</li> </ol>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<p>specific standards addressed during the school day, summer sessions, afterschool, and Saturday Intervention.</p> <p>2. SBAC assessments for ELA and Math</p> <p>3. Internal summative and formative assessment data</p>	<p>2. Formative assessments will be administered daily.</p> <p>3. Monthly review of summative assessment data</p>
<p>Parent Coordinator Parent/Student Engagement</p>	<p>1. Youth Truth and Spring Stakeholder Survey</p> <p>2. ADA Reports</p> <p>3. Infinite Campus Engagement Reports</p>	<p>1. Youth Truth and Spring Stakeholder Survey</p> <p>2. P-1 &amp; P-2 Reports (Fall and Spring)</p> <p>3. Parent Engagement Reports and Parent Workshop surveys</p>
<p>Technology Support Assistant Continuous and Safe In-Person-Learning</p>	<p>1. Identify technology in need of replacement schedule/timeline ; Help Desk User Issues Report</p> <p>2. Replacement and upgrades of software/equipment</p>	<p>1. Ongoing</p> <p>2. Project Management Report 2x per week</p>
<p>Full Service Community Schools Director</p>	<p>1. Workshop Surveys</p> <p>2. Youth Truth and Spring Stakeholder Survey</p>	<p>1. Ongoing</p> <p>2. Surveys will be administered 2 times per year (fall and spring) in grades 6-8</p>
<p>Intervention/ELD Specialists Learning Acceleration/ Academic Achievement</p>	<p>1. iReady academic growth assessments will be administered to students in grades 6-8 in ELA and Math to measure scholar progress on specific standards addressed during the school day, summer sessions, afterschool, and Saturday Intervention.</p>	<p>1. iReady diagnostic assessments will be administered 3 times per year (beginning, mid and end-of-year)</p> <p>2. Formative assessments will be administered daily.</p> <p>3. Monthly review of summative assessment data</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> <li>2. SBAC assessments for ELA and Math</li> <li>3. Internal summative and formative assessment data</li> </ul>	
<p>Summer Learning or Summer Enrichment</p>	<ul style="list-style-type: none"> <li>1. iReady academic growth assessments will be administered to students in grades 6-8 in ELA and Math to measure scholar progress on specific standards addressed during the school day, summer sessions, afterschool, and Saturday Intervention.</li> <li>2. SBAC assessments for ELA and Math</li> <li>3. Internal summative and formative assessment data</li> </ul>	<ul style="list-style-type: none"> <li>1. iReady diagnostic assessments will be administered 3 times per year (beginning, mid and end-of-year)</li> <li>2. Formative assessments will be administered daily.</li> <li>3. Monthly review of summative assessment data</li> </ul>



# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

#### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

#### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

### **Ensuring Interventions are Addressing Student Needs**



The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

# Coversheet

## Revised 2021 - 2022 LCAP

**Section:** V. Items Scheduled For Action

**Item:** C. Revised 2021 - 2022 LCAP

**Purpose:** Vote

**Submitted by:**

**Related Material:**

- 1.) 10252021Brief Recommendation to approve revised 2021-2022 LCAP, Annual Update for 2019-2020 LCAP Year and Annual Update for 2020-21 Learning Continuity and Attendance Plan for YPICS.pdf
- 3.) 2021\_LCFF\_Budget\_Overview\_for\_Parents\_Bert\_Corona\_Charter\_School\_20211025.pdf
- 2.) 2020\_Local\_Control\_and\_Accountability\_Plan\_(Annual\_Update)\_Bert\_Corona\_Charter\_School\_20211025.pdf
- 8.) 2021\_LCFF\_Budget\_Overview\_for\_Parents\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20211025.pdf
- 4.) 2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Bert\_Corona\_Charter\_School\_20211025.pdf
- 5.) BC Data Update 2021\_Local\_Control\_and\_Accountability\_Plan\_LCP\_Annual\_Update\_Bert\_Corona\_Charter\_School\_20211025.pdf
- 6.) BC Data Update 2021-2022\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_School\_20211025.pdf
- 9.) 2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20211025.pdf
- 7.) 2020\_Local\_Control\_and\_Accountability\_Plan\_(Annual\_Update)\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20211025.pdf
- 11.) OR Data 2021\_Local\_Control\_and\_Accountability\_Plan\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20211025.pdf
- 10.) OR Data Annual Review 2021\_Local\_Control\_and\_Accountability\_Plan\_LCP\_Annual\_Update\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20211025.pdf
- 14.) 2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Bert\_Corona\_Charter\_High\_School\_20211025.pdf
- 13.) 2021\_LCFF\_Budget\_Overview\_for\_Parents\_Bert\_Corona\_Charter\_High\_School\_20211025.pdf
- 12.) 2020\_Local\_Control\_and\_Accountability\_Plan\_(Annual\_Update)\_Bert\_Corona\_Charter\_High\_School\_20211025.pdf
- 15.) BCCH Data Annual Update 2021\_Local\_Control\_and\_Accountability\_Plan\_LCP\_Annual\_Update\_Bert\_Corona\_Charter\_High\_School\_20211026.pdf
- 16.) BCCH Data 2021-22\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_High\_School\_20211025 (2).pdf



## YPI CHARTER SCHOOLS

October 25, 2021

**TO:** YPI Charter Schools (YPICS)  
Board of Directors

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

**SUBJECT: Recommendation to approve the revised 2021-2022 LCAP, inclusive of the Annual Update for the 2019-2020 LCAP Year and the Annual Update for the 2020-2021 Learning Continuity and Attendance Plan for Bert Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School**

### BACKGROUND

On September 24, 2021, the LAUSD Charter Schools Division provided YPICS with a “Notice of Concern” for an “Incomplete” 2021-2022 Local Control and Accountability Plan (LCAP), an Annual Update for the 2019-2020 LCAP Year, and an Annual Update for the 2020-2021 Learning Continuity and Attendance Plan.

The LCAP item(s) that require submission, and/or revisions and resubmission for BCCS, MORCS, and BCCHS are listed below:

#### BCCS

- Statewide CAASPP assessments (ELA & Math-SBAC /CAA, Science-CAST/CAA) missing “Baseline” data
- Percentage of English Learners who progress in English Proficiency (as measured by ELPAC) missing “Baseline” data
- English Learner Reclassification missing “Baseline” data
- Attendance Rate are missing “Baseline” data

#### MORCS

- Statewide CAASPP assessments (ELA & Math-SBAC /CAA, Science-CAST/CAA
- Percentage of English Learners who progress in English Proficiency (as measured by ELPAC)
- English Learner Reclassification is are missing “Baseline” data

**BCCHS**

- Statewide CAASPP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA)
- Percentage of pupils who have successfully completed a-g requirements (High School only)
- Percentage of English Learners who progress in English Proficiency (as measured by ELPAC)
- English Learner Reclassification is missing “Baseline” data
- Percentage of pupils who pass AP exams with a score of 3 or higher (high school only)
- Pupils prepared for college by the Early Assessment Program (EAP (as measured by 11<sup>th</sup> grade CAASPP scores indicating standard exceeded or standard met in ELA and Math (high school only)
- High School dropout rates (high school only)
- High School graduation rates (high school only)

CSD is requesting the most recent data associated with the metrics listed above to be included in the baseline column for the first year of the three-year plan.

**ANALYSIS**

This is the first time CSD has requested specific “baseline” data from state assessments in the LCAPs. Historically, LCAPs for YPICS have typically not included a specific baseline score connected to state assessment or internal assessment data. YPICS LCAPs have typically stated the percentage of students and subgroups will grow 2-3% each year in a specific area to focus on growth.

CSD is requiring YPICS LCAPs to be updated to include the specific “baseline” data and provide them with evidence of the following no later than November 8, 2021:

- Submit a revised 2021-2022 LCAP, inclusive of the Annual Update for the 2019-2020 LCAP Year and the Annual Update for the 2020-2021 Learning Continuity and Attendance Plan, to the CSD and LACOE, and ensure that the revised 2021-2022 LCAP is completed in accordance with Education Code sections 47606.5 and 47604.32 and any other applicable statutory and regulatory authority;
- Evidence that the revised 2021-2022 LCAP, inclusive of the Annual Update for the 2019-2020 LCAP Year and the Annual Update for the 2020-2021 Learning Continuity and Attendance Plan, was reviewed and approved by the school’s governing board (e.g., board meeting agenda, board meeting minutes, etc.); and

Evidence that a copy of the school’s revised and governing board approved 2021-2022 LCAP, inclusive of the Annual Update for the 2019-2020 LCAP Year and the Annual Update for the

2020-2021 Learning Continuity and Attendance Plan, was submitted to LACOE.

The following is a summary of the “baseline” data added to the LCAPs.

School	CAASPP ELA (2018-19)	CAASPP Math (2018-19)	California Science Test (CAST) (2018-19)	i-Ready or NWEA (HS) (2021) (BOY)	EL Reclassification (2019-20)
	% of students and subgroups scoring standard met or exceeded will increase 2-3%				
	State: 51.10% LAUSD: 44.11%	State: 39.73% LAUSD: 33.47%	State: 29.93% LAUSD: 22.80%		State: 13.8% LAUSD: 15.8%
BCCS	<b>All: 16.76%</b>  EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60	<b>All: 11.44%</b>  EL: 0.00 Latino: 11.23 SED: 1.30	<b>All: 5.68%</b>  EL: 0.00 Latino: 5.92 SED: 5.22 SWD: 0.00	ELA: 15% Math: 5%	14.9%
MORCS	<b>All: 22.19%</b>  EL: 0.00 Latino: 22.22 SED: 21.81 SWD: 2.56	<b>All: 10.98%</b>  EL: 0.00 Latino: 10.84 SED: 10.94 SWD: 2.56	<b>All: 7.77%</b>  EL: 0.00 Latino: 7.77 SED: 8.25 SWD: 5.88	ELA: 13% Math: 6%	16.7%
BCCHS	<b>All: 38.09%</b>  Latino: 38.71 SED: 41.82 SWD: 20.00	<b>All: 12.90%</b>  Latino: 13.12 SED: 12.96 SWD: 6.67	<b>All: 17.07%</b>  Latino: 15.00 SED: 21.21 SWD: <b>In order to protect student privacy, data is suppressed because 10 or fewer students tested.</b>	ELA: 50% Math: 40%	23.5%

CAASPP - <https://caaspp-elpac.cde.ca.gov/caaspp/>

CAST - <https://caaspp-elpac.cde.ca.gov/caaspp/>

i-Ready (2021) (BOY) - Beginning of Year iReady Assessment Data

EL Reclassification- <https://dq.cde.ca.gov/dataquest/> (English Learner (EL Data)  
 SED: Socioeconomically Disadvantaged  
 SWD: Students with Disabilities

School	Attendance Rates (2019-20)	Chronic Absenteeism (2018-19)	% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019
	ADA rate above 95%	Below state average State: 10.1% LAUSD: 18.2%	State: 48.3% LAUSD: 15.59%
BCCS	96.0%	7%	10.23%
MORCS	97.4%	6.8%	52.8%
BCCHS	94.0%	Not available	28%

Attendance Rates- 2019-2020 P2 ADA Report  
 Chronic Absenteeism- [www.caschooldashboard.org/reports](http://www.caschooldashboard.org/reports)

High School	% of A-G Completion (2018-19)	% AP Exams 3 or better (2018-19)	Drop Out Rate (2018-19)	Graduation Rate (2018-2019)	EL Reclassification (2019-20)
	% of students will exceed the state (A-G, AP Exams, Grad Rate, & EL Reclassification)				
	% of students will be less than the state (Drop Out Rate)				
	State: 51.10% LAUSD: 44.11%  BCCHS: 93.3%	State: 39.73% LAUSD: 33.47%  BCCHS: 53.7%	State: 29.93% LAUSD: 22.80%  BCCHS: 6.7%	State: 85.9% LAUSD: 78%  BCCHS: 93.3%	State: 13.8%  LAUSD: 15.8%  BCCHS: 23.5%

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**RECOMMENDATION**

It is recommended that the Board of Directors approve the revised 2021-2022 LCAP, inclusive of the Annual Update for the 2019-2020 LCAP Year and the Annual Update for the 2020-2021 Learning Continuity and Attendance Plan for **Bert Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School** as submitted.



## 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 Position: Executive Director Email: ykingberg@ypics.org 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>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

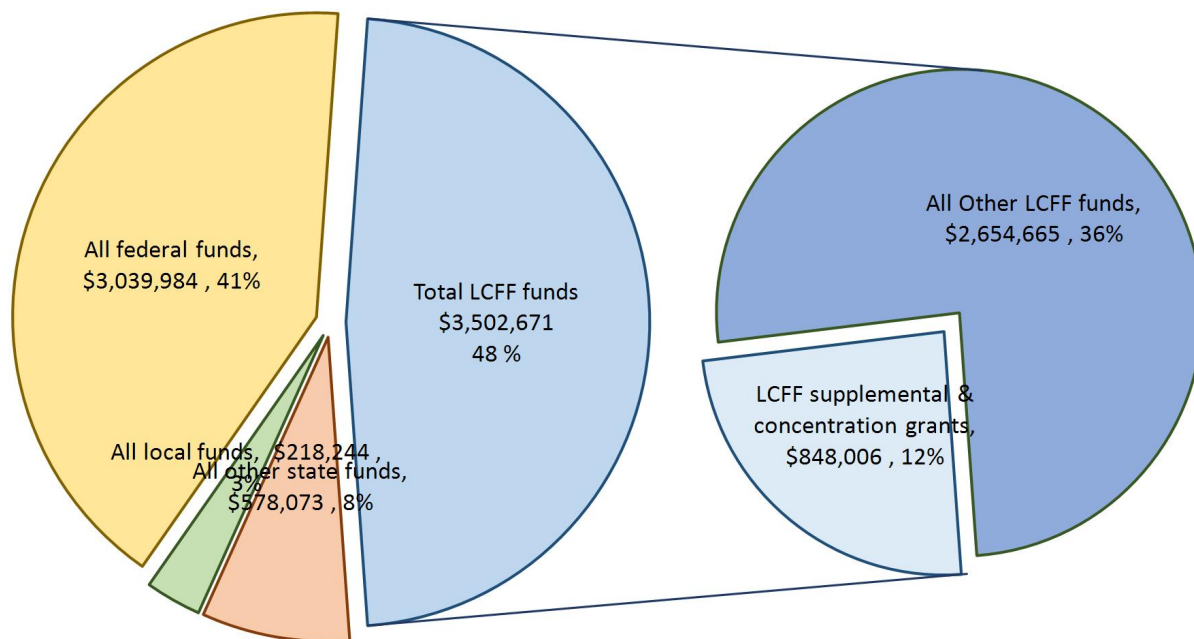
ykingberg@ypics.org

(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



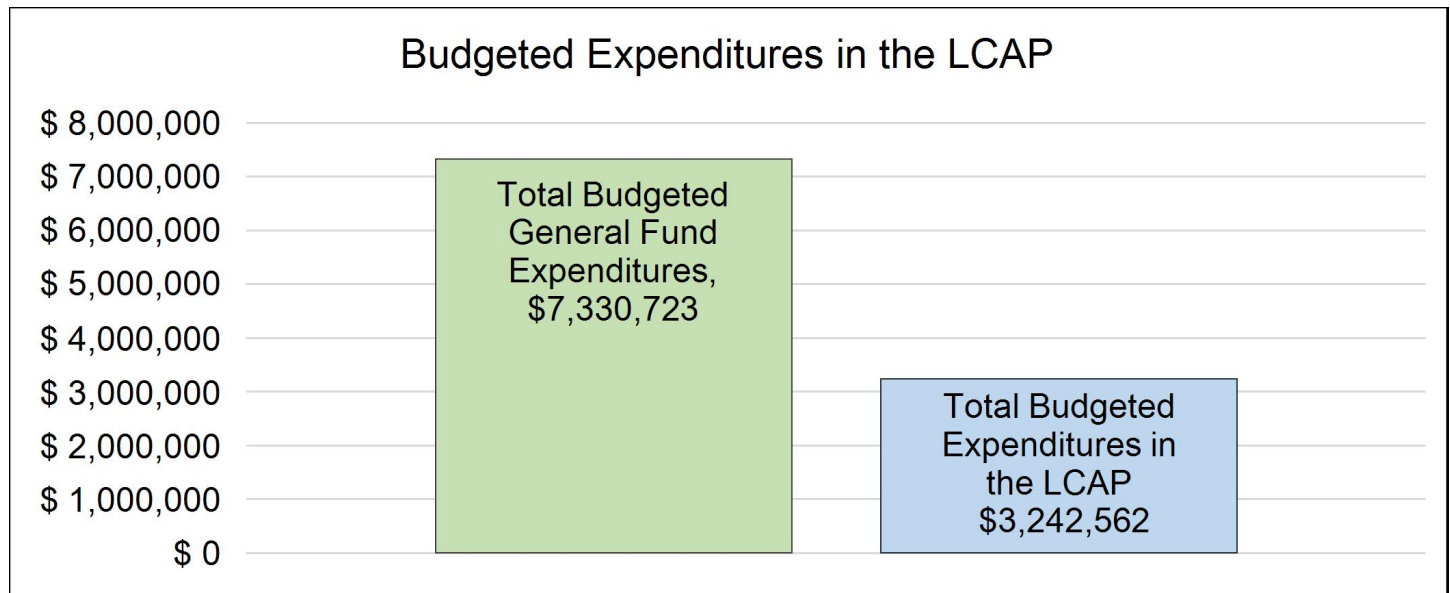
This chart shows the total general purpose revenue Bert Corona Charter Middle School expects to receive in the coming year from all sources.

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:

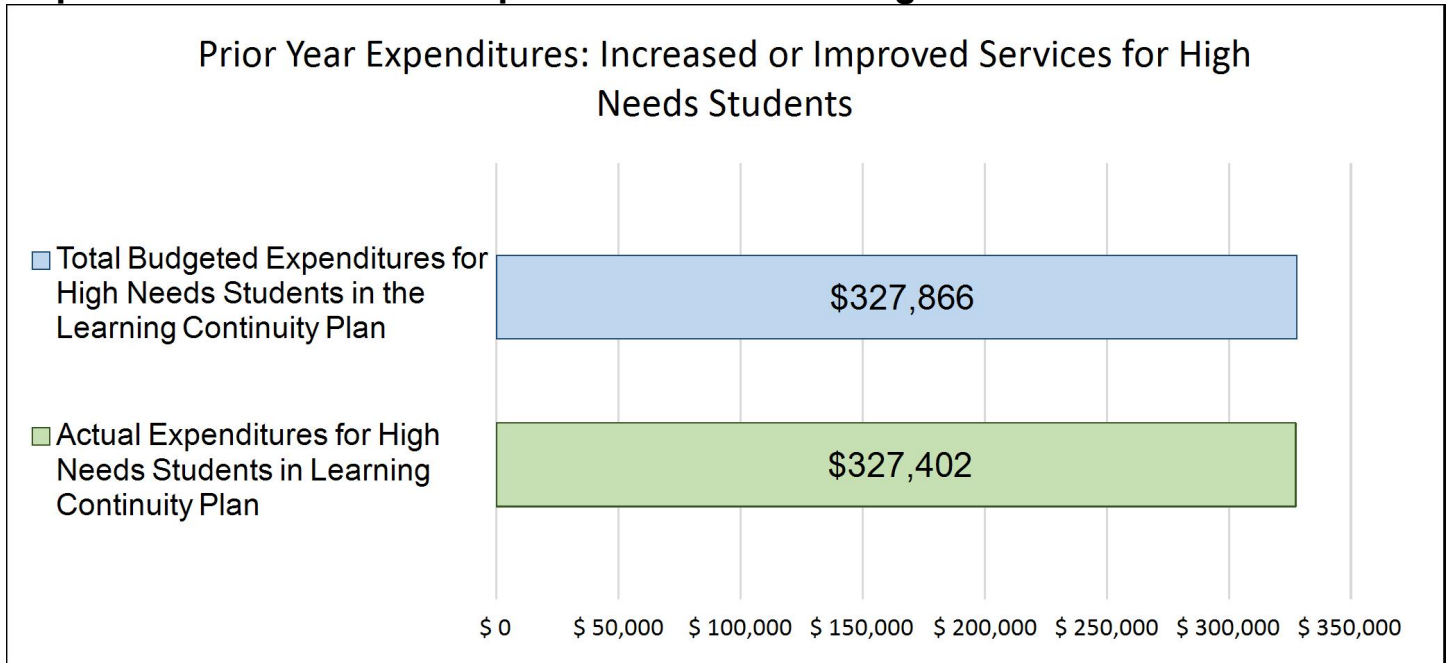
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### 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.

# 2019-20 LCAP Annual Update

2019-20 Annual Update

LEA Name

Contact Name and Title

Email and Phone

Bert Corona Charter Middle School

Yvette King Berg  
Executive Director

ykingberg@ypics.org  
(818) 305-2791

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 1

Increase Student Achievement

Basic Services

A. The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

B. Pupils at Bert Corona MS have 100% access to the standards-aligned instructional materials;

C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: The quality of teachers has an impact on student success. Bert Corona MS promotes student success by

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona MS Master Schedule

**19-20**

100%

**Baseline**

100%

100% of teachers fully credentialed and appropriately assigned.

**Metric/Indicator**

Teacher Rosters

**19-20**

100%

**Baseline**

100%

100% of teachers and students had access to standards- aligned curricular and instructional materials



**Expected**

**Actual**

<p><b>Metric/Indicator</b> Professional Development</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing standards based instruction are provided monthly throughout the school year Provided students with access to CCSS standards- aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter</p>
<p><b>Metric/Indicator</b> Evidence of Classroom Materials, Purchase Orders</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Pupils at Bert Corona Charter MS have 100% access to the standards-aligned instructional materials;</p>
<p><b>Metric/Indicator</b> School facilities are maintained in good repair.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>
<p><b>Metric/Indicator</b></p>	
	<p>Teacher turnover (50% core content teachers form 18-19 to 19- 20). Ensure teacher retention is increased.</p>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other</li> </ul>		1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999

certifications-Bert Corona MS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance

- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Bert Corona MS English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom

LCFF Supplemental and Concentration \$481,000

LCFF Supplemental and Concentration \$463,776

- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse , Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances- Human Resources.
- Whetstone Observation and Evaluation Process for teacher growthWhetstone Observation and Evaluation Process for

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement.

Implementation of state board adopted academic content and performance standards for all students are: English Language Arts=Common Core State Standards (CCSS) for English Language Arts Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 5: Pupil Engagement (Engagement)

Local Priorities:     Conditions of Learning

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
 English Language Arts

All: 16.76%

EL: 0.00

**Expected**

**Actual**

**19-20**  
All: 16.76%

EL: 0.00  
Latino: 16.98  
SED: 16.72  
SWD: 2.60

**Baseline**  
>10%

Latino: 16.98  
SED: 16.72  
SWD: 2.60

Use of SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 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 to measure student progress. Due to Pandemic alternative measures.

**Metric/Indicator**  
Mathematics

**19-20**  
All: 11.44%

EL: 0.00  
Latino: 11.23  
SED:  
SWD: 1.30

**Baseline**  
>10%

All: 11.44%

EL: 0.00  
Latino: 11.23  
SED:  
SWD: 1.30

Use of SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 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 to measure student progress.

**Metric/Indicator**  
English Language Development

**19-20**  
Reclassification-14.9%

**Baseline**  
>5%

Reclassification 14.9% The expected outcome is an overall increase of at least10% of students who meet or exceed the standard on their subsequent CAASPP.CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.

**Metric/Indicator**  
Career Technical Education

**19-20**  
100%

**Baseline**  
100%

100% of students had access to Graphic Art and Design & film- making electives provided by industry specialist and LA Community college partnerships.

**Metric/Indicator**

100% of 8th grade students had access to a CCSS Health Course.

Expected

Actual

Health Education

**19-20**  
100%

**Baseline**  
100%

**Metric/Indicator**  
Physical Education

**19-20**  
100%

**Baseline**  
100%

100% of students had access to a robust appropriate middle school PE program.

**Metric/Indicator**  
Next Generation Science

**19-20**  
All: 5.68%

EL: 0.00  
Latino: 5.92  
SED: 5.22  
SWD: 0.00

**Baseline**  
100%

All: 5.68%  
EL: 0.00  
Latino: 5.92  
SED: 5.22  
SWD: 0.00

100% of students had access to science courses based on the NGSS. All SBAC assessments were waived for the Spring 2020.

**Metric/Indicator**  
Visual and Performing Arts

**19-20**  
100%

**Baseline**  
100%

**Metric/Indicator**  
Textbooks, materials

**19-20**  
100%

All students were provided textbooks or e-textbooks for all subject areas.



Expected

Actual

<p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Professional Development-Curriculum design and implementation</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% Participation</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p><b>Metric/Indicator</b> Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p><b>19-20</b> i-Ready results ELA: 15% Math: 5%</p> <p><b>Baseline</b> 100%</p>	<p>i-Ready results ELA: 15% Math: 5%</p> <p>Weekly and mini benchmarks, Triennial Benchmarks results- reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>
<p><b>Metric/Indicator</b> Decrease the Number of long-term English Learners</p> <p><b>Baseline</b> CAASPP</p>	<p>Reclassification 14.9% to Pandemic no SBAC scores were available</p>
<p><b>Metric/Indicator</b> Monitor and provide services to Foster Care students</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Monitor and increase support for Students with Disability</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>

**Expected**

**Metric/Indicator**

Use of technology in the classroom to support differentiated instruction

**19-20**

8%

**Baseline**

CAASPP

**Actual**

All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development, Counseling, support from Operations <ul style="list-style-type: none"> <li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science</li> <li>Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver</li> </ul>		1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$182,000	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$174,806

appropriate professional development.

- Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.
- Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 3

Goal 3: Knowing that parents serve a critical role in a students’ success, Bert Corona Charter MS strives to increase parental involvement and engagement by providing parents with opportunities to be active and influential in their child’s school life.

Parent involvement addresses:

- A. The school's efforts to seek parent input in making decisions for the school.
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

- State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:     Engagement

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Active participation in School Advisory Council

**19-20**

> 75%

**Baseline**

> 75%

Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.

**Metric/Indicator**

Attend informational meetings

**19-20**

> 75%

**Baseline**

> 75%

>75% of parents attended a school informational meeting.

**Expected**

**Metric/Indicator**  
Provide parent access to opportunities for participation and input on decision-making

**19-20**  
100%

**Baseline**  
100%

**Metric/Indicator**  
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.

**19-20**  
At least 85%

**Baseline**  
At least 85%

**Metric/Indicator**  
95% will attend parent-teacher conference

**19-20**  
95%

**Baseline**  
95%

**Actual**

Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.

The schoolwide Dashboard Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.

95% of parent participated in one or both parent conferences held during the 2019-20 school year.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will provide multiple opportunities for parent involvement in school life and ease of homeschool communication; and ensure continued parent representation in decision-making at all levels of school operations.		1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$68,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$67,816

In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona Charter needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). 66% of all learners at Bert Corona Charter are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona Charter with significant deficiencies in ELA.



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 4

Goal 4: Bert Corona Charter School MS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.  
 Pupil Achievement as measure by all of the following  
 Statewide assessments  
 Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.  
 English Learners who make progress toward English proficiency  
 The English learner reclassification rate  
 College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
 Local Priorities: Pupil Outcomes

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Statewide assessments

**19-20**

> 11%

**Baseline**

Increase English Language Arts and Mathematics SBAC results

No SBAC Results for 19-20 due to Pandemic.

**Metric/Indicator**

Build understanding and expertise through research-based professional development

**19-20**

100%

Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning

**Expected**

**Actual**

<p><b>Baseline</b> Teacher participation</p>
<p><b>Metric/Indicator</b> English Language Arts- Proficiency</p> <p><b>19-20</b> All: 16.76%</p> <p>EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60</p> <p><b>Baseline</b> CAASPP</p>
<p><b>Metric/Indicator</b> Mathematics Proficiency</p> <p><b>19-20</b> All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p><b>Baseline</b> CAASPP</p>
<p><b>Metric/Indicator</b> EL Proficiency</p> <p><b>19-20</b> Reclassification rate 14.9%</p> <p><b>Baseline</b> CAASPP/ELPAC</p>
<p><b>Metric/Indicator</b> EL Reclassification</p>

<p>All: 16.76%</p> <p>EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>
<p>All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>
<p>14.9% Reclassification CAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. 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.</p>
<p>Reclassification rate 14.9% CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative</p>

**Expected**

**19-20**  
 Reclassification rate 14.9%  
**Baseline**  
 CAASPP/ELPAC

**Actual**

assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p> <p>To build understanding and expertise above the needs of</p>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$45,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$45,959</p>

English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction,

intervention support,  
enrichment and progress  
monitoring with ELD  
Profile and retell  
assessments

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Monitor attendance monitoring

**19-20**

96.%

**Baseline**

95%

Maintain attendance rate of 96.%. The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.

**Metric/Indicator**

Provide PD on primary cause of lower academic achievement

**19-20**

95%

**Baseline**

95%

Completed during YPICS Total Professional Development Days.

**Metric/Indicator**

Every student received Social-Emotional Learning Training through the Advisory Period.

**Expected**

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

**19-20**  
100%

**Baseline**  
100%

**Actual**

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <ul style="list-style-type: none"> <li>Program Coordinator and Attendance Manager will monitor student</li> </ul>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$32,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,732</p>



attendance and communicate with families.

- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 6

Priority 6: School Climate

A. Pupil Suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     School Climate

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Monitor attendance monitoring

**19-20**

96%

**Baseline**

95%

96% Attendance Manager will monitor student attendance and communicate with families.

**Metric/Indicator**

Provide PD on primary cause of lower academic achievement

**19-20**

95%

95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;

**Expected**

**Baseline**  
95%

**Metric/Indicator**

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

**19-20**  
100%

**Baseline**  
100%

**Actual**

100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p>		<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$48,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$32,511</p>

Provide multi-tiered system of support

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:  
 Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)  
 Local Priorities: Course Access- Conditions of Learning

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts

**19-20**

100%

**Baseline**

100%

100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.

**Metric/Indicator**

Positive Behavior Interventions and Supports (PBIS) implementation

**19-20**

100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.

Expected	Actual
100%  <b>Baseline</b> 100%	
<b>Metric/Indicator</b> Multi-tiered System of Support (MTSS)  <b>19-20</b> 100%  <b>Baseline</b> 100%	>95% Use of Mutli-tier schoolwide program (MTSS)
<b>Metric/Indicator</b> Equity and access to all course offerings Enrollment/Transcripts   <b>19-20</b> 100%  <b>Baseline</b> 100%	100% student transcripts verify participation in course offerings.
<b>Metric/Indicator</b> Response to Instruction and Intervention  <b>19-20</b> 100%  <b>Baseline</b> 100%	100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures



Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).



1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,000

1000-1999, 3000-3999 LCFF Supplemental and Concentration \$12,922

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Multi-Tiered System of Support

**19-20**

100%

**Baseline**

100%

Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.

**Metric/Indicator**

Professional Development Support

**19-20**

100%

**Baseline**

100%

Trained teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.

**19-20**

1

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research based language programs.  Provide Career Pathways, Project based learning leadership  College and Career Indicators		1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$12,000	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$13,071

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Instructions:

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

## 2019-20 LCAP Annual Update Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	879,000.00	842,593.00
LCFF Supplemental and Concentration	879,000.00	842,593.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	48,000.00	32,511.00
1000-1999, 3000-3999	11,000.00	12,922.00
	0.00	0.00
	0.00	0.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	48,000.00	32,511.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	11,000.00	12,922.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	481,000.00	463,776.00
<b>Goal 2</b>	182,000.00	174,806.00
<b>Goal 3</b>	68,000.00	67,816.00
<b>Goal 4</b>	45,000.00	45,959.00
<b>Goal 5</b>	32,000.00	31,732.00
<b>Goal 6</b>	48,000.00	32,511.00
<b>Goal 7</b>	11,000.00	12,922.00
<b>Goal 8</b>	12,000.00	13,071.00

\* Totals based on expenditure amounts in goal and annual update sections.

## 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 Position: Executive Director Email: ykingberg@ypics.org 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>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.

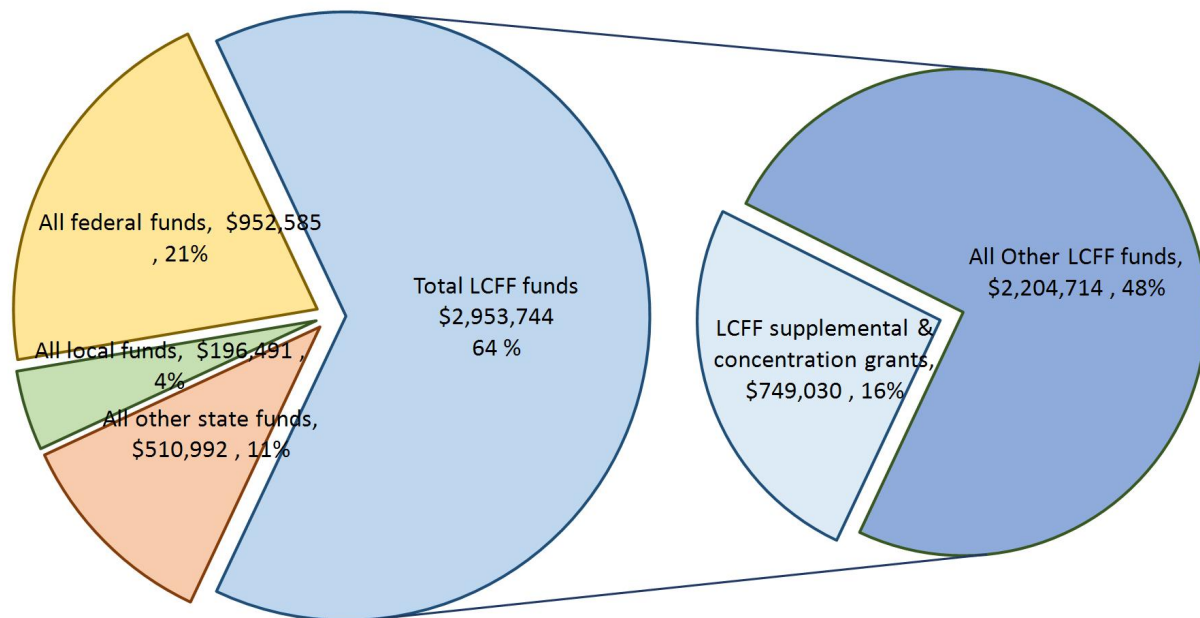
## LCFF Budget Overview for Parents

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



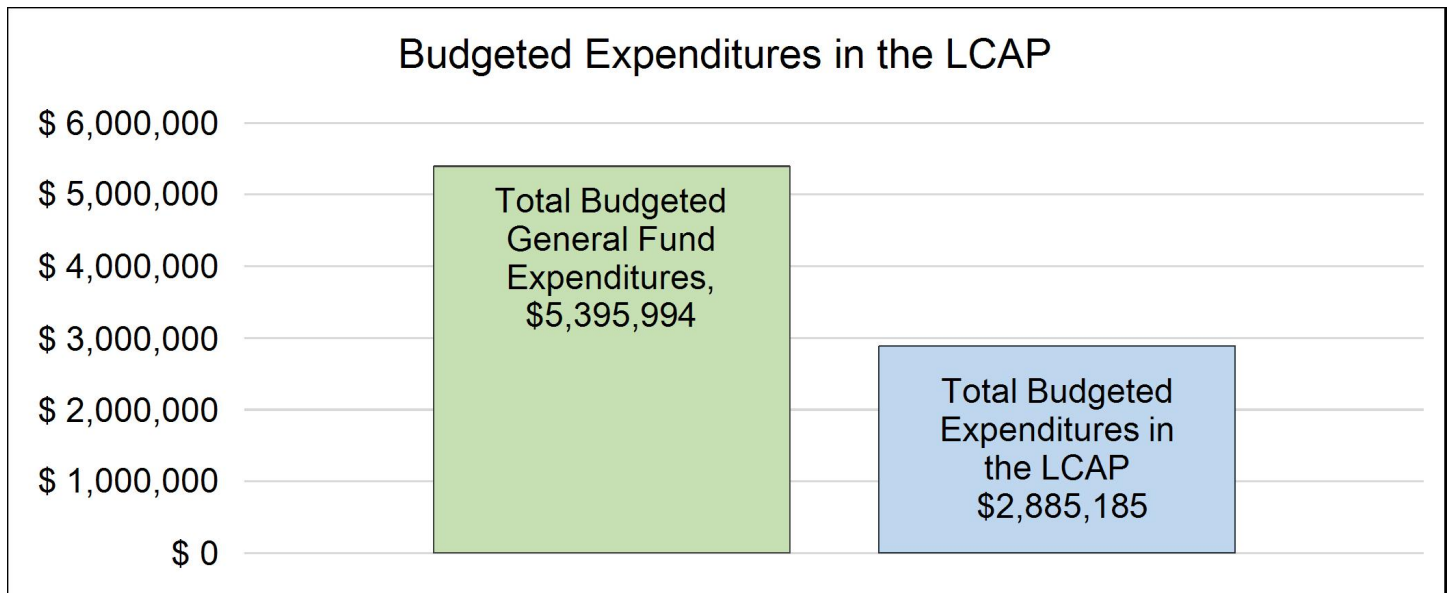
This chart shows the total general purpose revenue Monseñor Oscar Romero Charter expects to receive in the coming year from all sources.

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:

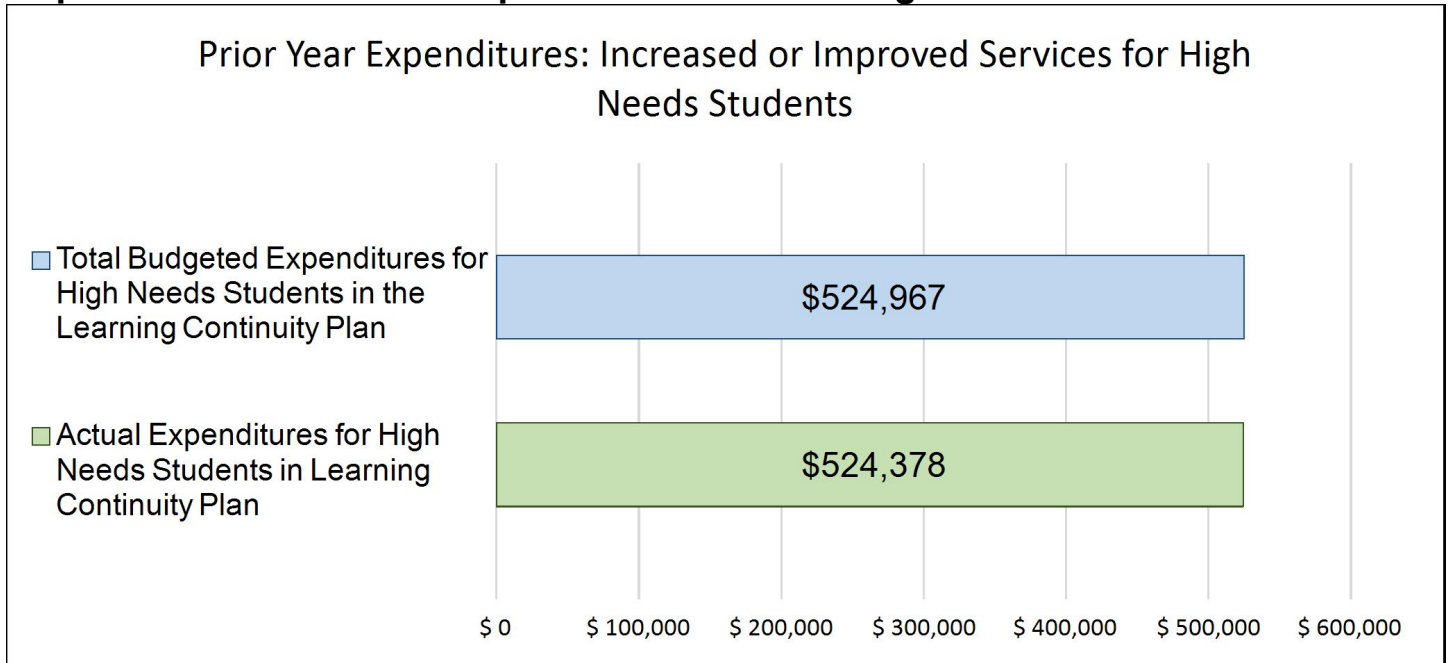
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### 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.

# 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 Executive Director	ykingberg@ypics.org (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;
- 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. 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	\$33,512	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$46,421	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$164,929	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[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	\$0	[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	\$0	[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	\$9,001	[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

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).



# Goal 1

Increase Student Achievement  
Basic Services

- A. The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
- B. Pupils at Bert Corona MS have 100% access to the standards-aligned instructional materials;
- C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1 : Basic (Conditions of Learning)
- Local Priorities: The quality of teachers has an impact on student success. Bert Corona MS promotes student success by

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona MS Master Schedule</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of teachers fully credentialed and appropriately assigned.</p>
<p><b>Metric/Indicator</b> Teacher Rosters</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of teachers and students had access to standards- aligned curricular and instructional materials</p>
<p><b>Metric/Indicator</b> Professional Development</p> <p><b>19-20</b></p>	<p>The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing</p>

<p><b>Expected</b></p> <p>100%</p> <p><b>Baseline</b></p> <p>100%</p>	<p><b>Actual</b></p> <p>standards based instruction are provided monthly throughout the school year Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter</p> <p>Pupils at Bert Corona Charter MS have 100% access to the standards-aligned instructional materials;</p>
<p><b>Metric/Indicator</b></p> <p>Evidence of Classroom Materials, Purchase Orders</p> <p><b>19-20</b></p> <p>100%</p> <p><b>Baseline</b></p> <p>100%</p>	<p><b>Metric/Indicator</b></p> <p>School facilities are maintained in good repair.</p> <p><b>19-20</b></p> <p>100%</p> <p><b>Baseline</b></p> <p>100%</p>
<p><b>Metric/Indicator</b></p> <p>School facilities are maintained in good repair.</p> <p><b>19-20</b></p> <p>100%</p> <p><b>Baseline</b></p> <p>100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>
<p><b>Metric/Indicator</b></p> <p>School facilities are maintained in good repair.</p> <p><b>19-20</b></p> <p>100%</p> <p><b>Baseline</b></p> <p>100%</p>	<p>Teacher turnover (50% core content teachers form 18-19 to 19-20). Ensure teacher retention is increased.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- Bert Corona MS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> </ul>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p> <p>LCFF Supplemental and Concentration \$481,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p> <p>LCFF Supplemental and Concentration \$463,776</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<ul style="list-style-type: none"> <li>• CCSS training will be embedded into professional development meetings.</li> <li>• Progress towards this goal will be measured through SARC report, documentation</li> <li>• The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Bert Corona MS English Learner Plan</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>• Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program</li> <li>• Strategies for SWD to access core curriculum in general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> <li>• Whetstone Observation and Evaluation Process for teacher growth/Whetstone Observation and Evaluation Process for</li> </ul>		

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 pandemic has had a devastating impact on our community. The Charter School transitioned to a distance learning instructional format on March 16, 2020, following the guidance from the Los Angeles County Superintendent recommending school closures of all schools within Los Angeles County. Although the Charter School was physically closed, students continued to receive instruction remotely and were provided meals (breakfast, lunch, supper) throughout the physical school closure.

The extended closure impacted the ability of our students to access instruction and curriculum on-site and in person. The Charter School followed the recommendations from the California Department of Education for providing instruction and access to the curriculum in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources, and operations. 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 co-teaching format to provide small group support and designated ELD. The Charter School provided students opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth, and low-income students. The Charter School established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth, and low-income students. Teachers plan for instruction to be delivered regardless of internet connectivity. Students could engage in instruction through Google Doc online sessions, conference calls, and asynchronous media platforms. Instruction was on a flexible schedule to allow for students to access content to meet their unique needs.

Successes for BCCS includes the following:

#### 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. implement tri-annual iReady benchmark assessments in Math and ELA

Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status. Train teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.

CCSS training will be embedded into professional development meetings.

- Progress towards this goal will be measured through SARC report, documentation
- Whetstone Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of BCCS' English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening
- Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program

- Strategies for SWD to access core curriculum in the general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.

#### Challenges

##### Academic Indicator Performance

BCCS 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 BCCS 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 BCCS' subgroup average was below the state average for that subgroup on that indicator in a given year.

Verified Data for 2017-18 & 2018-19

BCCS 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, BCCS 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. Social/Emotional Wellbeing

While many students struggled socially & emotionally during the pandemic, BCCS 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



## Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement.

Implementation of state board adopted academic content and performance standards for all students are: English Language Arts=Common Core State Standards (CCSS) for English Language Arts Mathematics-CCSS for Mathematics  
 English Language Development (ELD)  
 Career Technical Education  
 Health Education Content Standards  
 History-Social Science  
 Model School Library Standards  
 Physical Education Model Content Standards  
 Next Generation Science Standards  
 Visual and Performing Arts  
 World Language; and  
 How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

- State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 5: Pupil Engagement (Engagement)
- Local Priorities:     Conditions of Learning

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> English Language Arts		All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60

<b>Expected</b>	<b>Actual</b>
<p><b>19-20</b> All: 16.76%</p> <p>EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60</p> <p><b>Baseline</b> &gt;10%</p> <p><b>Metric/Indicator</b> Mathematics</p> <p><b>19-20</b> All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p><b>Baseline</b> &gt;10%</p> <p><b>Metric/Indicator</b> English Language Development</p> <p><b>19-20</b> Reclassification-14.9%</p> <p><b>Baseline</b> &gt;5%</p>	<p>Use of SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 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 to measure student progress. Due to Pandemic alternative measures.</p> <p>All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p>Use of SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 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 to measure student progress.</p> <p>Reclassification 14.9% The expected outcome is an overall increase of at least10% of students who meet or exceed the standard on their subsequent CAASPP.CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Metric/Indicator</b> Career Technical Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students had access to Graphic Art and Design &amp; film-making electives provided by industry specialist and LA Community college partnerships.</p>
<p><b>Metric/Indicator</b> Health Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of 8th grade students had access to a CCSS Health Course.</p>
<p><b>Metric/Indicator</b> Physical Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students had access to a robust appropriate middle school PE program.</p>
<p><b>Metric/Indicator</b> Next Generation Science</p> <p><b>19-20</b> All: 5.68%</p> <p>EL: 0.00 Latino: 5.92 SED: 5.22 SWD: 0.00</p>	<p>All: 5.68% EL: 0.00 Latino: 5.92 SED: 5.22 SWD: 0.00</p> <p>100% of students had access to science courses based on the NGSS. All SBAC assessments were waived for the Spring 2020.</p>
<p><b>Baseline</b> 100%</p>	



Expected	Actual
<p><b>Metric/Indicator</b> Visual and Performing Arts</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Textbooks, materials</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>All students were provided textbooks or e-textbooks for all subject areas.</p>
<p><b>Metric/Indicator</b> Professional Development-Curriculum design and implementation</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% Participation</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p><b>Metric/Indicator</b> Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p><b>19-20</b> i-Ready results ELA: 15% Math: 5%</p> <p><b>Baseline</b> 100%</p>	<p>i-Ready results ELA: 15% Math: 5%</p> <p>Weekly and mini benchmarks, Triennial Benchmarks results- reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Metric/Indicator</b> Decrease the Number of long-term English Learners</p> <p><b>Baseline</b> CAASPP</p>	<p>Reclassification 14.9% to Pandemic no SBAC scores were available</p>
<p><b>Metric/Indicator</b> Monitor and provide services to Foster Care students</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p> <p><b>Metric/Indicator</b> Monitor and increase support for Students with Disability</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p> <p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Use of technology in the classroom to support differentiated instruction</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Professional Development, Counseling, support from Operations</p> <ul style="list-style-type: none"> <li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science</li> </ul>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$182,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$174,806</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>• Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.</li> <li>• Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.</li> <li>• Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.</li> </ul>		

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School developed a Task Force to respond to the needs of our community in the midst of the COVID-19 global pandemic. The Charter School 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 Google Doc, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents who preferred to meet in person following social distancing norms outside the building. Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified

and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning.

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.

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.
  - 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 performance about Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.
- Mental Health and Well-Being of All: Teachers received professional development on trauma-informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.
- Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking; Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment.

### Goal 3

Goal 3: Knowing that parents serve a critical role in a students' success, Bert Corona Charter MS strives to increase parental involvement and engagement by providing parents with opportunities to be active and influential in their child's school life. Parent involvement addresses:

- A. The school's efforts to seek parent input in making decisions for the school.
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

- State Priorities:      Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:      Engagement

#### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Active participation in School Advisory Council</p> <p><b>19-20</b> &gt; 75%</p> <p><b>Baseline</b> &gt; 75%</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.</p>
<p><b>Metric/Indicator</b> Attend informational meetings</p> <p><b>19-20</b> &gt; 75%</p> <p><b>Baseline</b> &gt; 75%</p>	<p>&gt;75% of parents attended a school informational meeting.</p>
<p><b>Metric/Indicator</b> Provide parent access to opportunities for participation and input on decision-making</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall</p>



<b>Expected</b>	<b>Actual</b>	
<p><b>19-20</b> 100% <b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.</p> <p><b>19-20</b> At least 85% <b>Baseline</b> At least 85%</p> <p><b>Metric/Indicator</b> 95% will attend parent-teacher conference</p> <p><b>19-20</b> 95% <b>Baseline</b> 95%</p>	<p>and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.</p> <p>The schoolwide Dashboard Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.</p>	<p>95% of parent participated in one or both parent conferences held during the 2019-20 school year.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>School will provide multiple opportunities for parent involvement in school life and ease of homeschool communication; and ensure continued parent representation in decision-making at all levels of school operations.</p> <p>In the community of Pacoima, CA, that most learners of Bert Corona Charter reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. Bert Corona Charter needs to work to continue</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$68,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$67,816</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.</p> <p>Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPs, 56% are English Language Learners (42 of 75). 66% of all learners at Bert Corona Charter are EL learners and or RFEPPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to Bert Corona Charter with significant deficiencies in ELA.</p>		

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

- Raised the awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance Identify and address factors contributing to chronic absenteeism Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism Attendance Manager monitored student attendance and communicated with families.
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- School will implement Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
- Teachers were trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;
- Administrators worked with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension were considered before administering consequences.
- School will use Family Support Team process that mirrors the School Support Team mode

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School took on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instruction as needed. Based on the analysis of summative and formative assessments, The Charter School provided targeted intervention and acceleration. Targeted instruction was 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. This accelerated instruction took place during the instructional day and enabled a wide range of services to form general education teachers, special education teachers, support staff, and administration. This strategic instructional program required a multi-tiered instructional delivery model to respond to our children’s individual needs.



## Goal 4

Goal 4: Bert Corona Charter School MS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.  
 Pupil Achievement as measure by all of the following  
 Statewide assessments  
 Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.  
 English Learners who make progress toward English proficiency  
 The English learner reclassification rate  
 College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
 Local Priorities: Pupil Outcomes

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Statewide assessments  <b>19-20</b>                      &gt; 11%</p>	<p>No SBAC Results for 19-20 due to Pandemic.</p>
<p><b>Baseline</b>                      Increase English Language Arts and Mathematics SBAC results</p>	<p>Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning</p>
<p><b>Metric/Indicator</b>                      Build understanding and expertise through research-based professional development  <b>19-20</b>                      100%</p>	
<p><b>Baseline</b>                      Teacher participation</p>	
<p><b>Metric/Indicator</b></p>	<p>All: 16.76%</p>

<b>Expected</b>	<b>Actual</b>
<p>English Language Arts- Proficiency</p> <p><b>19-20</b> All: 16.76%</p> <p>EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60</p> <p><b>Baseline</b> CAASPP</p> <p><b>Metric/Indicator</b> Mathematics Proficiency</p> <p><b>19-20</b> All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p><b>Baseline</b> CAASPP</p> <p><b>Metric/Indicator</b> EL Proficiency</p> <p><b>19-20</b> Reclassification rate 14.9%</p> <p><b>Baseline</b> CAASPP/ELPAC</p>	<p>EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p> <p>All: 11.44%</p> <p>EL: 0.00 Latino: 11.23 SED: SWD: 1.30</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p> <p>14.9% ReclassificationCAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. 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.</p>

Expected	Actual
<p><b>Metric/Indicator</b>                      EL Reclassification                      19-20                      Reclassification rate 14.9%</p> <p><b>Baseline</b>                      CAASPP/ELPAC</p>	<p>Reclassification rate 14.9% CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p> <p>To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches</p> <p>All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.</p> <ul style="list-style-type: none"> <li>Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online</li> </ul>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$45,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$45,959</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.</p> <ul style="list-style-type: none"> <li>EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments</li> </ul>		

### **Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics.

## Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Monitor attendance monitoring</p> <p><b>19-20</b> 96. %</p> <p><b>Baseline</b> 95%</p>	<p>Maintain attendance rate of 96.%. The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.</p>
<p><b>Metric/Indicator</b> Provide PD on primary cause of lower academic achievement</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>Completed during YPICS Total Professional Development Days.</p>
<p><b>Metric/Indicator</b> Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p>	<p>Every student received Social-Emotional Learning Training through the Advisory Period.</p>

Expected	Actual
<p><b>19-20</b> 100% <b>Baseline</b> 100%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$32,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,732</p>
<p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p>		
<p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <ul style="list-style-type: none"> <li>• Program Coordinator and Attendance Manager will monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SW/PBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>		

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>

### **Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics. Targeting sub-groups English Learners, Students with Disabilities, Foster Care and Homeless students.



## Goal 6

Priority 6: School Climate

- A. Pupil Suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:
- School Climate

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Monitor attendance monitoring</p> <p><b>19-20</b> 96%</p> <p><b>Baseline</b> 95%</p>	<p>96% Attendance Manager will monitor student attendance and communicate with families.</p>
<p><b>Metric/Indicator</b> Provide PD on primary cause of lower academic achievement</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;</p>



<b>Expected</b>	<b>Actual</b>	
<p><b>Metric/Indicator</b> Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <p>Provide multi-tiered system of support</p> <p>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$48,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$32,511</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the Pandemic creating a climate of learning was key to student academic success. Ensuring that a consistent environment to promote student learning was in place and offered students access to additional teacher, administration and staff support as needed. Addressing the social-emotional areas of need on an ongoing basis.

## Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:  
 Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: Course Access- Conditions of Learning

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).                      Programs and services developed and provided to unduplicated pupils; and                      Programs and services developed and provided to individuals with exceptional needs.</p> <p>Metric/Method for Measuring: Student Transcripts</p>	<p>100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.</p>
<p><b>19-20</b>                      100%</p> <p><b>Baseline</b>                      100%</p>	
<p><b>Metric/Indicator</b>                      Positive Behavior Interventions and Supports (PBIS) implementation</p> <p><b>19-20</b>                      100%</p>	<p>100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Multi-tiered System of Support (MTSS)</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>&gt;95% Use of Multi-tier schoolwide program (MTSS)</p>
<p><b>Metric/Indicator</b> Equity and access to all course offerings Enrollment/Transcripts</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% student transcripts verify participation in course offerings.</p>
<p><b>Metric/Indicator</b> Response to Instruction and Intervention</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,000</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$12,922</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Success included an evaluation and analysis of the effectiveness of strategies implemented to reduce absenteeism and socio-emotional needs. The 2019-2020 school year was one that we will always remember. Our children witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. Stakeholders of our Social Emotional Support System Subgroup felt it was critical for our students to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. Staff participated in a Professional Development Training focused on Anti-Bias & Anti-Racist Education (ABAR). An ABAR Team has been created and will continue to provide resources and trainings throughout the school year.  
Mental Health and Well-Being of All: Teachers received professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered. Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking; Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment

# Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Multi-Tiered System of Support</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEPP and monitor and respond to SPED LRE status.</p>
<p><b>Metric/Indicator</b> Professional Development Support</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>19-20</b> 1</p>	<p>Trained teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFE Supplemental and Concentration \$12,000</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFE Supplemental and Concentration \$13,071</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>access to high-quality, innovative and research based language programs.</p> <p>Provide Career Pathways, Project based learning leadership</p> <p>College and Career Indicators</p>		

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. All students had access to virtual visits to colleges and universities, opportunities to set goals and examine and select CTE offerings.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility.	151206	167450	No
Parent Facilitators-Director of Instruction & School Climate and Culture Director: Instructional Supports and Social Emotional Supports and Systems are communicated with families	53239	53239	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

BCCS' success are as followed: 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, BCCS students had measurable increases in student achievement at both the school- and grade levels, clearly demonstrating at least one year of progress in both the 2019-20 and 2020-21 academic years. On average, BCCS 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, BCCS 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 BCCS for longer experienced more growth.

Verified Data: Math & ELA Proficiency (2019-20 & 2020-21)? In 2019-20, 22% of BCCS 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, BCCS 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 both 2020 and 2021, suggesting that additional time at BCCS improved students' literacy skills.

English Learner Progress BCCS 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 BCCS 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 BCCS EL students progressed by at least one ELP level compared to 43% at the state level and 42% at LAUSD ELs.

#### Technology in the classroom

Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, and other programs. As noted in Bert Corona Charter 2019-20 LCAP, our goal is 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, SFA, and licensed software as presented above BCCS 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.

Teachers allow 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 Bert Corona Charter 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, connecting families with counseling services, and providing financial assistance to those who lost a family member due to COVID. Student Engagement:

- BCCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In November 2020, BCCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In November 2020, 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 November 2020 than in November 2019. This was also higher than the state average. COVID-19 Aligned Vulnerabilities



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Program Coordinator and School Climate and Culture Assistant : Assist with continuity of learning to prevent learning loss.	73140	73140	Yes
Salaries & Benefits for Core Staff	1283783	1283483	No
Professional Development: Learning Platforms (Google Classroom, NearPod, PearDeck, Screencastify, Flip Grid, iReady Math & ELA) Essential Standards (ELD Standards and SFA), Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	72262	71360	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	75847	70617	No
Technology: Computers and Digital Devices for Distance Learning and Hybrid Educational Model	198622	270239	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Bert Corona Charter School (BCCS), a Youth Policy Institute Charter School (YPICS), transitioned to a distance. Learning instructional format on March 16, 2020. following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major

impacts on our community, physically, socio-emotionally, and economically. Parents reported job losses, the increased need for child-care, food instability, and lack of access to technology and the internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness. The Charter School has an enrollment of 356 students. The Charter School's enrollment and demographic student subgroup population consists of 29% English Learners, 99.2% Hispanic or Latino, 96% Socially Disadvantaged, 9% SPED, and Following the closure of school facilities in March,

Bert Corona Charter has continued to conduct all classes and course offerings via Distance Learning. Bert Corona Charter scholars have access to the following: Technology: Chrome Books. Additional devices (desktops, laptops, Chromebooks) were distributed/loaned to families to support distance learning and instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. BCCS's aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service as the school continues to communicate with families. Enrollment documents, attendance, meal program, and the two-way conversations that the school is having have learned of additional families' needs, such as the increased needs to access hotspots. The Charter School works swiftly to resolve any technology needs or gaps. School Meals: With the high number of Free/Reduced Meals 94.08%, we partnered with a local charter school less than 1/2 miles away to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals for the week to families on Tuesdays, 6:00 pm: 30pm-6:00 pm. Teachers and staff receive research-based education practices to raise student achievement. Training is conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Lik." a Data-Driven, "Data Driven, "Instruction, "Getting Better," and the Success for All Program. Bert Corona Charter uses various assessment tools in evaluating student achievement of stated objectives across all sub-groups. 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.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% of School Counselor;Tutors, Stipends, Summer School, laptops; Instructional Materials (4000s)	196633	196633	Yes
Summer School (Extended Learning)	33374	33374	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Charter School staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve the list of "unreachable" scholars to provide assistance and engage them in distance learning or connect their families to social services resources. The Charter School delivers high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. The LEA provided all students and those identified as English Learners, foster youth, and low-income students, and students with IEPs, the same access to instructional opportunities as general education students. Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model.

The LEA provided teachers with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction. Teachers plan for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms. Internal data shows that 20% of scholars performing at the lowest band moved up a band and that 17% more of scholars were performing at the highest bands on the iReady Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which was held immediately at the close of the school year to accommodate student learning loss.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Charter School successfully developed a School Culture and Climate Committee. Under the direction and support of the Director of School Culture and Climate, this team helped to monitor and support the mental health and social well-being of pupils and staff during the school year. Additionally, the school has a Counselor to provide social, emotional support to families and students. On February 7, 2020, YPICS provided all staff a Professional Development Day on Trauma-Informed Instruction. On August 3, 2020, and August 7, 2020, the Charter School held the first Mental Health and Social-Emotional Well-Being training of the school year.

All staff continued to receive professional development on trauma-informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered.

Low-Income Pupils, English Learners, Foster Youth

Incorporate welcoming/inclusion activities;

- Create learning teams and expectations;
- Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in-class activities;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning;
- Predictability
- Flexibility
- Connection
- Empowerment

Youth Mental Health First Aid (YMHFA), our administration, teachers, and staff Charter School teams identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and initial support to the Charter Schools' scholars (ages 10-14) who may be developing a mental health or substance use problem and help connect them to the appropriate care. All YPICS staff participated in the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers effectively employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement

and the ability to assess student progress towards mastering daily learning objectives continually. Peardeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:

1. Attendance Manager/Teachers monitor student attendance and communicate with families.
2. Parent outreach and communications stressed the importance of attendance and arriving at their virtual school on time each day.
3. School implemented Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
4. Teachers are trained in the Schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
5. School used the Family Support Team process that mirrors the School Support Team model.

Further, teachers use Google tools, including Google, meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers support colleagues through Monday, grade level, and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides call home daily to follow up with families of students that have missed a class period or are absent for the day. The purpose is to check in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Mondays. Think T together, YPICS after-school provider created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Charter School provided nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served for the week on Tuesdays, between 2:00pm-4:30pm as requested by parents in the parent survey/After School Nutrition



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	4854	4390	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Student Activities to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Charter School will continue to implement a “triage” approach to ensure the needs of students are met systematically. The Charter School is looking at ways to celebrate the learning and creativity that was developed during the physical closure of school. Our approach is to build on what students learned and scaffold learning to maximize student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.



## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP.

The 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP. Among the outcomes that influence the 21-22 through 12-14 LCAP include the following:

- Provide administrators, teachers, staff, students, and parents socio-emotional support.
- The need to accelerate learning-grade level standards as we teach.
- Hire a Teacher to provide acceleration to English Learners or EI/SPED students
- Use of the Multi-Tier Process
- Project-Based Learning
- Provide students with technology and internet access
- Cultivate and enrich stakeholder relationships
- All YPICS staff participated in Professional Development Training on August 7, 2020, focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will be served as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team continued to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan  
Bert Corona Charter Middle School



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source			
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Funding Sources	879,000.00	842,593.00	
LCFF Supplemental and Concentration	879,000.00	842,593.00	
	0.00	0.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	48,000.00	32,511.00
1000-1999, 3000-3999	11,000.00	12,922.00
	0.00	0.00
	0.00	0.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	879,000.00	842,593.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	157,000.00	158,578.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	663,000.00	638,582.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	48,000.00	32,511.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	11,000.00	12,922.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	481,000.00	463,776.00
<b>Goal 2</b>	182,000.00	174,806.00
<b>Goal 3</b>	68,000.00	67,816.00
<b>Goal 4</b>	45,000.00	45,959.00
<b>Goal 5</b>	32,000.00	31,732.00
<b>Goal 6</b>	48,000.00	32,511.00
<b>Goal 7</b>	11,000.00	12,922.00
<b>Goal 8</b>	12,000.00	13,071.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$204,445.00	\$220,689.00
Distance Learning Program	\$1,703,654.00	\$1,768,839.00
Pupil Learning Loss	\$230,007.00	\$230,007.00
Additional Actions and Plan Requirements	\$4,854.00	\$4,390.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,142,960.00	\$2,223,925.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$151,206.00	\$167,450.00
Distance Learning Program	\$1,630,514.00	\$1,695,699.00
Pupil Learning Loss	\$33,374.00	\$33,374.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,781,720.00	\$1,863,149.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,239.00	\$53,239.00
Distance Learning Program	\$73,140.00	\$73,140.00
Pupil Learning Loss	\$196,633.00	\$196,633.00
Additional Actions and Plan Requirements	\$4,854.00	\$4,390.00
All Expenditures in Learning Continuity and Attendance Plan	\$327,866.00	\$327,402.00

**Bert Corona Charter Middle School and Student Performance Data**

**Student Enrollment  
Enrollment By Student Group**

<b>Student Enrollment by Subgroup</b>						
<b>Student Group</b>	<b>Percent of Enrollment</b>			<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>American Indian</b>	%	%	%			
<b>African American</b>	1.1%	0.54%	0.52%	4	2	2
<b>Asian</b>	0.3%	%	%	1		
<b>Filipino</b>	0.5%	0.82%	0.52%	2	3	2
<b>Hispanic/Latino</b>	96.2%	97.28%	97.38%	358	357	371
<b>Pacific Islander</b>	0.3%	0.27%	0.52%	1	1	2
<b>White</b>	1.1%	1.09%	0.79%	4	4	3
<b>Multiple/No Response</b>	0.5%	%	%	2		
	<b>Total Enrollment</b>			372	367	381

**Student Enrollment  
Enrollment By Grade Level**

<b>Student Enrollment by Grade Level</b>			
<b>Grade</b>	<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	29	25	25
<b>Grade 6</b>	117	117	117
<b>Grade 7</b>	110	119	120
<b>Grade 8</b>	116	106	119
<b>Total Enrollment</b>	372	367	381

**Conclusions based on this data:**

1.

BCCS has an increased enrollment of Hispanic/Latino of 371 in 2018-2019 or 97.38%. Seventh graders support the larger enrollment for the past 3 years.

**Student Enrollment  
English Learner (EL) Enrollment**

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	101	85	87	27.2%	23.2%	22.8%
Fluent English Proficient (FEP)	186	183	199	50.0%	49.9%	52.2%
Reclassified Fluent English Proficient	7	12	23	8.9%	11.9%	27.1%

~~-(RFEP)~~

**Conclusions based on this data:**

1.

English Learner population has decreased slightly over the past three years of 22.8%. Fluent English Proficient (FEP) is at 52.2% and Reclassified Fluent English Proficient (RFEP) is at 27.1% in 18-19.

**CAASPP Results  
English Language Arts/Literacy (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
Grade 5	29	25	25	28	25	25	28	25	25	96.6	100	100
Grade 6	116	119	118	116	118	118	116	118	118	100	99.2	100
Grade 7	113	120	118	109	120	117	108	120	117	96.5	100	99.2



<b>Grade 8</b>	115	106	117	114	105	116	114	105	116	99.1	99.1	99.1
<b>All</b>	373	370	378	367	368	376	366	368	376	98.4	99.5	99.5

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
<b>Grade 5</b>	2430.	2405.	2425.	10.71	0.00	0.00	10.71	20.00	12.00	10.71	16.00	32.00	67.86	64.00	56.00
<b>Grade 6</b>	7 2479.	8 2458.	0 2450.	0.00	2.54	2.54	25.86	16.10	15.25	35.34	35.59	26.27	38.79	45.76	55.93
<b>Grade 7</b>	5 2499.	3 2502.	8 2465.	2.78	1.67	3.42	26.85	27.50	12.82	28.70	36.67	29.91	41.67	34.17	53.85
<b>Grade 8</b>	2 2518.	0 2507.	5 2497.	2.63	4.76	0.86	28.07	17.14	16.38	32.46	39.05	37.93	36.84	39.05	44.83
<b>All Grades</b>	<sup>9</sup> N/A	<sup>4</sup> N/A	<sup>5</sup> N/A	2.46	2.72	2.13	25.68	20.38	14.63	30.60	35.60	31.38	41.26	41.30	51.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 5</b>	14.29	4.00	0.00	17.86	32.00	36.00	67.86	64.00	64.00
<b>Grade 6</b>	3.45	3.42	4.24	50.00	41.88	29.66	46.55	54.70	66.10
<b>Grade 7</b>	8.33	4.17	4.27	45.37	53.33	32.48	46.30	42.50	63.25
<b>Grade 8</b>	10.53	6.67	4.31	42.98	40.95	42.24	46.49	52.38	53.45
<b>All Grades</b>	7.92	4.63	3.99	43.99	44.69	34.84	48.09	50.68	61.17

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	14.29	4.00	4.00	28.57	24.00	48.00	57.14	72.00	48.00
<b>Grade 6</b>	1.72	3.42	5.93	52.59	43.59	41.53	45.69	52.99	52.54
<b>Grade 7</b>	8.41	10.00	7.69	51.40	57.50	47.01	40.19	32.50	45.30
<b>Grade 8</b>	9.65	4.76	2.59	42.98	48.57	62.07	47.37	46.67	35.34
<b>All Grades</b>	7.12	5.99	5.32	47.40	48.23	50.00	45.48	45.78	44.68

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	14.29	4.00	0.00	53.57	56.00	60.00	32.14	40.00	40.00
<b>Grade 6</b>	7.76	4.27	2.54	72.41	68.38	58.47	19.83	27.35	38.98
<b>Grade 7</b>	6.48	7.50	3.42	59.26	60.83	55.56	34.26	31.67	41.03
<b>Grade 8</b>	6.14	6.67	6.03	70.18	69.52	64.66	23.68	23.81	29.31
<b>All Grades</b>	7.38	5.99	3.72	66.39	65.40	59.57	26.23	28.61	36.70

<b>Research/Inquiry Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	10.71	0.00	4.00	39.29	32.00	44.00	50.00	68.00	52.00
<b>Grade 6</b>	12.07	10.26	11.86	52.59	53.85	40.68	35.34	35.90	47.46
<b>Grade 7</b>	12.15	13.33	8.55	47.66	55.00	40.17	40.19	31.67	51.28
<b>Grade 8</b>	14.91	13.33	8.62	53.51	45.71	42.24	31.58	40.95	49.14
<b>All Grades</b>	12.88	11.44	9.31	50.41	50.41	41.22	36.71	38.15	49.47

**Conclusions based on this data:**

1.

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%.

**CAASPP Results  
Mathematics (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 5</b>	29	25	25	28	25	25	28	25	25	96.6	100	100
<b>Grade 6</b>	116	119	118	115	118	118	115	118	118	99.1	99.2	100
<b>Grade 7</b>	113	120	118	108	120	117	108	120	117	95.6	100	99.2
<b>Grade 8</b>	115	106	117	115	105	116	115	105	116	100	99.1	99.1
<b>All</b>	373	370	378	366	368	376	366	368	376	98.1	99.5	99.5

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
<b>Grade 5</b>	2422.	2412.	2422.	3.57	0.00	4.00	10.71	8.00	0.00	10.71	24.00	28.00	75.00	68.00	68.00
<b>Grade 6</b>	5 2467.	0 2452.	6 2444.	3.48	5.08	1.69	14.78	10.17	13.56	34.78	27.97	20.34	46.96	56.78	64.41
<b>Grade 7</b>	4 2472.	4 2479.	4 2450.	0.00	2.50	1.71	16.67	8.33	11.97	27.78	40.83	17.09	55.56	48.33	69.23
<b>Grade 8</b>	8 2498.	5 2471.	4 2478.	5.22	2.86	2.59	13.04	9.52	4.31	30.43	24.76	31.90	51.30	62.86	61.21
<b>All Grades</b>	<sup>4</sup> N/A	<sup>7</sup> N/A	<sup>9</sup> N/A	3.01	3.26	2.13	14.48	9.24	9.31	29.51	30.98	23.40	53.01	56.52	65.16

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	3.57	4.00	0.00	10.71	16.00	8.00	85.71	80.00	92.00
<b>Grade 6</b>	7.83	5.93	9.32	26.09	22.03	21.19	66.09	72.03	69.49
<b>Grade 7</b>	6.48	5.00	4.27	28.70	30.00	21.37	64.81	65.00	74.36
<b>Grade 8</b>	8.70	4.76	2.59	27.83	24.76	25.86	63.48	70.48	71.55
<b>All Grades</b>	7.38	5.16	5.05	26.23	25.00	21.81	66.39	69.84	73.14

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	3.57	0.00	4.00	25.00	32.00	32.00	71.43	68.00	64.00
<b>Grade 6</b>	4.35	3.39	3.39	39.13	33.90	39.83	56.52	62.71	56.78
<b>Grade 7</b>	4.63	2.50	3.42	35.19	44.17	30.77	60.19	53.33	65.81
<b>Grade 8</b>	6.09	6.67	1.72	43.48	48.57	35.34	50.43	44.76	62.93
<b>All Grades</b>	4.92	3.80	2.93	38.25	41.30	35.11	56.83	54.89	61.97

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	7.14	0.00	4.00	28.57	40.00	28.00	64.29	60.00	68.00

<b>Grade 6</b>	3.48	7.63	3.39	51.30	33.05	36.44	45.22	59.32	60.17
<b>Grade 7</b>	5.56	5.00	4.27	50.93	52.50	43.59	43.52	42.50	52.14
<b>Grade 8</b>	5.22	3.81	3.45	55.65	41.90	56.90	39.13	54.29	39.66
<b>All Grades</b>	4.92	5.16	3.72	50.82	42.39	44.41	44.26	52.45	51.86

**Conclusions based on this data:**

1.

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.

**ELPAC Results**

<b>ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students</b>								
<b>Grade Level</b>	<b>Overall</b>		<b>Oral Language</b>		<b>Written Language</b>		<b>Number of Students Tested</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	*	1547.0	*	1551.3	*	1542.1	*	12
<b>Grade 6</b>	1504.3	1499.9	1501.6	1488.7	1506.8	1510.7	26	30
<b>Grade 7</b>	1547.2	1512.2	1555.1	1495.4	1539.1	1528.5	33	22
<b>Grade 8</b>	1537.5	1525.3	1522.1	1499.8	1552.2	1550.3	17	24
<b>All Grades</b>							83	88

**Overall Language  
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	41.67	*	41.67	*	8.33	*	8.33	*	12
6	*	0.00	42.31	20.00	*	73.33	*	6.67	26	30
7	42.42	0.00	*	31.82	*	45.45	*	22.73	33	22
8	*	16.67	*	25.00	*	29.17		29.17	17	24
All Grades	26.51	10.23	36.14	27.27	26.51	45.45	*	17.05	83	88

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	66.67	*	25.00	*	8.33		0.00	*	12
6	*	3.33	46.15	60.00	*	26.67	*	10.00	26	30
7	54.55	13.64	*	31.82	*	31.82	*	22.73	33	22
8	*	16.67	64.71	20.83	*	37.50		25.00	17	24
All Grades	40.96	18.18	39.76	37.50	13.25	28.41	*	15.91	83	88



<b>Written Language</b>										
<b>Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>

<b>5</b>		8.33	*	25.00	*	58.33	*	8.33	*	12
<b>6</b>		0.00	*	6.67	46.15	53.33	42.31	40.00	26	30
<b>7</b>	*	4.55	*	22.73	*	31.82	*	40.91	33	22
<b>8</b>	*	16.67	*	20.83	*	41.67	*	20.83	17	24
<b>All Grades</b>	14.46	6.82	21.69	17.05	36.14	45.45	27.71	30.68	83	88

<b>Listening Domain</b>										
<b>Percentage of Students by Domain Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>			
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>		
<b>5</b>	*	8.33	*	91.67		0.00	*	12		
<b>6</b>	*	6.67	57.69	73.33	*	20.00	26	30		
<b>7</b>	45.45	9.09	42.42	54.55	*	36.36	33	22		
<b>8</b>	*	8.33	76.47	45.83	*	45.83	17	24		
<b>All Grades</b>	32.53	7.95	54.22	63.64	13.25	28.41	83	88		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	83.33	*	16.67		0.00	*	12
6	61.54	13.33	*	76.67	*	10.00	26	30
7	60.61	27.27	33.33	54.55	*	18.18	33	22
8	*	33.33	*	41.67		25.00	17	24
All Grades	60.24	31.82	34.94	53.41	*	14.77	83	88

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5		16.67	*	66.67	*	16.67	*	12
6		0.00	*	26.67	73.08	73.33	26	30
7	*	4.55	*	27.27	54.55	68.18	33	22
8	*	16.67	*	33.33	*	50.00	17	24
All Grades	14.46	7.95	26.51	34.09	59.04	57.95	83	88

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	16.67	*	83.33	*	0.00	*	12
6		6.67	96.15	86.67	*	6.67	26	30
7	*	13.64	72.73	81.82	*	4.55	33	22
8	*	4.17	*	87.50	*	8.33	17	24
All Grades	18.07	9.09	74.70	85.23	*	5.68	83	88

**Conclusions based on this data:**

1.

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. 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

**Student Population**

This section provides information about the school’s student population.

**2018-19 Student Population**

<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	students enrolled.	students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	<b>22.8</b>
<b>381</b>	<b>82.9</b>		<b>English Learners</b>	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in

This is the total number of      This is the percent of

both the English Language and in their academic courses.

<b>Foster Youth</b>	<b>0.3</b>
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This is the percent of students whose well-being is the responsibility of a court.

<b>2018-19 Enrollment for All Students/Student Group</b>		
Student Group	Total	Percentage



**English Learners** 87 22.8 **Foster Youth** 1 0.3 **Socioeconomically Disadvantaged** 316 82.9  
**Students with Disabilities** 72 18.9

<b>Enrollment by Race/Ethnicity</b>		
Student Group	Total	Percentage


**African American** 2 0.5 **Filipino** 2 0.5 **Hispanic** 371 97.4 **Two or More Races** 1 0.3 **Pacific Islander** 2 0.5 **White** 3 0.8

**Overall Performance**


<b>2019 Fall Dashboard Overall Performance for All Students</b>
---

<b>Academic Performance</b>
<b>English Language Arts</b>  Red
<b>Mathematics</b>  Red

Conclusions based on this data:

<b>Academic Engagement</b>
<b>Chronic Absenteeism</b>  Yellow

**Conditions & Climate**

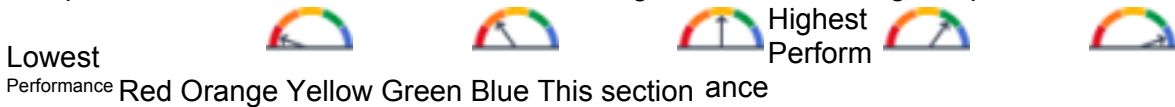
<b>Suspension Rate</b>  Green
--

1.

Academic performance indicators demonstrate room for improvement in English language arts, English Language Development (ELs) and mathematics. The need for additional support and targeted acceleration and interventions are particularly acute in the area of mathematics. Academic engagement indicators indicate a decline in chronic absenteeism but room for improvement in the suspensions although it is green.

### Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

<p><b>All Students</b></p>  <p>Red</p> <p>78.2 points below standard Declined Significantly -</p> <p>15.7 points 372</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>107.2 points below standard Declined -14.5 points</p> <p>173</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>78.7 points below standard Declined Significantly -16 points</p> <p>311</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>137 points below standard Increased ++3 points</p> <p>75</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2

<b>American Indian</b>
No Performance Color  0 Students

<b>Asian</b>
No Performance Color  0 Students

<b>Filipino</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2

<b>Hispanic</b>
Red  78.9 points below standard  Declined Significantly -16 points  362

<b>Two or More Races</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  1

<b>Pacific Islander</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2

<b>White</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  3

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>
153.5 points below standard  Maintained -0.3 points  72

**Conclusions based on this data:**

<b>Reclassified English Learners</b>
74.2 points below standard  Declined Significantly -19 points  101

<b>English Only</b>
79.9 points below standard  Declined Significantly -  18.5 points 91

1.

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 ELA Indicator color is red

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.

### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Highest
Perform

Lowest Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

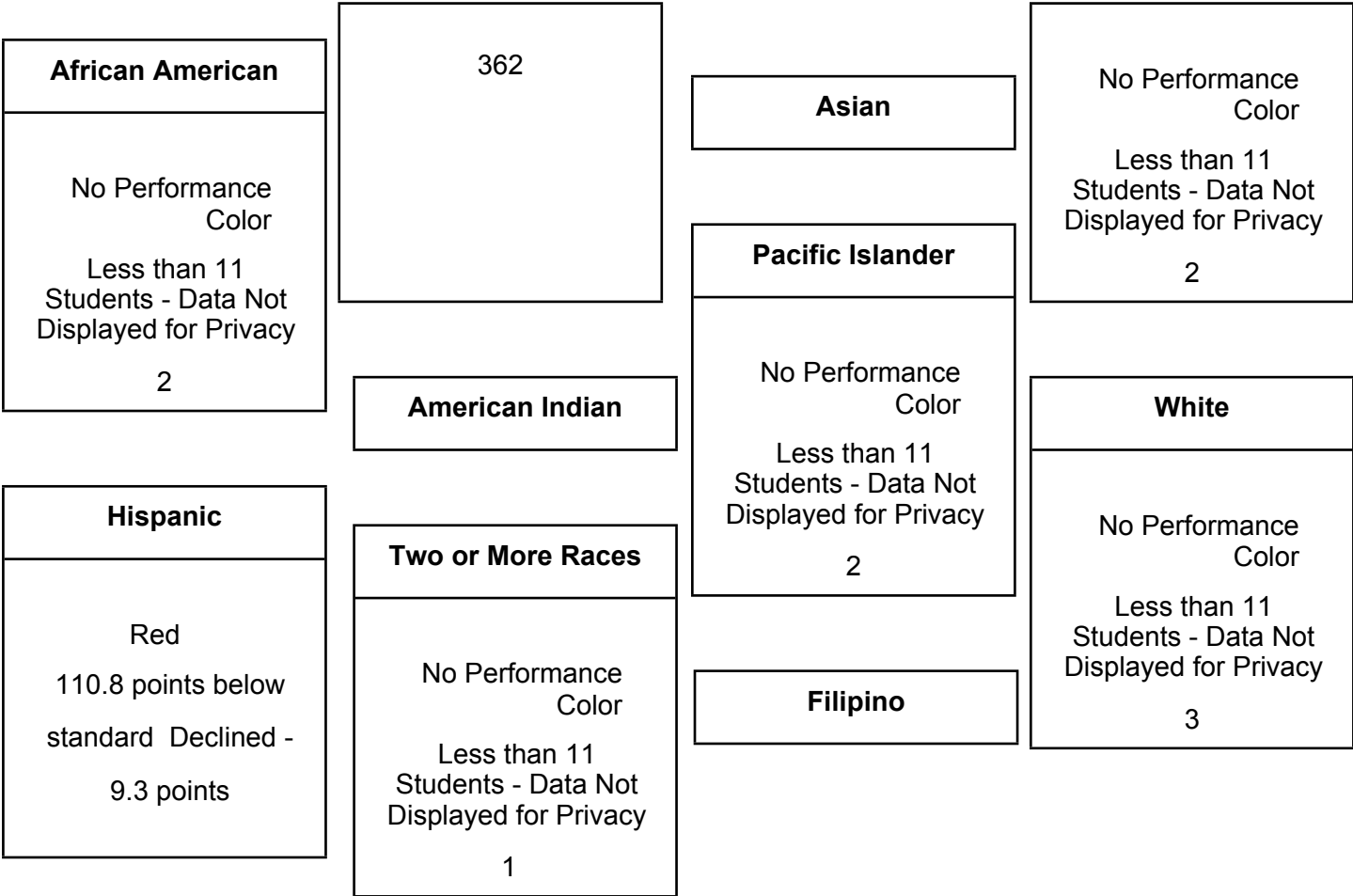
**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

<p><b>All Students</b></p> <p style="text-align: center;">Red 109.5 points below standard Declined -8.9 points</p> <p style="text-align: center;">372</p>	<p>Red</p> <p style="text-align: center;">138.8 points below standard Declined -11.4 points</p> <p style="text-align: center;">173</p>	<p style="text-align: center;">311</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p style="text-align: center;">Red 109.9 points below standard Declined -8.7 points</p>	<p><b>Foster Youth</b></p> <p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center;">1</p>
<p><b>English Learners</b></p>		

**Students with Disabilities**

Red  
 176.7 points below standard  
 Declined -3.6 points  
 75

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

**Current English Learner**

187.8 points below standard  
 Declined Significantly -  
 17.8 points 72

**Conclusions based on this data:**  
**Reclassified English Learners**



103.9 points below standard Maintained -2.9 points  101	<b>English Only</b>	113.1 points below standard Declined -11.1 points  91
--	---------------------	--

1.

<p>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%.The schoolwide Dashboard Math Indicator color is red. None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages.</p>
<p>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. None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages.</p>
<p>Focus is on the following:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• iReady implementation to provide teachers with actionable data and to support the intervention plans. • SFA/reading block</li> <li>• Scheduled tutor support to work on language development through pull out tutoring.</li> </ul>

2.

3.

- LTEL reclassification training for teachers and parents.
- Critical Friends Groups
- Observational Rounds and mentor teachers.

**Academic Performance  
English Learner Progress**

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2019 Fall Dashboard English Learner Progress Indicator**

<b>English Learner Progress</b>
No Performance Color 37.2 making progress towards English language proficiency Number of EL Students: 86  Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2019 Fall Dashboard Student English Language Acquisition Results**

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
21	33	3	29

**Conclusions based on this data:**

1.

No color assigned for the ELPI on the Dashboard. The school reclassifies English Learners at a rate higher than the state average.

### Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
color.

Lowest Performance Red Orange Yellow Green Blue This Highest Performance

section provides number of student groups in each

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

#### 2019 Fall Dashboard College/Career for All Students/Student Group

<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>

#### 2019 Fall Dashboard College/Career by Race/Ethnicity

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

#### 2019 Fall Dashboard College/Career 3-Year Performance

**Conclusions based on this data:**

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

1.

BCCS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study. BCCS offers students access to careers and college readiness in classrooms, through partnerships, visiting professors of local colleges and universities, career day with various presenters, and exploring individual student aspirations. A visiting professor teaches on campus with emphasis on media arts.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet specific criteria:

<https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf>

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
 Lowest Performance      Highest Perform  
 Red Orange Yellow Green Blue This section provides number of student groups in each color.

#### 2019 Fall Dashboard Chronic Absenteeism Equity Report

<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
------------	---------------	---------------	--------------	-------------

0 0 2 2 0			
<b>Asian</b>	<b>Pacific Islander</b>	<b>Filipino</b>	<b>White</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  3

**Conclusions based on this data:**

1.

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%.

The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. 7%, English learners is green 5.6%, Socioeconomically Disadvantaged is yellow 6.9%, Students with Disabilities is green with 7.7% a decline of -4.2%.

1.

N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school.

### Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Highest Perform  
Red Orange Yellow Green Blue This section

provides number of student groups in each color.

### 2019 Fall Dashboard Suspension Rate Equity Report

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This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2019 Fall Dashboard Suspension Rate for All Students/Student Group

<b>All Students</b>	<b>English Learners</b>	Green 6.6 Declined -0.6 319
Green 6.2 Declined -0.5 388	Green 3.3 Declined -5.9 90	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	

<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Students with Disabilities</b></p>	<p>Green</p> <p>5.1</p> <p>Declined -1.7</p> <p>78</p>
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**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p><b>African American</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>American Indian</b></p>	<p><b>Pacific Islander</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>White</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p><b>Hispanic</b></p> <p>Green</p> <p>6.1</p> <p>Declined -0.5</p> <p>378</p>	<p><b>Two or More Races</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Filipino</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	
	<p><b>Asian</b></p>		

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<b>Conclusions based on this data:</b>		
<b>2017</b>	<b>2018</b>	<b>2019</b>
	6.7	6.2

1.

The schoolwide Dashboard Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.

# 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 Executive Director	ykingberg@ypics.org (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, Lumanarius 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)
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 sub-groups 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 I, 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	Increase Student Achievement  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. (State Priorities: 1 Basic Services, 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access), Other Pupil Outcomes

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
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	All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60 SBAC 2018-2019 English Language Arts was DFS -78.2 .points below standards (declining 15.7 points)				All: 16.76% EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60 SBAC 2018-2019 English Language Arts was DFS -78.2 .points below standards (declining 15.7 points)
Mathematics Proficiency	All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30				All: 11.44% EL: 0.00 Latino: 11.23 SED: SWD: 1.30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Access iReady assessment and technology</p>	<p>ELA: 15% Math: 5%</p> <p>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current</p>				<p>ELA: 15% Math: 5%</p> <p>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current</p>
	<p>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 -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 point</p>				<p>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 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English Learner Proficiency	Reclassification 14.9%				Reclassification 14.9% % of English Learners who progress in English Proficiency (Measured by ELPAC) 10.23% 2018-2019 Learners at -107.2 vs. -45.1 points;
Reclassification Rate	Reclassification 14.9%				Reclassification 14.9% - 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. Director of Instruction and 50% of Executive Administrator	\$199,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide consistent teacher observation, coaching, and mentoring support		

### 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. (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 96%				School will continue to maintain ADA rate at or above 96%
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. 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)	\$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 Multi-tier schoolwide program (MTSS)	100%				100%
ADA	96. %				96. %
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
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</li> </ul> <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 SFA Training, Coaching, and Support (Title 3)</li> </ul> <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 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; Technology	Core Instructional Materials; Technology provided to all students.  Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms  SFA Materials (Title 3)	\$144,926.00	No
4	Maintenance/Custodial/Security (2201)	Maintenance/Custodial/Security  School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with 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 1--Planned services for this action item include School Counselor, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include the Director of Instruction and 50% of Administrator focus on coaching support for teachers.

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 & operations team (attendance), School Climate & Culture (SCC) Coordinator, and the SCC Team will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

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 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the 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.

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		
				<b>Totals:</b>	<b>Total Personnel</b>	<b>Total Non-personnel</b>		
				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 Foster Youth Low Income	Support to increase student academic achievement	\$354,070.00				\$354,070.00
1	2	English Learners Foster Youth Low Income	Teacher Retention: Coaching Support	\$199,511.00				\$199,511.00
2	1	English Learners Foster Youth Low Income	Parent Coordinator	\$58,656.00				\$58,656.00
2	2	English Learners Foster Youth Low Income	Program Coordinator/Operations Team & School Culture Climate Team	\$197,340.00			\$176,668.00	\$374,008.00
2	3	English Learners Foster Youth Low Income	Student Activities	\$40,000.00				\$40,000.00
2	4	English Learners Foster Youth 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 Foster Youth 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 Foster Youth Low Income		\$354,070.00	\$354,070.00
1	2	Teacher Retention: Coaching Support	LEA-wide	English Learners Foster Youth Low Income		\$199,511.00	\$199,511.00
2	1	Parent Coordinator	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bert Corona charter Middle School 5-8	\$58,656.00	\$58,656.00
2	2	Program Coordinator/Operations Team & School Culture Climate Team	LEA-wide	English Learners Foster Youth Low Income		\$197,340.00	\$374,008.00
2	3	Student Activities	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	\$40,000.00
2	4	Enrollment and Outreach- "SCHOLIA Services " and Increase ADA	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
3	2	Professional Development	LEA-wide	English Learners Foster Youth		\$20,000.00	\$48,573.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s) Low Income	Location	LCFF Funds	Total Funds
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### 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>
<b>Totals:</b>					

# 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)).

- o 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 LCFE, 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/rel/c/>.

## 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 LFFF 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 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.

**Bert Corona Charter Middle School and Student Performance Data**

**Student Enrollment  
Enrollment By Student Group**

<b>Student Enrollment by Subgroup</b>						
<b>Student Group</b>	<b>Percent of Enrollment</b>			<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>American Indian</b>	%	%	%			
<b>African American</b>	1.1%	0.54%	0.52%	4	2	2
<b>Asian</b>	0.3%	%	%	1		
<b>Filipino</b>	0.5%	0.82%	0.52%	2	3	2
<b>Hispanic/Latino</b>	96.2%	97.28%	97.38%	358	357	371
<b>Pacific Islander</b>	0.3%	0.27%	0.52%	1	1	2
<b>White</b>	1.1%	1.09%	0.79%	4	4	3
<b>Multiple/No Response</b>	0.5%	%	%	2		
	<b>Total Enrollment</b>			372	367	381

**Student Enrollment  
Enrollment By Grade Level**

<b>Student Enrollment by Grade Level</b>			
<b>Grade</b>	<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	29	25	25
<b>Grade 6</b>	117	117	117
<b>Grade 7</b>	110	119	120
<b>Grade 8</b>	116	106	119
<b>Total Enrollment</b>	372	367	381

**Conclusions based on this data:**

1.

BCCS has an increased enrollment of Hispanic/Latino of 371 in 2018-2019 or 97.38%. Seventh graders support the larger enrollment for the past 3 years.

**Student Enrollment  
English Learner (EL) Enrollment**

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	101	85	87	27.2%	23.2%	22.8%
Fluent English Proficient (FEP)	186	183	199	50.0%	49.9%	52.2%
Reclassified Fluent English Proficient	7	12	23	8.9%	11.9%	27.1%

~~-(RFEP)~~

**Conclusions based on this data:**

1.

English Learner population has decreased slightly over the past three years of 22.8%. Fluent English Proficient (FEP) is at 52.2% and Reclassified Fluent English Proficient (RFEP) is at 27.1% in 18-19.

**CAASPP Results  
English Language Arts/Literacy (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
Grade 5	29	25	25	28	25	25	28	25	25	96.6	100	100
Grade 6	116	119	118	116	118	118	116	118	118	100	99.2	100
Grade 7	113	120	118	109	120	117	108	120	117	96.5	100	99.2

<b>Grade 8</b>	115	106	117	114	105	116	114	105	116	99.1	99.1	99.1
<b>All</b>	373	370	378	367	368	376	366	368	376	98.4	99.5	99.5

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
<b>Grade 5</b>	2430.	2405.	2425.	10.71	0.00	0.00	10.71	20.00	12.00	10.71	16.00	32.00	67.86	64.00	56.00
<b>Grade 6</b>	7 2479.	8 2458.	0 2450.	0.00	2.54	2.54	25.86	16.10	15.25	35.34	35.59	26.27	38.79	45.76	55.93
<b>Grade 7</b>	5 2499.	3 2502.	8 2465.	2.78	1.67	3.42	26.85	27.50	12.82	28.70	36.67	29.91	41.67	34.17	53.85
<b>Grade 8</b>	2 2518.	0 2507.	5 2497.	2.63	4.76	0.86	28.07	17.14	16.38	32.46	39.05	37.93	36.84	39.05	44.83
<b>All Grades</b>	<sup>9</sup> N/A	<sup>4</sup> N/A	<sup>5</sup> N/A	2.46	2.72	2.13	25.68	20.38	14.63	30.60	35.60	31.38	41.26	41.30	51.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 5</b>	14.29	4.00	0.00	17.86	32.00	36.00	67.86	64.00	64.00
<b>Grade 6</b>	3.45	3.42	4.24	50.00	41.88	29.66	46.55	54.70	66.10
<b>Grade 7</b>	8.33	4.17	4.27	45.37	53.33	32.48	46.30	42.50	63.25
<b>Grade 8</b>	10.53	6.67	4.31	42.98	40.95	42.24	46.49	52.38	53.45
<b>All Grades</b>	7.92	4.63	3.99	43.99	44.69	34.84	48.09	50.68	61.17

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	14.29	4.00	4.00	28.57	24.00	48.00	57.14	72.00	48.00
<b>Grade 6</b>	1.72	3.42	5.93	52.59	43.59	41.53	45.69	52.99	52.54
<b>Grade 7</b>	8.41	10.00	7.69	51.40	57.50	47.01	40.19	32.50	45.30
<b>Grade 8</b>	9.65	4.76	2.59	42.98	48.57	62.07	47.37	46.67	35.34
<b>All Grades</b>	7.12	5.99	5.32	47.40	48.23	50.00	45.48	45.78	44.68

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	14.29	4.00	0.00	53.57	56.00	60.00	32.14	40.00	40.00
<b>Grade 6</b>	7.76	4.27	2.54	72.41	68.38	58.47	19.83	27.35	38.98
<b>Grade 7</b>	6.48	7.50	3.42	59.26	60.83	55.56	34.26	31.67	41.03
<b>Grade 8</b>	6.14	6.67	6.03	70.18	69.52	64.66	23.68	23.81	29.31
<b>All Grades</b>	7.38	5.99	3.72	66.39	65.40	59.57	26.23	28.61	36.70

<b>Research/Inquiry Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	10.71	0.00	4.00	39.29	32.00	44.00	50.00	68.00	52.00
<b>Grade 6</b>	12.07	10.26	11.86	52.59	53.85	40.68	35.34	35.90	47.46
<b>Grade 7</b>	12.15	13.33	8.55	47.66	55.00	40.17	40.19	31.67	51.28
<b>Grade 8</b>	14.91	13.33	8.62	53.51	45.71	42.24	31.58	40.95	49.14
<b>All Grades</b>	12.88	11.44	9.31	50.41	50.41	41.22	36.71	38.15	49.47

**Conclusions based on this data:**

1.

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%.

**CAASPP Results  
Mathematics (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 5</b>	29	25	25	28	25	25	28	25	25	96.6	100	100
<b>Grade 6</b>	116	119	118	115	118	118	115	118	118	99.1	99.2	100
<b>Grade 7</b>	113	120	118	108	120	117	108	120	117	95.6	100	99.2
<b>Grade 8</b>	115	106	117	115	105	116	115	105	116	100	99.1	99.1
<b>All</b>	373	370	378	366	368	376	366	368	376	98.1	99.5	99.5

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
<b>Grade 5</b>	2422.	2412.	2422.	3.57	0.00	4.00	10.71	8.00	0.00	10.71	24.00	28.00	75.00	68.00	68.00
<b>Grade 6</b>	5 2467.	0 2452.	6 2444.	3.48	5.08	1.69	14.78	10.17	13.56	34.78	27.97	20.34	46.96	56.78	64.41
<b>Grade 7</b>	4 2472.	4 2479.	4 2450.	0.00	2.50	1.71	16.67	8.33	11.97	27.78	40.83	17.09	55.56	48.33	69.23
<b>Grade 8</b>	8 2498.	5 2471.	4 2478.	5.22	2.86	2.59	13.04	9.52	4.31	30.43	24.76	31.90	51.30	62.86	61.21
<b>All Grades</b>	<sup>4</sup> N/A	<sup>7</sup> N/A	<sup>9</sup> N/A	3.01	3.26	2.13	14.48	9.24	9.31	29.51	30.98	23.40	53.01	56.52	65.16



<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	3.57	4.00	0.00	10.71	16.00	8.00	85.71	80.00	92.00
<b>Grade 6</b>	7.83	5.93	9.32	26.09	22.03	21.19	66.09	72.03	69.49
<b>Grade 7</b>	6.48	5.00	4.27	28.70	30.00	21.37	64.81	65.00	74.36
<b>Grade 8</b>	8.70	4.76	2.59	27.83	24.76	25.86	63.48	70.48	71.55
<b>All Grades</b>	7.38	5.16	5.05	26.23	25.00	21.81	66.39	69.84	73.14

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	3.57	0.00	4.00	25.00	32.00	32.00	71.43	68.00	64.00
<b>Grade 6</b>	4.35	3.39	3.39	39.13	33.90	39.83	56.52	62.71	56.78
<b>Grade 7</b>	4.63	2.50	3.42	35.19	44.17	30.77	60.19	53.33	65.81
<b>Grade 8</b>	6.09	6.67	1.72	43.48	48.57	35.34	50.43	44.76	62.93
<b>All Grades</b>	4.92	3.80	2.93	38.25	41.30	35.11	56.83	54.89	61.97

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	7.14	0.00	4.00	28.57	40.00	28.00	64.29	60.00	68.00

<b>Grade 6</b>	3.48	7.63	3.39	51.30	33.05	36.44	45.22	59.32	60.17
<b>Grade 7</b>	5.56	5.00	4.27	50.93	52.50	43.59	43.52	42.50	52.14
<b>Grade 8</b>	5.22	3.81	3.45	55.65	41.90	56.90	39.13	54.29	39.66
<b>All Grades</b>	4.92	5.16	3.72	50.82	42.39	44.41	44.26	52.45	51.86

**Conclusions based on this data:**

1.

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.

**ELPAC Results**

<b>ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students</b>								
<b>Grade Level</b>	<b>Overall</b>		<b>Oral Language</b>		<b>Written Language</b>		<b>Number of Students Tested</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	*	1547.0	*	1551.3	*	1542.1	*	12
<b>Grade 6</b>	1504.3	1499.9	1501.6	1488.7	1506.8	1510.7	26	30
<b>Grade 7</b>	1547.2	1512.2	1555.1	1495.4	1539.1	1528.5	33	22
<b>Grade 8</b>	1537.5	1525.3	1522.1	1499.8	1552.2	1550.3	17	24
<b>All Grades</b>							83	88

**Overall Language  
Percentage of Students at Each Performance Level for All Students**

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	41.67	*	41.67	*	8.33	*	8.33	*	12
6	*	0.00	42.31	20.00	*	73.33	*	6.67	26	30
7	42.42	0.00	*	31.82	*	45.45	*	22.73	33	22
8	*	16.67	*	25.00	*	29.17		29.17	17	24
All Grades	26.51	10.23	36.14	27.27	26.51	45.45	*	17.05	83	88

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	66.67	*	25.00	*	8.33		0.00	*	12
6	*	3.33	46.15	60.00	*	26.67	*	10.00	26	30
7	54.55	13.64	*	31.82	*	31.82	*	22.73	33	22
8	*	16.67	64.71	20.83	*	37.50		25.00	17	24
All Grades	40.96	18.18	39.76	37.50	13.25	28.41	*	15.91	83	88

<b>Written Language</b>										
<b>Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>

<b>5</b>		8.33	*	25.00	*	58.33	*	8.33	*	12
<b>6</b>		0.00	*	6.67	46.15	53.33	42.31	40.00	26	30
<b>7</b>	*	4.55	*	22.73	*	31.82	*	40.91	33	22
<b>8</b>	*	16.67	*	20.83	*	41.67	*	20.83	17	24
<b>All Grades</b>	14.46	6.82	21.69	17.05	36.14	45.45	27.71	30.68	83	88

<b>Listening Domain</b>										
<b>Percentage of Students by Domain Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>			
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>		
<b>5</b>	*	8.33	*	91.67		0.00	*	12		
<b>6</b>	*	6.67	57.69	73.33	*	20.00	26	30		
<b>7</b>	45.45	9.09	42.42	54.55	*	36.36	33	22		
<b>8</b>	*	8.33	76.47	45.83	*	45.83	17	24		
<b>All Grades</b>	32.53	7.95	54.22	63.64	13.25	28.41	83	88		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	83.33	*	16.67		0.00	*	12
6	61.54	13.33	*	76.67	*	10.00	26	30
7	60.61	27.27	33.33	54.55	*	18.18	33	22
8	*	33.33	*	41.67		25.00	17	24
All Grades	60.24	31.82	34.94	53.41	*	14.77	83	88

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5		16.67	*	66.67	*	16.67	*	12
6		0.00	*	26.67	73.08	73.33	26	30
7	*	4.55	*	27.27	54.55	68.18	33	22
8	*	16.67	*	33.33	*	50.00	17	24
All Grades	14.46	7.95	26.51	34.09	59.04	57.95	83	88

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	16.67	*	83.33	*	0.00	*	12
6		6.67	96.15	86.67	*	6.67	26	30
7	*	13.64	72.73	81.82	*	4.55	33	22
8	*	4.17	*	87.50	*	8.33	17	24
All Grades	18.07	9.09	74.70	85.23	*	5.68	83	88

**Conclusions based on this data:**

1.

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. 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

**Student Population**

This section provides information about the school’s student population.

**2018-19 Student Population**

<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	students enrolled.	students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	<b>22.8</b>
<b>381</b>	<b>82.9</b>		<b>English Learners</b>	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in

This is the total number of      This is the percent of

both the English Language and in their academic courses.

<b>Foster Youth</b>	<b>0.3</b>
---------------------	------------

This is the percent of students whose well-being is the responsibility of a court.

<b>2018-19 Enrollment for All Students/Student Group</b>		
Student Group	Total	Percentage



**English Learners** 87 22.8 **Foster Youth** 1 0.3 **Socioeconomically Disadvantaged** 316 82.9  
**Students with Disabilities** 72 18.9

<b>Enrollment by Race/Ethnicity</b>		
Student Group	Total	Percentage


**African American** 2 0.5 **Filipino** 2 0.5 **Hispanic** 371 97.4 **Two or More Races** 1 0.3 **Pacific Islander** 2 0.5 **White** 3 0.8

**Overall Performance**


<b>2019 Fall Dashboard Overall Performance for All Students</b>
---

<b>Academic Performance</b>
<b>English Language Arts</b>  Red
<b>Mathematics</b>  Red

Conclusions based on this data:

<b>Academic Engagement</b>
<b>Chronic Absenteeism</b>  Yellow

**Conditions & Climate**

<b>Suspension Rate</b>  Green
--

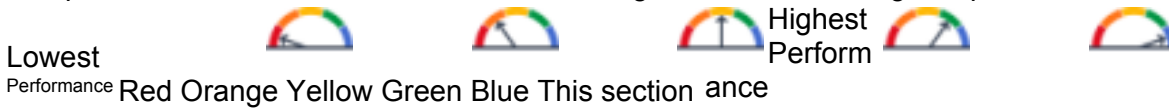
1.



Academic performance indicators demonstrate room for improvement in English language arts, English Language Development (ELs) and mathematics. The need for additional support and targeted acceleration and interventions are particularly acute in the area of mathematics. Academic engagement indicators indicate a decline in chronic absenteeism but room for improvement in the suspensions although it is green.

### Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

<p><b>All Students</b></p>  <p>Red</p> <p>78.2 points below standard Declined Significantly -</p> <p>15.7 points 372</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>107.2 points below standard</p> <p>Declined -14.5 points</p> <p>173</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>78.7 points below standard Declined Significantly -16 points</p> <p>311</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>137 points below standard Increased ++3 points</p> <p>75</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2

<b>American Indian</b>
No Performance Color  0 Students

<b>Asian</b>
No Performance Color  0 Students

<b>Filipino</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2

<b>Hispanic</b>
Red  78.9 points below standard  Declined Significantly -16 points  362

<b>Two or More Races</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  1

<b>Pacific Islander</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2

<b>White</b>
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>
153.5 points below standard  Maintained -0.3 points  72

**Conclusions based on this data:**

<b>Reclassified English Learners</b>
74.2 points below standard  Declined Significantly -19 points  101

<b>English Only</b>
79.9 points below standard  Declined Significantly -  18.5 points 91

1.

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 ELA Indicator color is red

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.

### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Highest  
Perform

Lowest  
Performance Red Orange Yellow Green Blue This section ance

provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

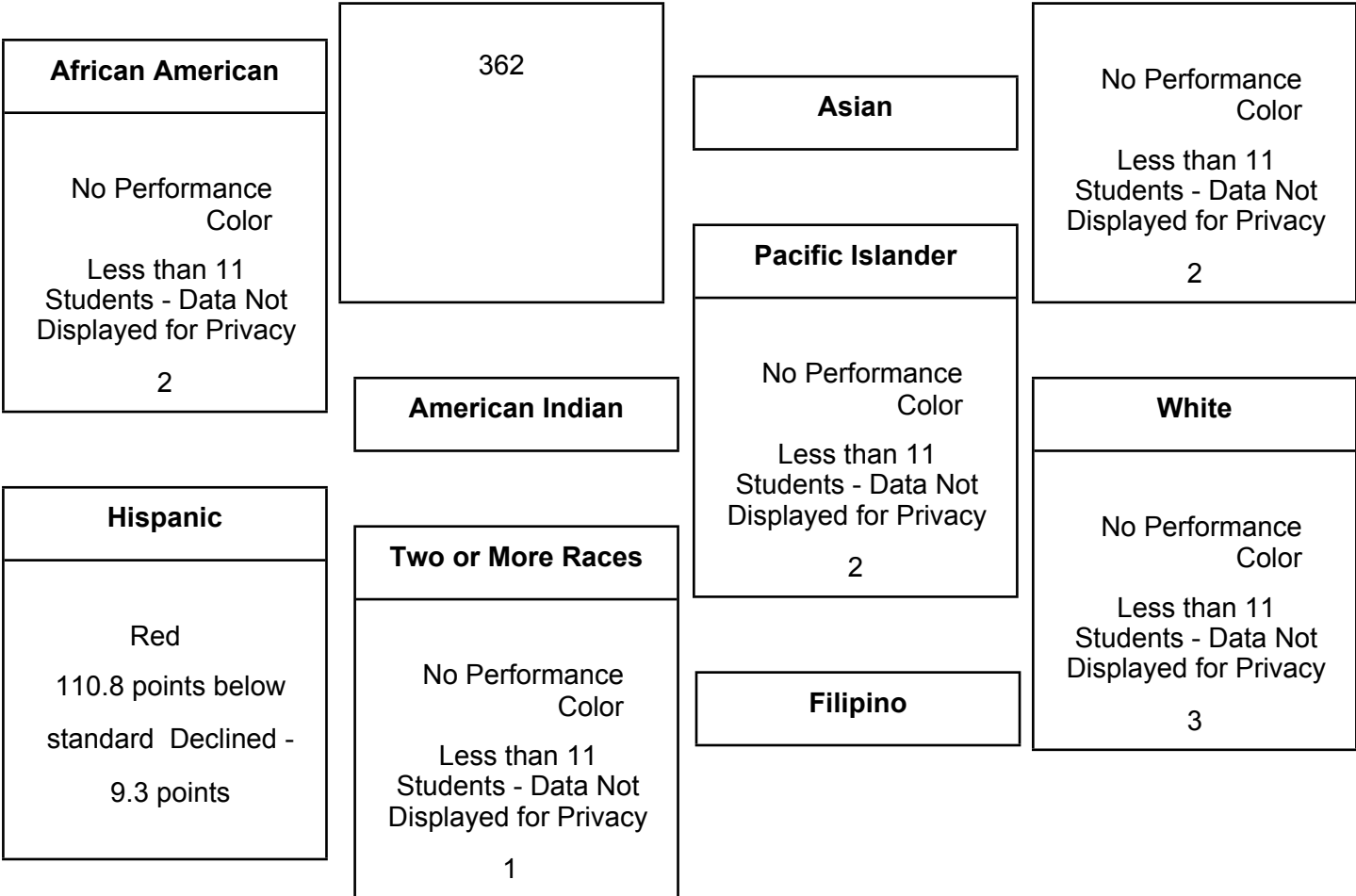
#### 2019 Fall Dashboard Mathematics Performance for All Students/Student Group

<p><b>All Students</b></p> <p style="text-align: center;">Red 109.5 points below standard Declined -8.9 points</p> <p style="text-align: center;">372</p>	<p>Red</p> <p>138.8 points below standard Declined -11.4 points</p> <p style="text-align: center;">173</p>	<p style="text-align: center;">311</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p style="text-align: center;">Red 109.9 points below standard Declined -8.7 points</p>	<p><b>Foster Youth</b></p> <p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center;">1</p>
<p><b>English Learners</b></p>		

**Students with Disabilities**

Red  
 176.7 points below standard  
 Declined -3.6 points  
 75

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

**Current English Learner**

187.8 points below standard  
 Declined Significantly -  
 17.8 points 72

**Conclusions based on this data:  
 Reclassified English Learners**

103.9 points below standard Maintained -2.9 points  101	<b>English Only</b>	113.1 points below standard Declined -11.1 points  91
--	---------------------	--

1.

<p>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%.The schoolwide Dashboard Math Indicator color is red. None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages.</p>
<p>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. None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages.</p>
<p>Focus is on the following:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• iReady implementation to provide teachers with actionable data and to support the intervention plans. • SFA/reading block</li> <li>• Scheduled tutor support to work on language development through pull out tutoring.</li> </ul>

2.

3.

- LTEL reclassification training for teachers and parents.
- Critical Friends Groups
- Observational Rounds and mentor teachers.

**Academic Performance  
English Learner Progress**

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2019 Fall Dashboard English Learner Progress Indicator**

<b>English Learner Progress</b>
No Performance Color 37.2 making progress towards English language proficiency Number of EL Students: 86  Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2019 Fall Dashboard Student English Language Acquisition Results**

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
21	33	3	29

**Conclusions based on this data:**

1.

No color assigned for the ELPI on the Dashboard. The school reclassifies English Learners at a rate higher than the state average.

### Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
color.

Lowest Performance Red Orange Yellow Green Blue This Highest Performance

section provides number of student groups in each

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

#### 2019 Fall Dashboard College/Career for All Students/Student Group

<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>

#### 2019 Fall Dashboard College/Career by Race/Ethnicity

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

#### 2019 Fall Dashboard College/Career 3-Year Performance

**Conclusions based on this data:**

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared



1.

BCCS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study. BCCS offers students access to careers and college readiness in classrooms, through partnerships, visiting professors of local colleges and universities, career day with various presenters, and exploring individual student aspirations. A visiting professor teaches on campus with emphasis on media arts.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet specific criteria:

<https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf>

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
 Lowest Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest  
Perform

#### 2019 Fall Dashboard Chronic Absenteeism Equity Report

<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
------------	---------------	---------------	--------------	-------------

0 0 2 2 0

Asian	Pacific Islander	Filipino	White
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  3

**Conclusions based on this data:**

1.

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%.

The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. 7%, English learners is green 5.6%, Socioeconomically Disadvantaged is yellow 6.9%, Students with Disabilities is green with 7.7% a decline of -4.2%.

1.

N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school.

### Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest Perform

### 2019 Fall Dashboard Suspension Rate Equity Report

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This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green 6.2 Declined -0.5 388	Green 3.3 Declined -5.9 90	Green 6.6 Declined -0.6 319
Homeless	Socioeconomically Disadvantaged	

<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Students with Disabilities</b></p>	<p>Green</p> <p>5.1</p> <p>Declined -1.7</p> <p>78</p>
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**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p><b>African American</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>American Indian</b></p>	<p><b>Pacific Islander</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>White</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p><b>Hispanic</b></p> <p>Green</p> <p>6.1</p> <p>Declined -0.5</p> <p>378</p>	<p><b>Two or More Races</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Filipino</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy 2</p>	
	<p><b>Asian</b></p>		

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

Conclusions based on this data:		
2017	2018	2019
	6.7	6.2

1.

The schoolwide Dashboard Suspension Rate Indicator color is green, which is 6.2% a decline of .5%. English learners is green with 3.3% a decline of 5.9%.

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monseñor Oscar Romero Charter	Yvette King Berg Executive Director	ykingberg@ypics.org (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.

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 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 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

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)



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	\$ 0	[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	\$129,848	[Actual expenditures will be provided when available] expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$125,804	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	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	\$0	[Actual expenditures will be provided when

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
		available] expenditures will be provided when available]
Additional academic services for students	\$0	[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	\$0	[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:  
 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 to 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

# 2019-20 LCAP Annual Update

2019-20 Annual Update

LEA Name

Contact Name and Title

Email and Phone

Monseñor Oscar Romero Charter

Yvette King Berg  
Executive Director

ykingberg@ypics.org  
(818) 305-2791



# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 1

Goal 1: Increase Student Achievement.

Basic Services will be provided to all students. (Conditions of learning)

- A. The quality of teachers has an impact on student success. Monseñor Oscar Romero Charter promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
- B. Pupils at Monsenor Oscar Romero Charter have 100% access to the standards-aligned instructional materials;
- C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Verification of credential/certification using the Commission of Teacher Credentialing, and Monseñor Oscar Romero Charter Master Schedule

**19-20**

100%

**Baseline**

100%

Human Resources, Administrator completed 100% compliance

**Metric/Indicator**

Retention of Teachers

Teacher turnover (50% core content teachers form 18-19 to 19- 20). Retained 95% of teachers from 2019-20. Ensure teacher retention is increased.

**Expected**

**Actual**

<p><b>19-20</b> &lt;50%</p> <p><b>Baseline</b> Teacher turnover (50% core content teachers form 18-19 to 19- 20).</p>	
<p><b>Metric/Indicator</b> Professional Development</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing standards based instruction are provided monthly throughout the school year Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter</p>
<p><b>Metric/Indicator</b> Evidence of Classroom Materials, Purchase Orders</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Pupils at Monsenor Oscar Romero Charter have 100% access to the standards-aligned instructional materials;</p>
<p><b>Metric/Indicator</b> School facilities are maintained in good repair.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other</li> </ul>		1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999

certifications-Monseñor Oscar Romero Charter will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance

- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Monseñor Oscar Romero Charter English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and

LCFF Supplemental and Concentration \$462,290

LCFF Supplemental and Concentration \$435,647

technology in the classroom

- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse , Close Reading Strategies, and Text-Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program
- Strategies for SWD to access core curriculum in the general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances, and background clearances- Human Resources.
- Whetstone Observation and Evaluation Process for teacher growth.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement

Implementation of state board adopted academic content and performance standards for all students are:

English Language Arts=Common Core State Standards (CCSS) for English Language Arts

Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 5: Pupil Engagement (Engagement)

Local Priorities:     Conditions of Learning

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
 English Language Arts

Use of SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 points) no testing due to Pandemic and closed

**Expected**

**Actual**

**19-20**  
All: 22.19%

EL: 0.00  
Latino: 22.22  
SED: 21.81  
SWD: 2.56

**Baseline**  
>10%

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 to measure student progress. Due to Pandemic alternative measures.

**Metric/Indicator**  
Mathematics

**19-20**  
All: 10.98%

EL: 0.00  
Latino: 10.84  
SED: 10.94  
SWD: 2.56

**Baseline**  
>5%

Use of SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 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 to measure student progress.

**Metric/Indicator**  
English Language Development

**19-20**  
>8%

**Baseline**  
>5%

The expected outcome is an overall increase of at least10% of students who meet or exceed the standard on their subsequent CAASPP.CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.

**Metric/Indicator**  
Career Technical Education

**19-20**  
>8%

**Baseline**  
>5%

100% of students had access to Graphic Art and Design & film-making electives provided by industry specialist and LA Community college partnerships.



Expected

Actual

<p><b>Metric/Indicator</b> Health Education</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% of 8th grade students had access to a CCSS Health Course.</p>
<p><b>Metric/Indicator</b> Physical Education</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% of students had access to a robust appropriate middle school PE program.</p>
<p><b>Metric/Indicator</b> Next Generation Science</p> <p><b>19-20</b> All: 7.77%</p> <p>EL: 0.00 Latino: 7.77 SED: 8.25 SWD: 5.88</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% of students had access to science courses based on the NGSS. All SBAC assessments were waived for the Spring 2020.</p>
<p><b>Metric/Indicator</b> Visual and Performing Arts</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100 % of students had access to a visual art elective.</p>
<p><b>Metric/Indicator</b> Textbooks, materials</p> <p><b>19-20</b> 100%</p>	<p>All students were provided textbooks or e-textbooks for all subject areas.</p>

Expected

Actual

<p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Professional Development-Curriculum design and implementation</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% Participation</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p><b>Metric/Indicator</b> Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p><b>19-20</b> i-Ready results ELA: 13% Math: 6%</p> <p><b>Baseline</b> CAASPP</p>	<p>Weekly and mini benchmarks, Triennial Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>
<p><b>Metric/Indicator</b> Decrease the Number of long-term English Learners</p> <p><b>19-20</b> 16.7% EL Reclassification (2019-20)<sup>4</sup></p> <p><b>Baseline</b> CAASPP</p>	<p>% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019. 52.8% increase % each year.</p>
<p><b>Metric/Indicator</b> Monitor and provide services to Foster Care students</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Monitor and increase support for Students with Disability</p> <p><b>19-20</b> 5%</p>	<p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>

**Expected**

**Actual**

<b>Baseline</b> CAASPP
<b>Metric/Indicator</b> Use of technology in the classroom to support differentiated instruction
<b>19-20</b> 5%
<b>Baseline</b> CAASPP/ Proficiency

All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.
---

**Actions / Services**

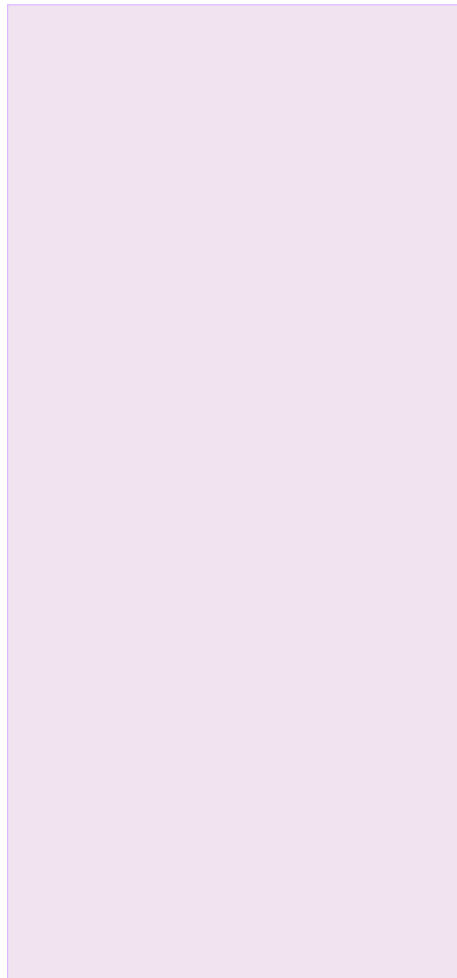
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development, Counseling, support from Operations <ul style="list-style-type: none"> <li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science</li> <li>Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline</li> </ul>		1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$171,670	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$152,580

performance targets, and (3) design and deliver appropriate professional development.

- Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.
- Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 3

Goal 3: Knowing that parents serve a critical role in a students’ success, Monseñor Oscar Romero Charter MS strives to increase parental involvement and engagement by providing parents with opportunities to be active and influential in their child’s school life.

Parent involvement addresses:

- A. The school's efforts to seek parent input in making decisions for the school.
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

- State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:     State Priorities: Parental Involvement (Engagement)

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Active participation in School Advisory Council

**19-20**

> 75%

**Baseline**

> 75%

Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.

**Metric/Indicator**

Attend informational meetings

**19-20**

> 75%

>75% of parents attended a school informational meeting.

**Expected**

**Actual**

<p><b>Baseline</b> &gt; 75%</p>	
<p><b>Metric/Indicator</b> Provide parent access to opportunities for participation and input on decision-making</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.</p>
<p><b>Metric/Indicator</b> At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.</p> <p><b>19-20</b> At least 85%</p> <p><b>Baseline</b> At least 85%</p>	<p>85% of parent participated in at least one school event during the 2019-20 school year.</p>
<p><b>Metric/Indicator</b> 95% will attend parent-teacher conference</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>95% of parent participated in one or both parent conferences held during the 2019-20 school year.</p>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent</p>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$101,355</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$94,741</p>



representation in decision-making at all levels of school operations.

- 97% of our students are socio-economically disadvantaged. The median household income is about \$26,000, one of the lowest measured in Los Angeles and in the nation. 23% of families in the neighborhood are single-parent families.

Because of all of these factors, our students come to school with a great diversity of needs: financially, educationally, and socioemotionally.

- 64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student populations are English Learners (29%).

In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments.

- Many of our families do not have the academic background to

successfully provide support for our students at home. In Pico Union, only 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 4

Goal 4: Monsen~or Oscar Romero Charter MS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.  
 Pupil Achievement as measure by all of the following  
 Statewide assessments  
 Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.  
 English Learners who make progress toward English proficiency  
 The English learner reclassification rate  
 College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
 Local Priorities: Pupil Outcomes

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Statewide assessments

**19-20**

> 11%

**Baseline**

Increase English Language Arts and Mathematics SBAC results

No SBAC Results for 19-20 due to Pandemic.

**Metric/Indicator**

Build understanding and expertise through research-based professional development

**19-20**

100%

**Baseline**

Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning

**Expected**

**Actual**

100%	
<p><b>Metric/Indicator</b> English Language Arts- Proficiency</p> <p><b>19-20</b> 10 points</p> <p><b>Baseline</b> CAASPP</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.</p>
<p><b>Metric/Indicator</b> CAASPP</p> <p><b>19-20</b> 10 points</p> <p><b>Baseline</b> CAASPP</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>
<p><b>Metric/Indicator</b> EL Proficiency</p> <p><b>19-20</b> 5 points</p> <p><b>Baseline</b> CAASPP/ELPAC</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. 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.</p>
<p><b>Metric/Indicator</b> EL Reclassification</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> CAASPP/ELPAC</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners.</p>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Monsen~or Oscar Romero Charter provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

- Continue professional development activities focused on new Mathematics adoption, i-

1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$57,110

1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$49,871

Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student.

Further supporting the growth of administrator and educational leaders in the Relay program.

- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: Pupil Engagement

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Monitor attendance monitoring

**19-20**

95%

**Baseline**

95%

The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.

**Metric/Indicator**

Provide PD on primary cause of lower academic achievement

**19-20**

95%

**Baseline**

95%

Completed during YPICS Total Professional Development Days.

**Metric/Indicator**

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

Every student received Social-Emotional Learning Training through the Advisory Period.

Expected

19-20  
100%  
Baseline  
100%

Actual

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism.</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <ul style="list-style-type: none"> <li>Program Coordinator will monitor student attendance and communicate with families.</li> </ul>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$32,500</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$33,188</p>

- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social-emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered before administering consequences.
- School will use the Family Support Team process that mirrors the School Support Team model.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 6

Priority 6: School Climate

A. Pupil Suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     State Priorities: School Climate

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Monitor attendance monitoring

**19-20**

95%

**Baseline**

95%

95% Attendance Manager will monitor student attendance and communicate with families.

**Metric/Indicator**

Provide PD on primary cause of lower academic achievement

**19-20**

95%

**Baseline**

95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;

**Expected**

95%

**Metric/Indicator**

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

**19-20**

100%

**Baseline**

100%

**Actual**

100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.

**Actions / Services**

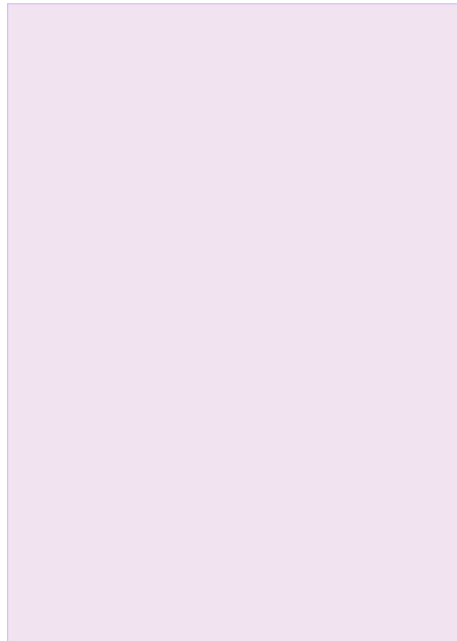
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p>		<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$47,600</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$35,652</p>

Provide multi-tiered system of support

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:  
 Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)  
 Local Priorities: State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).                       Programs and services developed and provided to unduplicated pupils; and                       Programs and services developed and provided to individuals with exceptional needs.                      Metric/Method for Measuring: Student Transcripts</p> <p><b>19-20</b>                      100%</p> <p><b>Baseline</b>                      100%</p>	<p>100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.</p>
<p><b>Metric/Indicator</b>                      Positive Behavior Interventions and Supports (PBIS) implementation</p> <p><b>19-20</b>                      100%</p>	<p>100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</p>

**Expected**

**Actual**

<b>Baseline</b> 100%	
<b>Metric/Indicator</b> Multi-tiered System of Support (MTSS)  <b>19-20</b> 95%  <b>Baseline</b> 95%	>95% Use of Mutli-tier schoolwide program (MTSS)
<b>Metric/Indicator</b> Equity and access to all course offerings Enrollment/ Transcripts  <b>19-20</b> 100%  <b>Baseline</b> 100%	100% student transcripts verify participation in course offerings.
<b>Metric/Indicator</b> Response to Instruction and Intervention  <b>19-20</b> 100%  <b>Baseline</b> 100%	100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with		1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,000	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,381

the General Education frameworks and course levels (Core Content).

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 8

Priority 8: Pupil Outcomes addresses

Priority 8: Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: State Priorities: Priority 8: Pupil Outcomes addresses

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Multi-Tiered System of Support

**19-20**

100%

**Baseline**

100%

Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.

**Metric/Indicator**

Professional Development Support

**19-20**

100%

**Baseline**

100%

Trained teachers and administrators to use data to drive decision- making through monthly data conferences—adaptive technology to support student acceleration and intervention.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.  Provide Career Pathways, Project based learning leadership  College and Career Indicators		1000-1999, 3000-3999 LCFF Supplemental and Concentration \$10,000	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$10,965

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Instructions:

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

## 2019-20 LCAP Annual Update Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	893,525.00	824,025.00
LCFF Supplemental and Concentration	893,525.00	824,025.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	893,525.00	824,025.00
1000-1999, 2000-2999, 3000-3999	190,965.00	177,800.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	633,960.00	588,227.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	47,600.00	35,652.00
1000-1999, 3000-3999	21,000.00	22,346.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	893,525.00	824,025.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	190,965.00	177,800.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	633,960.00	588,227.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	47,600.00	35,652.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	21,000.00	22,346.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	462,290.00	435,647.00
<b>Goal 2</b>	171,670.00	152,580.00
<b>Goal 3</b>	101,355.00	94,741.00
<b>Goal 4</b>	57,110.00	49,871.00
<b>Goal 5</b>	32,500.00	33,188.00
<b>Goal 6</b>	47,600.00	35,652.00
<b>Goal 7</b>	11,000.00	11,381.00
<b>Goal 8</b>	10,000.00	10,965.00

\* Totals based on expenditure amounts in goal and annual update sections.

# 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 Executive Director	ykingberg@ypics.org (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 ELP 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 Monsen~or 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 ELP1 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 studentsl. 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 I, 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 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 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
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	All: 22.19% EL: 0.00 Latino: 22.22 SED: 21.81 SWD: 2.56 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	All: 10.98% EL: 0.00 Latino: 10.84 SED: 10.94 SWD: 2.56				The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Access iReady assessment and technology</p>	<p>SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 Points),  ELA: 13% Math: 6%</p>				<p>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current</p>
<p>English Language Learner proficiency</p>	<p>English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)</p>				<p>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.</p>
<p>EL Reclassification</p>	<p>16.7% for 18-19</p>				<p>Increase Reclassification rate by 5%.</p>
<p>Students with IEPs proficiency</p>	<p>Increase Students with IEPs on SBAC by 1% or more per year.</p>				<p>The expected outcome is an overall increase of at least 10% of students who meet or exceed the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Next Generation (Science)	All: 7.77%				standard on their subsequent CAASPP
% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019	EL: 0.00 Latino: 7.77 SED: 8.25 SWD: 5.88				The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP
	52.8% English Learner progress in English Proficiency.				Continue to increase the number of English Proficiency as measured by ELPAC

## 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. (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 97.4%				School will continue to maintain ADA rate at or above 97.4%
Suspensions and Expulsion Rates	The School will continue to maintain a				The School will continue to maintain a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic Absenteeism	6.8%				low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.
					low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.
					6.8% continue to improve.

## 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. The Program Coordinator will focus on attendance. 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	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.  (State Priorities: 1 Basic Services, ), Other Pupil Outcomes

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 Multi-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
<p>Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.</p>					
<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p>	<p>100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.</p>				<p>100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.</p>
<p>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with &gt; 90% of items in compliance or good standing.</p>	<p>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).</p>				<p>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).</p>

## 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</li> </ul> <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 SFA Training, Coaching, and Support (Title 3)</li> <li>• Science                             <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> </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 & i-Ready assessments	Core Instructional Materials; Technology provided to all students. Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms  SFA Materials (Title 3)	\$90,150.00	No
4	Maintenance/Custodial/Security	Maintenance/Custodial/Security  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.

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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 1--Planned services for this action item include English Language Development Teacher, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include the Director of Instruction and 50% of Administrator focus on coaching support for teachers.

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), School Climate & Culture (SCC) Coordinator and the SCC Team will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

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 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the 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.

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
<b>Totals:</b>		<b>Total Personnel</b>	<b>Total Non-personnel</b>	
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 Foster Youth Low Income	Support to increase student academic achievement	\$349,952.00				\$349,952.00
1	2	English Learners Foster Youth Low Income	Teacher Retention: Coaching Support	\$188,388.00				\$188,388.00
2	1	English Learners Foster Youth Low Income	Parent Coordinator	\$62,075.00				\$62,075.00
2	2	English Learners Foster Youth Low Income	Program Coordinator & School Culture Climate Team	\$147,001.00			\$157,460.00	\$304,461.00
2	3	English Learners Foster Youth 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 Foster Youth 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 Foster Youth Low Income		\$349,952.00	\$349,952.00
1	2	Teacher Retention: Coaching Support	LEA-wide	English Learners Foster Youth Low Income		\$188,388.00	\$188,388.00
2	1	Parent Coordinator	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Monseñor Oscar Romero Charter 6-8	\$62,075.00	\$62,075.00
2	2	Program Coordinator & School Culture Climate Team	LEA-wide	English Learners Foster Youth Low Income		\$147,001.00	\$304,461.00
2	3	Student Activities	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
3	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	\$50,048.00
4	1				Specific Schools: 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>
<b>Totals:</b>					

# 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 [laff@cde.ca.gov](mailto:laff@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)).

- o 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 LCFE, 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/rel/c/>.

## 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 LFFF 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 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.

**Monseñor Oscar Romero School and Student Performance Data**

**School and Student Performance Data**

**Student Enrollment  
Enrollment By Student Group**

<b>Student Enrollment by Subgroup</b>						
<b>Student Group</b>	<b>Percent of Enrollment</b>			<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>American Indian</b>	%	%	%			
<b>African American</b>	0.3%	%	0.29%	1		1
<b>Asian</b>	0.3%	0.30%	0.29%	1	1	1
<b>Filipino</b>	%	0.30%	%		1	
<b>Hispanic/Latino</b>	99.4%	98.81%	98.83%	335	331	338
<b>Pacific Islander</b>	%	%	%			
<b>White</b>	%	0.60%	0.58%		2	2
<b>Multiple/No Response</b>	%	%	%			
	<b>Total Enrollment</b>			337	335	342

**Student Enrollment  
Enrollment By Grade Level**

<b>Student Enrollment by Grade Level</b>			
<b>Grade</b>	<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	109	114	119
<b>Grade 7</b>	119	103	118
<b>Grade 8</b>	109	118	105
<b>Total Enrollment</b>	337	335	342

**Conclusions based on this data:**

1.

For Grade 6 there has been consistent growth each year. In Grade 7 Student Enrollment in 16-17 was 119 with a drop to 103 students in 17-18 and in 18-19 it increased to 118 students. In Grade 8 16-17 had a student enrollment of 108, increased to 118 in 17-18 and decreased to 105 in 18-19, Sixth graders maintained student enrollment, 7th graders maintained from 119 in 16-17 to 118 in 17-18.

Student Enrollment by Student Groups remains the same as the community is predominately Hispanic/Latino.

**Student Enrollment  
English Learner (EL) Enrollment**

<b>English Learner (EL) Enrollment</b>						
<b>Student Group</b>	<b>Number of Students</b>			<b>Percent of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>English Learners</b>	115	96	91	34.1%	28.7%	26.6%
<b>Fluent English Proficient (FEP)</b>	206	217	218	61.1%	64.8%	63.7%
<b>Reclassified Fluent English Proficient</b>	21	13	16	18.4%	11.3%	16.7%

<http://tpd.ypics.org> MORCS provides services to ELs. High-quality professional development is offered to train teachers to support our ELs and literacy across our program. MORCS uses Title III funds to provide all certificated staff with PD days to meet the needs of our English language learners. The Charter School has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (Success For All) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

#### 1. Assets-Oriented and Needs-Responsive School

- a. The languages and cultures ELs bring to their education are assets for their learning and contribute to learning communities.
- b. The needs of long-term ELs are vastly different from new arrivals.
- c. School climate is affirming, inclusive, and safe
- d. MORCS values and builds active family, school, and community partnerships
- e. MORCS developed a collaborative framework for identifying ELs with disabilities and use valid assessment practices

#### 2. Intellectual Quality of Instruction and Meaningful Access

- a. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework.
- b. Students are provided a rigorous, intellectually vibrant, standards-based curriculum
- c. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
- d. ELs are provided access to the full curriculum.
- e. Students' home language is understood as a means to access subject matter content.
- f. Rigorous instructional materials support high levels of intellectual engagement.
- g. ELs are provided choices of research-based language support/development programs

#### 3. System Conditions that Support Effectiveness

- a. Leaders maintain a systemic focus on continuous improvement and progress.
- b. The school system invests adequate resources in supporting the conditions required to address EL needs.
- c. A method of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.

#### 4. Alignment and Articulation Within and Across Systems

- a. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.
- b. Schools plan schedules and resources to provide extra time in school.
- c. EL educational approaches and programs are designed to be consistent across schools.

Monseñor Oscar Romero will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition to English. This includes new programs to be used as supplemental technology programs; such as, i-Ready that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. BCCS, with the assistance of the Parent Coordinator/Director of Operations, will also provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

Monseñor Oscar Romero monitors EL students through a robust formal and informal process. EL Snapshots and shared them with teachers, parents, and students. Each snapshot includes an EL profile that outlines goals and supports, student academic profiles (ELPAC scores, iReady levels, grades), and a follow-up section to reflect on the student's growth for the academic year. The goal was to mirror our practice with IEP Snapshots, placing emphasis on classroom supports and accommodations on domain-specific objectives. This practice has continued through our 20-21 school year. Students are measured by their growth on the State's English language assessments (EL PAC) and various other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student's curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:

- o Local Assessments
- o i-Ready Assessments (Reading)
- o Publisher Assessments
- o Smarter Balance Summative Assessment Results

- Teachers monitor the progress of EL students towards reclassification in a variety of ways.
  - o Discuss action steps for those students not meeting benchmarks
  - o Suggested intervention
  - o Implementation of intervention and acceleration
  - o Notification to teachers and parents regarding intervention
  - o Annual monitoring of intervention and program effectiveness
  - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)

- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

**CAASPP Results  
English Language Arts/Literacy (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 6</b>	109	116	118	108	115	118	107	115	118	99.1	99.1	100
<b>Grade 7</b>	120	107	119	119	106	119	119	106	119	99.2	99.1	100
<b>Grade 8</b>	107	116	103	107	116	101	107	113	101	100	100	98.1
<b>All</b>	336	339	340	334	337	338	333	334	338	99.4	99.4	99.4

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded				16-17 17-18 18-19		Met			Met	
<b>Grade 6</b>	2455.	2461.	2465.	1.87	2.61	3.39	11.21	19.13	22.03	39.25	27.83	31.36	47.66	50.43	43.22
<b>Grade 7</b>	2507. 2	2468. 7	2472. 4	5.88	0.94	5.88	26.89	16.98	15.13	28.57	28.30	21.01	38.66	53.77	57.98

<b>Grade 8</b>	5 2515.	5 2507.	8 2485.	8.41	2.65	2.97	19.63	20.35	16.83	37.38	36.28	25.74	34.58	40.71	54.46
<b>All Grades</b>	<sup>9</sup> N/A	<sup>7</sup> N/A	<sup>3</sup> N/A	5.41	2.10	4.14	19.52	18.86	18.05	34.83	30.84	26.04	40.24	48.20	51.78

<b>Reading</b> Demonstrating understanding of literary and non-fictional texts									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	5.61	6.96	4.24	33.64	33.04	38.98	60.75	60.00	56.78
<b>Grade 7</b>	9.24	3.77	5.04	46.22	39.62	31.93	44.54	56.60	63.03
<b>Grade 8</b>	14.95	9.73	4.95	37.38	35.40	38.61	47.66	54.87	56.44
<b>All Grades</b>	9.91	6.89	4.73	39.34	35.93	36.39	50.75	57.19	58.88

<b>Writing</b> Producing clear and purposeful writing									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	4.67	6.09	11.02	39.25	33.04	49.15	56.07	60.87	39.83
<b>Grade 7</b>	13.56	2.83	5.88	51.69	51.89	41.18	34.75	45.28	52.94
<b>Grade 8</b>	9.43	2.94	7.92	51.89	45.10	43.56	38.68	51.96	48.51
<b>All Grades</b>	9.37	4.02	8.28	47.73	43.03	44.67	42.90	52.94	47.04

<b>Listening</b> Demonstrating effective communication skills									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	1.87	4.35	5.93	64.49	62.61	58.47	33.64	33.04	35.59



<b>Grade 7</b>	5.08	1.89	5.04	59.32	56.60	57.14	35.59	41.51	37.82
<b>Grade 8</b>	4.67	4.42	2.97	65.42	67.26	57.43	29.91	28.32	39.60
<b>All Grades</b>	3.92	3.59	4.73	62.95	62.28	57.69	33.13	34.13	37.57

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	9.35	16.52	4.24	42.06	46.96	53.39	48.60	36.52	42.37
<b>Grade 7</b>	21.19	8.49	9.24	44.92	46.23	42.86	33.90	45.28	47.90
<b>Grade 8</b>	17.76	13.27	8.91	42.99	50.44	43.56	39.25	36.28	47.52
<b>All Grades</b>	16.27	12.87	7.40	43.37	47.90	46.75	40.36	39.22	45.86

**Conclusions based on this data:**

1.

Monseñor Oscar Romero has shown a SBAC 2018-2019 English Language Arts as -73.7 points below standards (declining 4.7 points), English Learner Progress shows a 52.8% making progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data.

Source: iReady February 2021

Reading: The i-Ready data shows 11% of students scoring at proficient in Reading, an increase of 14% in June of 2020. A decrease of 7% was realized in August of 2020 and today an increase of 6% as of January 2021. Mathematics: The i-Ready data shows 6% of students scoring at proficient in Reading, an increase of 19% or a 13% increase in June of 2020. A decrease of 8% was realized in August of 2020 and today an increase of 17% or an increase of 6% as of January 2021

Students in 7th and 8th grade demonstrated far stronger median typical and stretch growth levels than 6th-grade students. While the % of students who met typical growth ranged from 36-61% at each grade level, the median growth measures were clearly above 100% at 7th and 8th grade, demonstrating that overall academic progress is going well for these grade levels! Further analysis of the starkly lower growth scores in 6th grade is necessary. The testing window has just concluded, and our instructional team is scheduled to analyze this data to determine root causes and next actions aimed at supporting high-need students and strengthening our instructional program.

**CAASPP Results  
Mathematics (All Students)**

**Overall Participation for All Students**

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 6</b>	109	116	118	107	114	118	107	114	118	98.2	98.3	100
<b>Grade 7</b>	120	107	119	119	103	119	119	103	119	99.2	96.3	100

<b>Grade 8</b>	107	116	103	106	114	100	106	113	100	99.1	98.3	97.1
<b>All</b>	336	339	340	332	331	337	332	330	337	98.8	97.6	99.1

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

<b>Overall Achievement for All Students</b>															
<b>Grade Level</b>	<b>Mean Scale Score</b>			<b>% Standard</b>			<b>% Standard Met</b>			<b>% Standard Nearly</b>			<b>% Standard Not</b>		
					<b>Exceeded</b>				<b>16-17 17-18 18-19</b>		<b>Met</b>			<b>Met</b>	
<b>Grade 6</b>	2438.	2447.	2450.	1.87	5.26	3.39	7.48	8.77	15.25	27.10	21.93	27.97	63.55	64.04	53.39
<b>Grade 7</b>	8 2474.	1 2437.	9 2446.	2.52	0.97	2.52	13.45	6.80	8.40	33.61	25.24	21.85	50.42	66.99	67.23
<b>Grade 8</b>	0 2509.	4 2486.	1 2441.	14.15	7.08	1.00	13.21	10.62	1.00	25.47	20.35	25.00	47.17	61.95	73.00
<b>All Grades</b>	<sup>7</sup> N/A	<sup>7</sup> N/A	<sup>4</sup> N/A	6.02	4.55	2.37	11.45	8.79	8.61	28.92	22.42	24.93	53.61	64.24	64.09

<b>Concepts &amp; Procedures Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	2.80	7.96	4.24	22.43	16.81	31.36	74.77	75.22	64.41
<b>Grade 7</b>	8.40	2.91	5.88	28.57	20.39	21.01	63.03	76.70	73.11
<b>Grade 8</b>	19.81	9.82	1.00	23.58	22.32	17.00	56.60	67.86	82.00

<b>All Grades</b>	10.24	7.01	3.86	25.00	19.82	23.44	64.76	73.17	72.70
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<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	2.80	3.51	6.78	33.64	34.21	36.44	63.55	62.28	56.78
<b>Grade 7</b>	5.04	0.97	4.20	49.58	25.24	31.09	45.38	73.79	64.71
<b>Grade 8</b>	16.04	8.85	1.00	30.19	43.36	31.00	53.77	47.79	68.00
<b>All Grades</b>	7.83	4.55	4.15	38.25	34.55	32.94	53.92	60.91	62.91

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	5.61	3.51	5.08	26.17	28.95	37.29	68.22	67.54	57.63
<b>Grade 7</b>	4.20	0.97	5.04	48.74	42.72	42.86	47.06	56.31	52.10
<b>Grade 8</b>	15.09	6.19	2.00	51.89	39.82	40.00	33.02	53.98	58.00
<b>All Grades</b>	8.13	3.64	4.15	42.47	36.97	40.06	49.40	59.39	55.79

Conclusions based on this data:

1.

<p>Monseñor Oscar Romero has shown a SBAC Mathematics as -119.8 point below standard (declined 11.5 Points), English Learner Progress shows a 52.8% making progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative &amp; summative data.</p>
<p>Based on April's Math diagnostic scores, the median of MORCS student growth scores is 100%, which means that on average students met expectations in terms of annual reading growth! Since the median is 100% in April, presumably students will see above 100% growth before the end of the school year in June.</p>
<p>Math growth metrics are more modest than those in Reading. However, there is still much to be encouraged by. In particular, high levels of success are observed at the 8th-grade level, with 150% Median progress towards Annual Typical growth. The median growth scores in math show a trend of increasing as grade levels go up and the percentage of students who met their annual typical growth. As before, our team is scheduled to take a deep dive into this data to determine the reason for this trend and the next steps to address the data.</p>

**ELPAC Results**

<b>ELPAC Summative Assessment Data                      Number of Students and Mean Scale Scores for All Students</b>								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade 6</b>	1510.3	1509.7	1518.9	1526.8	1501.0	1492.1	35	33
<b>Grade 7</b>	1490.3	1527.7	1475.6	1540.8	1504.6	1514.3	33	25
<b>Grade 8</b>	1502.7	1530.1	1509.0	1539.5	1496.0	1520.3	28	34

<b>All Grades</b>								96	92
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<b>Overall Language Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	*	9.09	34.29	33.33	*	39.39	*	18.18	35	33
<b>7</b>	*	8.00	36.36	44.00	*	32.00	33.33	16.00	33	25
<b>8</b>	*	17.65	*	38.24	*	32.35	*	11.76	28	34
<b>All Grades</b>	19.79	11.96	32.29	38.04	22.92	34.78	25.00	15.22	96	92

<b>Oral Language Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	45.71	36.36	*	39.39	*	12.12	*	12.12	35	33
<b>7</b>	33.33	32.00	*	52.00	*	4.00	33.33	12.00	33	25
<b>8</b>	57.14	38.24	*	32.35	*	17.65	*	11.76	28	34

<b>All Grades</b>	44.79	35.87	25.00	40.22	*	11.96	22.92	11.96	96	92
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<b>Written Language</b>										
<b>Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>		0.00	*	0.00	34.29	33.33	54.29	66.67	35	33
<b>7</b>	*	0.00	*	4.00	36.36	64.00	39.39	32.00	33	25
<b>8</b>	*	2.94	*	23.53	*	50.00	*	23.53	28	34
<b>All Grades</b>	*	1.09	17.71	9.78	33.33	47.83	42.71	41.30	96	92

<b>Listening Domain</b>									
<b>Percentage of Students by Domain Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>		
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	
<b>6</b>	31.43	9.09	37.14	45.45	31.43	45.45	35	33	
<b>7</b>	*	4.00	60.61	60.00	*	36.00	33	25	
<b>8</b>	*	8.82	57.14	58.82	*	32.35	28	34	
<b>All Grades</b>	26.04	7.61	51.04	54.35	22.92	38.04	96	92	

<b>Speaking Domain</b>									
<b>Percentage of Students by Domain Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>		
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	
<b>6</b>	85.71	78.79	*	15.15	*	6.06	35	33	



<b>7</b>	54.55	84.00	*	8.00	*	8.00	33	25
<b>8</b>	64.29	64.71	*	23.53	*	11.76	28	34
<b>All Grades</b>	68.75	75.00	15.63	16.30	15.63	8.70	96	92

<b>Reading Domain</b>								
<b>Percentage of Students by Domain Performance Level for All Students</b>								
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	*	0.00	*	18.18	77.14	81.82	35	33
<b>7</b>	*	0.00	*	32.00	66.67	68.00	33	25
<b>8</b>	*	8.82	*	32.35	64.29	58.82	28	34
<b>All Grades</b>	*	3.26	22.92	27.17	69.79	69.57	96	92

<b>Writing Domain</b>								
<b>Percentage of Students by Domain Performance Level for All Students</b>								
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	*	3.03	80.00	72.73	*	24.24	35	33
<b>7</b>	*	0.00	75.76	84.00	*	16.00	33	25
<b>8</b>	*	2.94	64.29	85.29	*	11.76	28	34
<b>All Grades</b>	*	2.17	73.96	80.43	17.71	17.39	96	92

Conclusions based on this data:

1.

More English Learners and students with IEPs are two or more grade levels behind in Reading and Math when compared with English-speaking students, by order of about 40%. As the data shows, both English Learners' modest levels of growth were achieved in Reading and Math and students with IEPs from August 2020 to April 2021. Much work remains to effectively support our English Learner and resource student populations in increasing their academic achievement. For now, we are celebrating the small increases from each diagnostic to the next. 1. Continue professional development activities initiated in the 2019-2020 school year focused on CCSS, ELD for ELs, and additional support for SPED sub-groups.

2. EL students will continue to support gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.  
 3. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment, and progress monitoring with ELD Profile and retell assessments. 4. Monsenor Oscar Romero Charter will continue to incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals: Ongoing measurement of each EL student's progress toward English language proficiency through the use of ELD monitoring templates. Use of SFA to assist EL students.  
 Ongoing professional development in sheltered instruction for all subject area teachers, primarily using the SDAIE model. Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning

MORCS' English Learners Reclassification of 11.3% in the school year 2017-2018, the Los Angeles Unified School District (6-8) 20.1% and for the State of California (6-8) 14.6% For the 2018-2019 MORCS realized a reclassification of 16.7%, Los Angeles Unified School District (6-8) realized 22.8% an increase of 2.7%. The State of California (6-8) realized a 13.8% decrease of .8%. For the 2019-2020 MORCS realized a reclassification of 4.4%, Los Angeles Unified School District (6-8) realized 15.5 %, a decrease of 7%. The State of California (6-8) realized 13.8% maintaining the same level...

Hispanic or Latino Students scored 20.79% in English Language Arts and 13.34% in Mathematics. In the school year 2017-2018. In 2018-2019 an increase of 1.43% in English Language Arts of 22.22%. In Mathematics, a decrease of 2.27% of 10.84%. English Learners scored 2.11% in English Language Arts and 1.09% in Mathematics. In the school year 2017-2018. In 2018-2019 a decrease in both English Language Arts and Mathematics of 0%. The change of English Language to a 4. Economically Disadvantaged scored 21.84% in English Language Arts and 13.97% in Mathematics. In the school year 2017-2018. In 2018-2019 Economically Disadvantaged realized a decrease of .3% in English Language Arts of 21.84%. In Mathematics, this subgroup showed a decrease of 3.03% of 10.94%.

### Student Population

<b>2018-19 Student Population</b>
-----------------------------------

<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Total Enrollment</b></td> </tr> <tr> <td><b>342</b></td> </tr> </table> <p>This is the total number of students enrolled.</p>	<b>Total Enrollment</b>	<b>342</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Socioeconomically Disadvantaged</b></td> </tr> <tr> <td><b>95.3</b></td> </tr> </table> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a</p>	<b>Socioeconomically Disadvantaged</b>	<b>95.3</b>	<p>high school diploma.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>English Learners</b></td> </tr> <tr> <td><b>26.6</b></td> </tr> </table> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in</p>	<b>English Learners</b>	<b>26.6</b>	<p>both the English Language and in their academic courses.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Foster Youth</b></td> </tr> <tr> <td><b>0.9</b></td> </tr> </table> <p>This is the percent of students whose well-being is the responsibility of a court.</p>	<b>Foster Youth</b>	<b>0.9</b>
<b>Total Enrollment</b>											
<b>342</b>											
<b>Socioeconomically Disadvantaged</b>											
<b>95.3</b>											
<b>English Learners</b>											
<b>26.6</b>											
<b>Foster Youth</b>											
<b>0.9</b>											

<b>2018-19 Enrollment for All Students/Student Group</b>		
<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>

**English Learners** 91 26.6 **Foster Youth** 3 0.9 **Socioeconomically Disadvantaged** 326 95.3  
**Students with Disabilities** 40 11.7

<b>Enrollment by Race/Ethnicity</b>		
<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>

**African American** 1 0.3 **Asian** 1 0.3 **Hispanic** 338 98.8 **White** 2 0.6

**Conclusions based on this data:**



- 1.

Hispanic or Latino Students scored 20.79% in English Language Arts and 13.34% in Mathematics. In the school year 2017-2018. In 2018-2019 an increase of 1.43% in English Language Arts of 22.22%. In Mathematics a decrease of 2.27% of 10.84%. English Learners scored 2.11% in English Language Arts and 1.09% in Mathematics. In the school year 2017-2018. In 2018-2019 an decrease in both English Language Arts and Mathematics of 0%. The change of English Language to a 4. Economically Disadvantaged scored 21.84% in English Language Arts and 13.97% in Mathematics. In the school year 2017-2018. In 2018-2019 Economically Disadvantaged realized an decrease of .3% in English Language Arts of 21.84%. In Mathematics this subgroup showed a decrease of 3.03% of 10.94%.


**School and Student Performance Data**

**Overall Performance**


**2019 Fall Dashboard Overall Performance for All Students**

<b>Academic Performance</b>
<b>English Language Arts</b>  Red
<b>Mathematics</b>  Red

**Conclusions based on this data:**

<b>Academic Engagement</b>
<b>Chronic Absenteeism</b>  Green

**Conditions & Climate**

<b>Suspension Rate</b>
 Yellow

1.

Our MORCS team conducted a root cause analysis of our ELA scores being 73.7 points distant from the standard schoolwide and by greater margins for our subgroups. The MORCS team expressed interest in using Newsela as a resource for informational text. Newsela provides access to relevant leveled articles and allows students to practice reading comprehension and writing skills through the built-in quiz and writing features. Diagnostic reports give us access to view current student levels of performance in reading. Additionally, teachers can view students by instructional groups and receive guidance on differentiated instruction, instructional priorities, and recommendations for teacher-led instruction. Starting in 2019-2020, the Instructional Leadership Team (LIT) has provided a higher level of academic support to all teachers. This support includes weekly lesson plan reviews and feedback, weekly classroom walkthroughs and feedback, weekly coaching meetings based on student data and teacher observations. Our team also conducted a root cause analysis of our Math scores being 119.8 distant from the standard schoolwide and by greater margins for our subgroups. Since 2019, School Tutoring has been offered to support students who are struggling academically. Also, in 2019, we implemented a Math Support instructional block to provide targeted support for students who have demonstrated low proficiency scores on i-Ready.

In 2020, Saturday School was offered to high-need students and interested students to provide additional instructional time and Art enrichment for students. In 2019, a Math competition club was created to create an enrichment opportunity for students to celebrate their love of math and further practice and apply math concepts.

MORCS Academic Aides provide support to students during class and after school. Academic Aides place to focus on the four domains (reading, writing, speaking, listening) and support students in all core classes. Academic Aides collaborate with grade levels to calibrate what support will look like during class to ensure student success. Additionally, Academic Aides focus specifically on our at-risk population and provide support after school in small group settings.

The EL Academic Aides also create EL snapshots and share them with teachers. Each snapshot includes an individualized EL profile that outlines goals and supports, their academic profiles (ELPAC scores, i-Ready levels, grades), and a follow-up section to reflect on the student's growth for the academic year. The goal was to mirror our practice with IEP Snapshots, emphasizing classroom supports and accommodations on domain-specific objectives. This practice has continued through our 20-21 school year.

When lesson planning, teachers must create bite-sized learning objectives to help them measure and monitor student progress in a more precise manner. Teachers use a know/show chart to unpack a standard and state what it requires students to know and how they will need to show or demonstrate mastery. Essentially, teachers go through a process that allows them to micromanage how they choose to collect data throughout their lessons to drive their instruction. The know/show process is part of our weekly lesson planning and is a required field in our weekly lesson plan template.

These practices have allowed teachers to identify learning gaps for all students, including our at-risk students, and plan re-teaching or accommodations accordingly.

More English Learners and students with IEPs are two or more grade levels behind in Reading and Math compared with English-speaking students, by approximately 40%. As the data shows, both the school's English Learners' modest levels of growth were achieved in Reading and Math and students with IEPs from August 2020 to April 2021. Much work remains to effectively support our English Learner and resource student populations in increasing their academic achievement. For now, the school is celebrating the small increases from each diagnostic to the next.

While distance learning has been challenging for most students, we have seen some levels of success. Particularly those with behavioral challenges have reduced the amount of acting out behavior that might have taken place in the face-to-face classroom setting. Students with special needs have also benefited from connecting with a teacher individually during office hours. They can ask questions, seek feedback, and get support without the stigma that comes with not grasping concepts they feel are difficult readily.

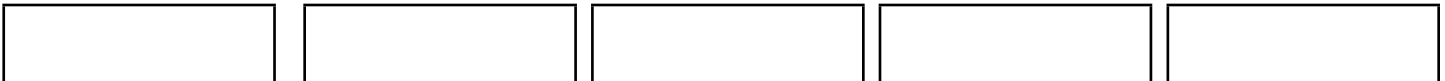
### Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.

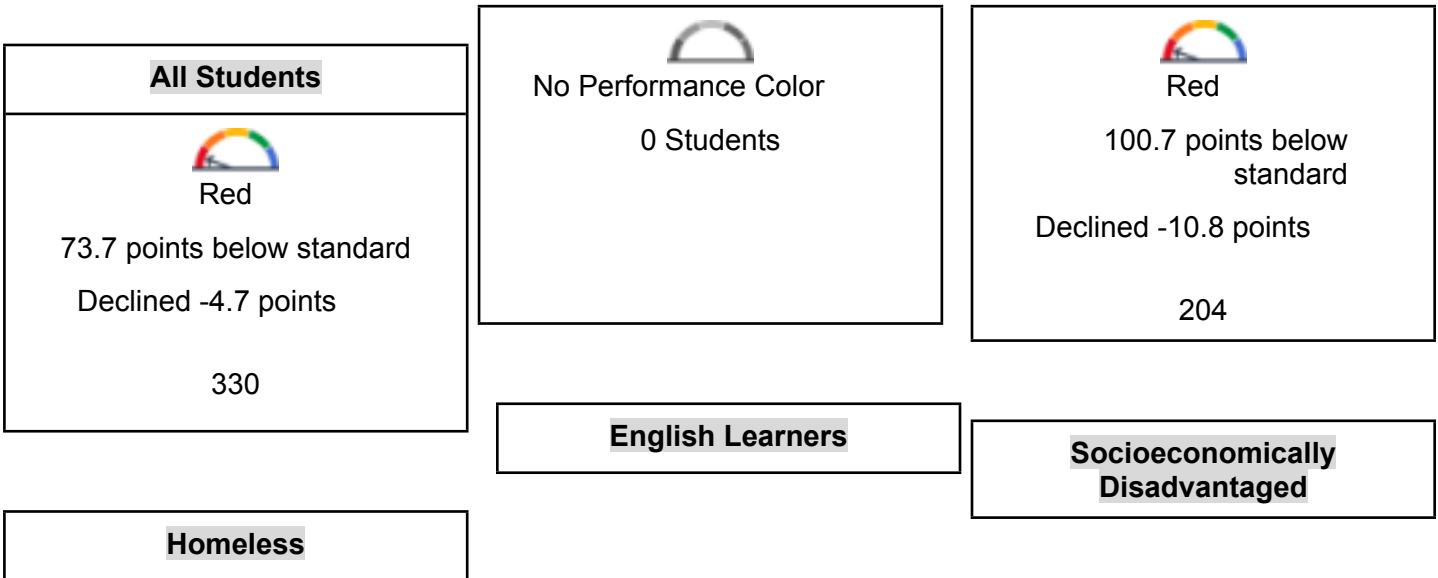
### 2019 Fall Dashboard English Language Arts Equity Report










4 0 0 0 0

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group



 <b>Red</b> 74.1 points below standard Declined -5.1 points  317	<table border="1"> <tr> <td data-bbox="568 88 1039 157" style="text-align: center;"><b>Foster Youth</b></td> </tr> <tr> <td data-bbox="568 157 1039 478" style="text-align: center;">                       No Performance Color                      Less than 11 Students -                      Data Not Displayed for                      Privacy                        1                 </td> </tr> </table>	<b>Foster Youth</b>	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	<table border="1"> <tr> <td data-bbox="1039 88 1523 157" style="text-align: center;"><b>Students with Disabilities</b></td> </tr> <tr> <td data-bbox="1039 157 1523 478" style="text-align: center;">   <b>Red</b>                  133 points below standard                  Declined -13.6 points                    39             </td> </tr> </table>	<b>Students with Disabilities</b>	 <b>Red</b> 133 points below standard Declined -13.6 points  39
<b>Foster Youth</b>						
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1						
<b>Students with Disabilities</b>						
 <b>Red</b> 133 points below standard Declined -13.6 points  39						

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<table border="1"> <tr> <td data-bbox="84 745 430 829" style="text-align: center;"><b>African American</b></td> </tr> <tr> <td data-bbox="84 829 430 1144" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>African American</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="454 787 803 871" style="text-align: center;"><b>American Indian</b></td> </tr> <tr> <td data-bbox="454 871 803 1186" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>American Indian</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="812 745 1161 829" style="text-align: center;"><b>Asian</b></td> </tr> <tr> <td data-bbox="812 829 1161 1144" style="text-align: center;">                     No Performance Color                        Less than 11 Students - Data Not                      Displayed for Privacy                        1                 </td> </tr> </table>	<b>Asian</b>	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  1	<table border="1"> <tr> <td data-bbox="1169 703 1523 787" style="text-align: center;"><b>Filipino</b></td> </tr> <tr> <td data-bbox="1169 787 1523 1102" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>Filipino</b>	No Performance Color  0 Students
<b>African American</b>											
No Performance Color  0 Students											
<b>American Indian</b>											
No Performance Color  0 Students											
<b>Asian</b>											
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  1											
<b>Filipino</b>											
No Performance Color  0 Students											
<table border="1"> <tr> <td data-bbox="84 1218 430 1302" style="text-align: center;"><b>Hispanic</b></td> </tr> <tr> <td data-bbox="84 1302 430 1659" style="text-align: center;"> <b>Red</b>                  73.9 points below                  standard Declined -                  4.4 points                    327             </td> </tr> </table>	<b>Hispanic</b>	<b>Red</b> 73.9 points below standard Declined - 4.4 points  327	<table border="1"> <tr> <td data-bbox="454 1260 803 1344" style="text-align: center;"><b>Two or More Races</b></td> </tr> <tr> <td data-bbox="454 1344 803 1659" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>Two or More Races</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="812 1218 1161 1302" style="text-align: center;"><b>Pacific Islander</b></td> </tr> <tr> <td data-bbox="812 1302 1161 1617" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>Pacific Islander</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="1169 1176 1523 1260" style="text-align: center;"><b>White</b></td> </tr> <tr> <td data-bbox="1169 1260 1523 1575" style="text-align: center;">                     No Performance Color                        Less than 11                      Students - Data Not                      Displayed for Privacy                        2                 </td> </tr> </table>	<b>White</b>	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2
<b>Hispanic</b>											
<b>Red</b> 73.9 points below standard Declined - 4.4 points  327											
<b>Two or More Races</b>											
No Performance Color  0 Students											
<b>Pacific Islander</b>											
No Performance Color  0 Students											
<b>White</b>											
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2											

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**



Current English Learner	Conclusions based on this data:		English Only
140.2 points below standard Declined -9.7 points 83	Reclassified English Learners	73.6 points below standard Declined -7.6 points 121	85 points below standard Declined -3.5 points 30

1.

The schoolwide Dashboard ELA Indicator color is red. Monsen~or Oscar Romero's 2019 Average DFS was -73.7%, which is lower than the State 2019 Average DFS at -2.5%. Language Arts: scores declining for the past 2 years (net -8%). Due to the Pandemic not score on the CAASPP were realized. Math scores declining for the past 2 years (net -8%) for 2020-2021 are in progress. Mathematics: The CAASPP data shows 2017-2018, 13.34% of students scoring proficient in English Language Arts. Due to the Pandemic not score on the CAASPP were realized. Scores for 2020-2021

English Language Arts Data Comparisons for English Learners

### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Perform

Red Orange Yellow Green Blue This section

provides number of student groups in each color.

### 2019 Fall Dashboard Mathematics Equity Report

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4 0 0 0 0

This section provides a view of Student Assessment Results and other aspects of this school's performance,

specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

<p><b>All Students</b></p> <p>Red</p> <p>119.8 points below standard</p> <p>Declined -11.5 points</p> <p>329</p>	<p>Red</p> <p>147.7 points below standard</p> <p>Declined Significantly -</p> <p>18.4 points 202</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>120.3 points below standard</p> <p>Declined -12.2 points</p> <p>316</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>197.1 points below standard</p> <p>Declined Significantly -</p> <p>28.6 points 39</p>
<p><b>English Learners</b></p>		

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<p><b>African American</b></p>	<p>Red</p> <p>120.3 points below standard Declined -</p> <p>11.8 points</p> <p>326</p>	<p><b>Two or More Races</b></p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Hispanic</b></p>		<p><b>Asian</b></p>	
<p><b>American Indian</b></p>		<p><b>Pacific Islander</b></p>	

<b>Filipino</b>	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2
<b>White</b>	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Conclusions based on this data:</b>	<b>English Only</b>
199.9 points below standard  Declined Significantly -  31.1 points 81	<b>Reclassified English Learners</b>  112.7 points below standard  Declined -5.5 points  121	121 points below standard  Increased ++3 points  30

1.

<p>The schoolwide Dashboard Math Indicator color is red. Monsenor Oscar Romero's 2019 Average DFS was -119.8%, which is lower than the State's 2019 Average DFS at -33.5%. Math scores declining for past 2 years (net -11.5%) further Math data on SBAC indicates that a stronger implementation plan, racial justice and equity issues, and addressing student attitudes toward Mathematics</p>
<p>Analysis support the results were due to the following:</p> <ul style="list-style-type: none"> <li>. Administrative/teacher turnover (8th-grade math)</li> <li>. Need for fidelity to SFA curriculum (ELA and Math)</li> <li>. Chronic behavior issues disrupting instruction</li> <li>. Local Elementary schools reporting lower CAASPP proficiency.</li> </ul>
<p>Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students.                      Consistent after school tutoring for ELA and Math.                      For 2019-20, adopt new math curriculum and train teacher in implementation.</p>

**Academic Performance  
English Learner Progress**

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2019 Fall Dashboard English Learner Progress Indicator**

<b>English Learner Progress</b>
<p>No Performance Color</p> <p>52.8 making progress towards English language proficiency</p> <p>Number of EL Students: 89</p> <p>Performance Level: Medium</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2019 Fall Dashboard Student English Language Acquisition Results**

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
17	25	2	45

**Conclusions based on this data:**

- 1.

<p>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. English Learner progress shows 52.8% are making progress towards English language proficiency, performance level is Medium. Fall 2019 Dashboard on Student English Language Acquisition results 17% decrease of one ELPI level. 25% maintained ELPI Level 1, and 2% maintained ELPI Level 4. Progress at least one ELPI level is 45% moving towards English language proficiency.</p>
<p>Created English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.</p>
<p>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:</p> <ul style="list-style-type: none"> <li>· Academic Aides providing support to students during class and after school.</li> <li>· Success for All classes to give us the opportunity to focus on closing gaps that students have in reading and writing.</li> <li>· Unpacking standards and creating bite-sized learning outcomes.</li> </ul>

**Academic Performance  
College/Career**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
color.

Lowest Performance Red Orange Yellow Green Blue This Highest Performance

section provides number of student groups in each

**2019 Fall Dashboard College/Career Equity Report**

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This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**2019 Fall Dashboard College/Career for All Students/Student Group**

<b>All Students</b>	<b>Homeless</b>	<b>English Learners</b>
---------------------	-----------------	-------------------------

<b>Socioeconomically Disadvantaged</b>	<b>Foster Youth</b>	<b>Students with Disabilities</b>
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**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
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<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
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This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>
<b>Prepared</b> <b>Approaching Prepared</b> <b>Not Prepared</b>

MORCS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria: • unique to an industry sector • has an occupational focus • consistent in size and scope • composed of similar functions • inclusive of all aspects of the industry • includes 8–12 pathway-specific standards • demonstrates sequence potential

- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

<https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf>

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Highest Perform  
 Red Orange Yellow Green Blue

This section provides number of student groups in each color.

#### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

0 0 2 2 0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

##### All Students

Green  
6.8  
Declined -0.8  
351

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
0

Yellow  
10.6  
Declined -3.4  
94

##### English Learners

##### Socioeconomically Disadvantaged

##### Homeless



Green 6.9 Declined -0.7  335	<b>Foster Youth</b>	<b>Students with Disabilities</b>
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  3	Yellow 12.2 Declined -2.4  41

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0

<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Green 6.9 Declined -0.8  347	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2

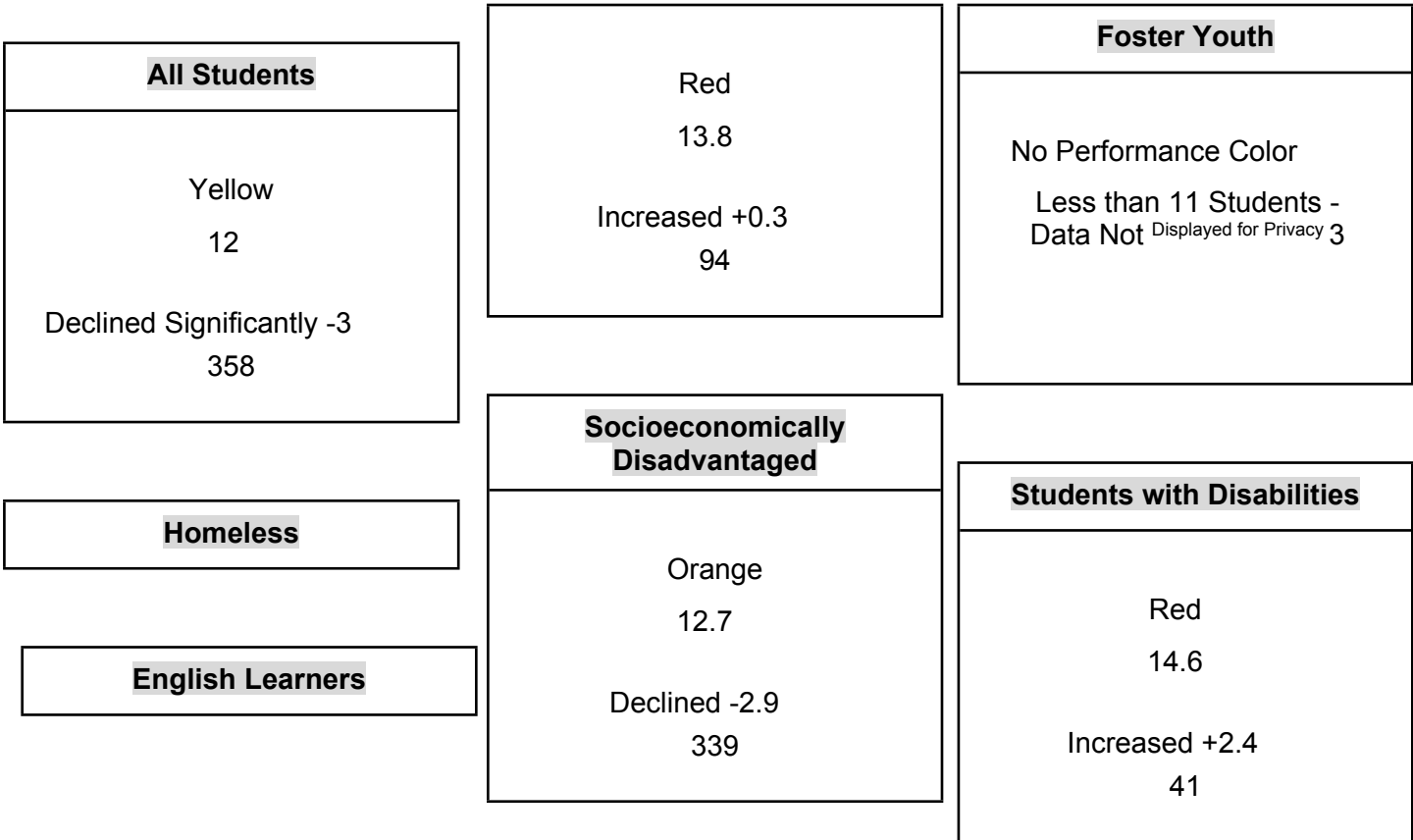
**Conclusions based on this data:**

**1.**

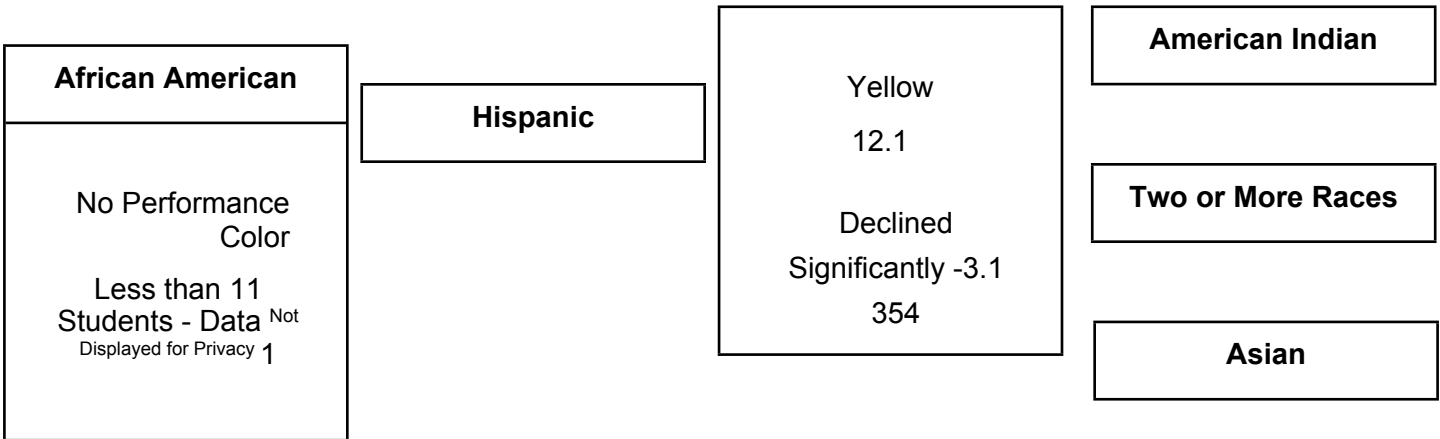
The Performance Colors indicate 2 students in Yellow and 2 in Green. All student results reflect a decline -.08 or 6.8. English Learners are the population that had the largest decline of -3.4 Yellow 10.6.

The schoolwide Dashboard Chronic Absenteeism Indicator color is green. Monsenor Oscar Romero's 2019 Chronic Absenteeism Percentage was 6.0%, which was lower than the State at 10.1%.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**



No Performance Color  Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander	White	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy 2
	Filipino		

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	15	12

**Conclusions based on this data:**

1.

The schoolwide Dashboard Suspension Rate Indicator color is yellow. Monsenor 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. relationships among students and teachers is a critical area for the school.

Suspension rate increased for English Learners increase .3%, and Students with Disabilities 2.4% .A decline of 2.9% for Social Economically Disadvantaged and Hispanic has declined 3.1%. Using the Multi-Tiered process schoolwide is in place, with additional support and intervention provided through social emotional counseling. Key is making sure that suspended students are offered educational opportunities while on suspension.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Monseñor Oscar Romero Charter	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Goal 1 : Increase Student Achievement.

Basic Services will be provided to all students. (Conditions of learning)

- A. The quality of teachers has an impact on student success. Monseñor Oscar Romero Charter promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
- B. Pupils at Monseñor Oscar Romero Charter have 100% access to the standards-aligned instructional materials;
- C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
- Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Verification of credential/certification using the Commission of Teacher Credentialing, and Monseñor Oscar Romero Charter Master Schedule</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Human Resources, Administrator completed 100% compliance</p>
<p><b>Metric/Indicator</b> Retention of Teachers</p> <p><b>19-20</b> &lt;50%</p> <p><b>Baseline</b></p>	<p>Teacher turnover (50% core content teachers from 18-19 to 19-20). Retained 95% of teachers from 2019-20. Ensure teacher retention is increased.</p>

<b>Expected</b>	<b>Actual</b>
<p>Teacher turnover (50% core content teachers form 18-19 to 19-20).</p> <p><b>Metric/Indicator</b> Professional Development</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing standards based instruction are provided monthly throughout the school year. Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter</p>
<p><b>Metric/Indicator</b> Evidence of Classroom Materials, Purchase Orders</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Pupils at Monseñor Oscar Romero Charter have 100% access to the standards-aligned instructional materials;</p>
<p><b>Metric/Indicator</b> School facilities are maintained in good repair.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>Annual review of teacher credentials and other certifications- Monseñor Oscar Romero Charter will determine annually through a review of personnel data the percentage of fully</li> </ul>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$462,290</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$435,647</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</p> <ul style="list-style-type: none"> <li>• CCSS training will be embedded into professional development meetings.</li> <li>• Progress towards this goal will be measured through SARC report, documentation</li> <li>• The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</li> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Monseñor Oscar Romero Charter English Learner Plan</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>• Effective use of multimedia and technology in the classroom</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program</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> <li>• Wheststone Observation and Evaluation Process for teacher growth.</li> </ul>		



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 pandemic has had a devastating impact on our community. The Charter School transitioned to a distance learning instructional format on March 16, 2020, following the guidance from the Los Angeles County Superintendent recommending school closures of all schools within Los Angeles County. Although the Charter School was physically closed, students continued to receive instruction remotely and were provided meals (breakfast, lunch, supper) throughout the physical school closure.

The extended closure impacted the ability of our students to access instruction and curriculum on-site and in person. The Charter School followed the recommendations from the California Department of Education for providing instruction and access to the curriculum in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources, and operations. 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 co-teaching format to provide small group support and designated ELD. The Charter School provided students opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth, and low-income students. The Charter School established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth, and low-income students. Teachers plan for instruction to be delivered regardless of internet connectivity. Students could engage in instruction through Google Doc online sessions, conference calls, and asynchronous media platforms. Instruction was on a flexible schedule to allow for students to access content to meet their unique needs.

Successes for MORCS includes the following:

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. Implement tri-annual iReady benchmark assessments in Math and ELA

Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEF and monitor and respond to SPED LRE status. Train teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.

CCSS training will be embedded into professional development meetings.

- Progress towards this goal will be measured through SARC report, documentation
- Wheststone Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English

- Implementation of Monseñor Oscar Romero Charter English Learner Plan
  - CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
  - Effective use of multimedia and technology in the classroom
  - Instructional Shifts for ELA/Math, Speaking/Listening
- Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program
  - Strategies for SWD to access core curriculum in the general classroom
  - Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
  - Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.

**Challenges**

**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. 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.

## Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement

Implementation of state board adopted academic content and performance standards for all students are:  
 English Language Arts=Common Core State Standards (CCSS) for English Language Arts  
 Mathematics-CCSS for Mathematics  
 English Language Development (ELD)  
 Career Technical Education  
 Health Education Content Standards  
 History--Social Science  
 Model School Library Standards  
 Physical Education Model Content Standards  
 Next Generation Science Standards  
 Visual and Performing Arts  
 World Language; and  
 How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
- Local Priorities: Conditions of Learning

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> English Language Arts</p>	<p>Use of SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 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 to measure student progress. Due to Pandemic alternative measures.</p>

Expected	Actual
<p><b>19-20</b> All: 22.19%</p> <p>EL: 0.00 Latino: 22.22 SED: 21.81 SWD: 2.56</p> <p><b>Baseline</b> &gt;10%</p> <p><b>Metric/Indicator</b> Mathematics</p> <p><b>19-20</b> All: 10.98%</p> <p>EL: 0.00 Latino: 10.84 SED: 10.94 SWD: 2.56</p> <p><b>Baseline</b> &gt;5%</p> <p><b>Metric/Indicator</b> English Language Development</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>Use of SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 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 to measure student progress.</p> <p>The expected outcome is an overall increase of at least10% of students who meet or exceed the standard on their subsequent CAASPP.CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Metric/Indicator</b> Career Technical Education</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% of students had access to Graphic Art and Design &amp; film-making electives provided by industry specialist and LA Community college partnerships.</p>
<p><b>Metric/Indicator</b> Health Education</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% of 8th grade students had access to a CCSS Health Course.</p>
<p><b>Metric/Indicator</b> Physical Education</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% of students had access to a robust appropriate middle school PE program.</p>
<p><b>Metric/Indicator</b> Next Generation Science</p> <p><b>19-20</b> All: 7.77%</p> <p>EL: 0.00 Latino: 7.77 SED: 8.25 SWD: 5.88</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% of students had access to science courses based on the NGSS. All SBAC assessments were waived for the Spring 2020.</p>



<b>Expected</b>	<b>Actual</b>
<p><b>Metric/Indicator</b> Visual and Performing Arts</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100 % of students had access to a visual art elective.</p>
<p><b>Metric/Indicator</b> Textbooks, materials</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>All students were provided textbooks or e-textbooks for all subject areas.</p>
<p><b>Metric/Indicator</b> Professional Development-Curriculum design and implementation</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% Participation</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p><b>Metric/Indicator</b> Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p><b>19-20</b> i-Ready results ELA: 13% Math: 6%</p> <p><b>Baseline</b> CAASPP</p>	<p>Weekly and mini benchmarks, Triennial Benchmarks results- reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Metric/Indicator</b> Decrease the Number of long-term English Learners</p> <p><b>19-20</b> 16.7% EL Reclassification (2019-20)4</p> <p><b>Baseline</b> CAASPP</p>	<p>% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019. 52.8% increase % each year.</p>
<p><b>Metric/Indicator</b> Monitor and provide services to Foster Care students</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Monitor and increase support for Students with Disability</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> CAASPP</p>	<p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Use of technology in the classroom to support differentiated instruction</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> CAASPP/ Proficiency</p>	<p>All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Professional Development, Counseling, support from Operations</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p>

Annual Update for Developing the 2021-22 Local Control and Accountability Plan  
Monseñor Oscar Romero Charter

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>• Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science</li> <li>• Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.</li> <li>• Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.</li> <li>• Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.</li> </ul>	<p>LCFF Supplemental and Concentration \$171,670</p>	<p>LCFF Supplemental and Concentration \$152,580</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School developed a Task Force to respond to the needs of our community in the midst of the COVID-19 global pandemic. The Charter School 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 many platforms, including Google Docs, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents who preferred to meet in person following social distancing norms outside the building. Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff



fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to assist them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. In addition, MORCS 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.

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 performance about Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

**Mental Health and Well-Being of All:** Teachers received professional development on trauma-informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.

Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking;

Set goals together;

**Core Priorities of Trauma-Informed Distance Learning:** Predictability, Flexibility, Connection, Empowerment

### Goal 3

Goal 3: Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero Charter MS strives to increase parental involvement and engagement by providing parents with opportunities to be active and influential in their child's school life.

Parent involvement addresses:

- A. The school's efforts to seek parent input in making decisions for the school.
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

- State Priorities:      Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:      State Priorities: Parental Involvement (Engagement)

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Active participation in School Advisory Council</p> <p><b>19-20</b> &gt; 75% <b>Baseline</b> &gt; 75%</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.</p>
<p><b>Metric/Indicator</b> Attend informational meetings</p> <p><b>19-20</b> &gt; 75% <b>Baseline</b> &gt; 75%</p>	<p>&gt;75% of parents attended a school informational meeting.</p>

<b>Expected</b>	<b>Actual</b>	
<p><b>Metric/Indicator</b> Provide parent access to opportunities for participation and input on decision-making</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.</p>	
<p><b>Metric/Indicator</b> At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.</p> <p><b>19-20</b> At least 85%</p> <p><b>Baseline</b> At least 85%</p>	<p>85% of parent participated in at least one school event during the 2019-20 school year.</p>	
<p><b>Metric/Indicator</b> 95% will attend parent-teacher conference</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>95% of parent participated in one or both parent conferences held during the 2019-20 school year.</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.</p> <ul style="list-style-type: none"> <li>97% of our students are socio-economically disadvantaged. The median household income is about \$26,000, one of the lowest measured in Los Angeles and in the nation. 23% of families in the neighborhood are single-parent families.</li> </ul>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$101,355</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$94,741</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Because of all of these factors, our students come to school with a great diversity of needs: financially, educationally, and socioemotionally.</p> <ul style="list-style-type: none"> <li>64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student populations are English Learners (29%).</li> </ul> <p>In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments.</p> <ul style="list-style-type: none"> <li>Many of our families do not have the academic background to successfully provide support for our students at home. In Pico Union, only 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country.</li> </ul>		

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Charter School's continuity of instruction offered students the full curriculum, including ELA, Math, ELD, Social Studies, Science, Art, and PE. The Charter School provided all students with Chromebooks and provided students with internet access with a Mobile WiFi Hotspot. Students will keep these devices (Chromebooks and Mobile WiFi Hotspot) throughout the summer of the 2020-21 school year. The Chromebooks were the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance.

Identify and address factors contributing to chronic absenteeism.

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

- Program Coordinator will monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social-emotional SWPBIS Training and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered before administering consequences.
- School will use the Family Support Team process that mirrors the School Support Team model.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School took on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instruction as needed. Based on the analysis of summative and formative assessments, The Charter School provided targeted intervention and acceleration. Targeted instruction was 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. This accelerated instruction took place during the instructional day and enabled a wide range of services from general education teachers, special education teachers, support staff, and administration. This strategic instructional program required a multi-tiered instructional delivery model to respond to our children’s individual needs.



## Goal 4

Goal 4: Monsen~or Oscar Romero Charter MS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.  
 Pupil Achievement as measure by all of the following  
 Statewide assessments  
 Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.  
 English Learners who make progress toward English proficiency  
 The English learner reclassification rate  
 College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
 Local Priorities: Pupil Outcomes

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Statewide assessments  <b>19-20</b>                      &gt; 11%</p>	<p>No SBAC Results for 19-20 due to Pandemic.</p>
<p><b>Baseline</b>                      Increase English Language Arts and Mathematics SBAC results</p> <p><b>Metric/Indicator</b>                      Build understanding and expertise through research-based professional development</p> <p><b>19-20</b>                      100%</p>	<p>Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning</p>
<p><b>Baseline</b>                      100%</p> <p><b>Metric/Indicator</b>                      English Language Arts- Proficiency</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative</p>

<b>Expected</b>	<b>Actual</b>	
<p><b>19-20</b> 10 points <b>Baseline</b> CAASPP</p>	<p>assessments along with anecdotal records to measure student progress.</p>	
<p><b>Metric/Indicator</b> CAASPP <b>19-20</b> 10 points <b>Baseline</b> CAASPP</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>	
<p><b>Metric/Indicator</b> EL Proficiency <b>19-20</b> 5 points <b>Baseline</b> CAASPP/ELPAC</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. 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.</p>	
<p><b>Metric/Indicator</b> EL Reclassification <b>19-20</b> 5% <b>Baseline</b> CAASPP/ELPAC</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners.</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Monsen~or Oscar Romero Charter provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$57, 110</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$49,871</p>



<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>This school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p> <p>To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches</p> <p>All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.</p> <ul style="list-style-type: none"> <li>• Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.</li> <li>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</li> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments</li> </ul>		

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.  
Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics.

## Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: Pupil Engagement

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Monitor attendance monitoring</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p> <p><b>Metric/Indicator</b> Provide PD on primary cause of lower academic achievement</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p> <p><b>Metric/Indicator</b> Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p> <p><b>19-20</b></p>	<p>The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.</p> <p>Completed during YPICS Total Professional Development Days.</p> <p>Every student received Social-Emotional Learning Training through the Advisory Period.</p>

Expected	Actual
100% <b>Baseline</b> 100%	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism.</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <ul style="list-style-type: none"> <li>Program Coordinator will monitor student attendance and communicate with families.</li> <li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>School will implement Social-emotional curriculum SWPBIS</li> <li>Training and the Responsive Classroom approach to teaching.</li> <li>Teachers will be trained in the schoolwide Behavior Support Plan and implement the positive behavior supports;</li> <li>Administrators will work with teachers and families to manage student behavior issues and concerns.</li> <li>Alternatives to Suspension will be considered before administering consequences.</li> <li>School will use the Family Support Team process that mirrors the School Support Team model.</li> </ul>	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$32,500	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$33,188

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics. Targeting sub-groups English Learners, Students with Disabilities, Foster Care and Homeless students.

## Goal 6

- Priority 6: School Climate
  - A. Pupil Suspension rates;
  - B. Pupil expulsion rates; and
  - C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: School Climate

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Monitor attendance monitoring</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>95% Attendance Manager will monitor student attendance and communicate with families.</p>
<p><b>Metric/Indicator</b> Provide PD on primary cause of lower academic achievement</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;</p>

<b>Expected</b>	<b>Actual</b>	
<p><b>Metric/Indicator</b> Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <p>Provide multi-tiered system of support</p> <p>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$47,600</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$35,652</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the Pandemic creating a climate of learning was key to student academic success. Ensuring that a consistent environment to promote student learning was in place and offered students access to additional teacher, administration and staff support as needed. Addressing the social-emotional areas of need on an ongoing basis.

## Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:  
 Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).                      Programs and services developed and provided to unduplicated pupils; and                      Programs and services developed and provided to individuals with exceptional needs.                      Metric/Method for Measuring: Student Transcripts</p> <p><b>19-20</b>                      100%</p> <p><b>Baseline</b>                      100%</p>	<p>100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.</p>
<p><b>Metric/Indicator</b>                      Positive Behavior Interventions and Supports (PBIS) implementation</p> <p><b>19-20</b>                      100%</p>	<p>100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Multi-tiered System of Support (MTSS)</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>&gt;95% Use of Multi-tier schoolwide program (MTSS)</p>
<p><b>Metric/Indicator</b> Equity and access to all course offerings Enrollment/ Transcripts</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% student transcripts verify participation in course offerings.</p>
<p><b>Metric/Indicator</b> Response to Instruction and Intervention</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,000</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,381</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Charter School's continuity of instruction offered students the full curriculum, including ELA, Math, ELD, Social Studies, Science, Art, and PE. The Charter School provided all students with Chromebooks and provided students in need of internet access with a Mobile Wi-Fi Hotspot. Students will keep these devices (Chromebooks and Mobile Wi-Fi Hotspot) throughout the summer of the 2021-22 school year. The Chromebooks were the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success included an evaluation and analysis of the effectiveness of strategies implemented to reduce absenteeism and socio-emotional needs. The 2019-2020 school year was one that we will always remember. Our children witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. Stakeholders of our Social Emotional Support System Subgroup felt it was critical for our students to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. Staff participated in a Professional Development Training focused on Anti-Bias & Anti-Racist Education (ABAR). An ABAR Team has been created and will continue to provide resources and trainings throughout the school year. Mental Health and Well-Being of All: Teachers received professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered. Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking; Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment

## Goal 8

Priority 8: Pupil Outcomes addresses

Priority 8: Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: State Priorities: Priority 8: Pupil Outcomes addresses

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Multi-Tiered System of Support</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Professional Development Support</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.</p> <p>Trained teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$10,000</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$10,965</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Provide Career Pathways, Project based learning leadership  College and Career Indicators		

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. All students had access to virtual visits to colleges and universities, opportunities to set goals and examine and select CTE offerings.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility.	111,615	103,822	No
Parent Coordinator, Coordinator of Operations, and 10% Coordinator of Instruction : Instructional Supports and Social Emotional Supports and systems are communicated with families.	174,188	174,188	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Charter School staff, students, and community have done an exceptional job awakening the creativity within our students and instilling a love of learning. In addition, we are proud of the amazing work of our teachers working tirelessly amidst this global pandemic.

MORCS success is as followed:

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. In addition, 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. In addition, 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 ELP 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, our goal is to provide our students with Chromebooks 1 to 1 ratio. With increased access to computers in every classroom, more time is devoted to online tools designed to precisely target reading and writing standards. 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 groups’ 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. As a result, 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. However, MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Program Coordinator (Attendance), School Climate and Coordinator (Attendance & PBIS): Assist with continuity of learning to prevent learning loss.	118,635	118,635	Yes
Salaries & Benefits for Core Staff:	1,184,467	1,184,467	No
Professional Development: Learning Platforms (Google Classroom, Nearpod, Peardeck, Cassify, Flip Grid, iReady Math & ELA) Essential Standards, Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	35,028	39,713	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	82,250	65,136	No
Technology: ChromeBooks and Digital Devices for Distance Learning and Hybrid Educational Model	108,160	213,897	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for instructional materials and technology.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The Charter School's continuity of instruction offered students the full curriculum, including ELA, Math, ELD, Social Studies, Science, Art, and PE. In addition, the Charter School was able to provide all students with Chromebooks and provided students in need of internet access with a Mobile WiFi Hotspot. Students will keep these devices (Chromebooks, MAC Computers (teachers), and Mobile WiFi Hotspot) throughout the summer of the 2021-22 school year. The Chromebooks were distributed and monitored by staff, providing technical assistance as needed and ensuring access to all students.



The Charter School continued to provide professional development for all certificated teachers and classified staff to implement a flexible remote learning instructional model. The Charter School provided staff with training on a wide range of distance learning tools and resources to engage students. Teachers were required to ensure students receive at least 4 hours of instruction to count for a full day worth of instruction. All students are expected to participate in at least four hours of synchronous instruction four days a week and one day a week of asynchronous instruction.

All staff roles and responsibilities have shifted to online instruction to mirror what in-person instruction would look like. Out of the classroom, the support staff is charged with supporting and engaging families to access digital content and troubleshoot access issues. In addition, out of the classroom support staff participate in passing out essential instructional supplies and school meals. Monsenor Oscar Romero Charter School (MORC), a Youth Policy Institute Charter School (YPCS), transitioned to a distance. Learning instructional format on March 16, 2020. following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major impacts on our community, physically, socio-emotionally, and economically. Parents reported job losses, the increased need for child-care, food instability, and lack of access to technology and the internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness. The Charter School has an enrollment of 356 students. The Charter School's enrollment and demographic student subgroup population consists of 29% English Learners, 99.2% Hispanic or Latino, 96% Socially Disadvantaged, 9% SPED, and Following the closure of school facilities in March,

Monsenor Oscar Romero has continued to conduct all classes and course offerings via Distance Learning. As a result, Monsenor Oscar Romero scholars have access to the following:

Technology: Chrome Books. Additional devices (desktops, laptops, Chromebooks) were distributed/loaned to families to support distance learning and instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. MORC aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service as the school continues to communicate with families. Enrollment documents, TDAP, attendance, meal program, in the two-way conversations that the school is having, it has learned of additional families needs, such as the increased needs to access to hotspots. The Charter School works swiftly to resolve any technology needs or gaps.

School Meals: With the high number of Free/Reduced Meals 94.08%, we partnered with a local charter school less than 1/2 miles away to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals for the week to families on Tuesdays, from 3:30 pm-6:00 pm.

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. In addition, 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.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Education Model: 50% Coordinator of School Services; Tutors; Specialists; Stipends; LSC Instructional Support; Instructional Materials (4000s) Chromebooks	212,614	212,614	Yes
Summer School (Extended Learning)	14,676	14,676	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Charter School staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve a list of "unreachable" scholars to provide assistance and engage them in distance learning or to connect their families to social services resources. The Charter School delivers high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. The Charter School provided all students and those identified as English Learners, foster youth, and low-income students and students with IEPs, the same access to instructional opportunities as general education students. In addition, Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model.

The Charter School provided teachers with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction.

Teachers plan for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms. Internal data shows that 20% of scholars performing at the lowest band moved up a band and that 17% more of scholars were performing at the highest bands on the iReady Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which was held immediately at the close of the school year to accommodate student learning loss.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Charter School successfully developed a School Culture and Climate Committee. Under the direction and support of the Director of School Culture and Climate, this team helped monitor and support pupils and staff's mental health and social well-being during the school year. Additionally, the school has a Counselor to provide social-emotional support to families and students. On February 7, 2020, YPICS provided all staff a Professional Development Day on Trauma-Informed Instruction. On August 3, 2020, and August 7, 2020, the Charter School held the first Mental Health and Social-Emotional Well-Being training of the school year.

All staff continued to receive professional development on trauma-informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered.

Low-Income Pupils, English Learners, Foster Youth

Incorporate welcoming/inclusion activities;

- Create learning teams and expectations;
- Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in-class activities;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning;
- Predictability
- Flexibility
- Connection
- Empowerment

Youth Mental Health First Aid (YMHFA), our administration, teachers, and staff Charter School teams identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and initial support to the Charter Schools' scholars (ages 10-14) who may be developing a mental health or substance use problem and help connect them to the appropriate care. All YPICS staff participated in the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff are notified if a teacher, Executive Administrator, Coordinator, or parent reports a

student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to assist them in distance learning. Charter School staff continued to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. Teachers effectively employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement and the ability to assess student progress towards mastering daily learning objectives continually. In addition, Peardeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:

1. Attendance Manager/Teachers monitor student attendance and communicate with families.
2. Parent outreach and communications stressed the importance of attendance and arriving at their virtual school on time each day.
3. School implemented Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
4. Teachers are trained in the Schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
5. School used the Family Support Team process that mirrors the School Support Team model.

Further, teachers use Google tools, including Google, meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers support colleagues through Monday, grade level, and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides call home daily to follow up with families of students that have missed a class period or are absent for the day. The purpose is to check in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Mondays. Think Together, YPICS after-school provider created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Charter School provide nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served for the week on Tuesdays, between 2:00pm-4:30pm as requested by parents in the parent survey/After School Nutrition.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	4854	4265	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Student Activities to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Charter School will continue to implement a “triage” approach to ensure the needs of students are met systematicall. The Charter School is looking at ways to celebrate the learning and creativity that was developed during the physical closure of school. Our approach is to build on what students learned and scaffold learning to maximize student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.



## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP.

Among the outcomes that influence the 21-22 through 12-14 LCAP include the following:

- Provide administrators, teachers, staff, students, and parents with socio-emotional support.
- The need to accelerate learning-grade level standards as we teach.
- Hire a Teacher to provide acceleration to English Learners or EI/SPED students
- Use of the Multi-Tier Process
- Project-Based Learning
- Provide students with technology and internet access
- Cultivate and enrich stakeholder relationships
- All YPICS staff participated in Professional Development Training on August 7, 2020, focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will serve as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team continued to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan  
Monseñor Oscar Romero Charter

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source			
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Funding Sources	893,525.00	824,025.00	
LCFF Supplemental and Concentration	893,525.00	824,025.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	893,525.00	824,025.00
1000-1999, 2000-2999, 3000-3999	190,965.00	177,800.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	633,960.00	588,227.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	47,600.00	35,652.00
1000-1999, 3000-3999	21,000.00	22,346.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	462,290.00	435,647.00
<b>Goal 2</b>	171,670.00	152,580.00
<b>Goal 3</b>	101,355.00	94,741.00
<b>Goal 4</b>	57,110.00	49,871.00
<b>Goal 5</b>	32,500.00	33,188.00
<b>Goal 6</b>	47,600.00	35,652.00
<b>Goal 7</b>	11,000.00	11,381.00
<b>Goal 8</b>	10,000.00	10,965.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$285,803.00	\$278,010.00
Distance Learning Program	\$1,528,540.00	\$1,621,848.00
Pupil Learning Loss	\$227,290.00	\$227,290.00
Additional Actions and Plan Requirements	\$4,854.00	\$4,265.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,046,487.00	\$2,131,413.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$111,615.00	\$103,822.00
Distance Learning Program	\$1,409,905.00	\$1,503,213.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,521,520.00	\$1,607,035.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$174,188.00	\$174,188.00
Distance Learning Program	\$118,635.00	\$118,635.00
Pupil Learning Loss	\$227,290.00	\$227,290.00
Additional Actions and Plan Requirements	\$4,854.00	\$4,265.00
All Expenditures in Learning Continuity and Attendance Plan	\$524,967.00	\$524,378.00

**Monseñor Oscar Romero School and Student Performance Data**

**School and Student Performance Data**

**Student Enrollment  
Enrollment By Student Group**

<b>Student Enrollment by Subgroup</b>						
<b>Student Group</b>	<b>Percent of Enrollment</b>			<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>American Indian</b>	%	%	%			
<b>African American</b>	0.3%	%	0.29%	1		1
<b>Asian</b>	0.3%	0.30%	0.29%	1	1	1
<b>Filipino</b>	%	0.30%	%		1	
<b>Hispanic/Latino</b>	99.4%	98.81%	98.83%	335	331	338
<b>Pacific Islander</b>	%	%	%			
<b>White</b>	%	0.60%	0.58%		2	2
<b>Multiple/No Response</b>	%	%	%			
	<b>Total Enrollment</b>			337	335	342

**Student Enrollment  
Enrollment By Grade Level**

<b>Student Enrollment by Grade Level</b>			
<b>Grade</b>	<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	109	114	119
<b>Grade 7</b>	119	103	118
<b>Grade 8</b>	109	118	105
<b>Total Enrollment</b>	337	335	342

**Conclusions based on this data:**

1.

For Grade 6 there has been consistent growth each year. In Grade 7 Student Enrollment in 16-17 was 119 with a drop to 103 students in 17-18 and in 18-19 it increased to 118 students. In Grade 8 16-17 had a student enrollment of 108, increased to 118 in 17-18 and decreased to 105 in 18-19, Sixth graders maintained student enrollment, 7th graders maintained from 119 in 16-17 to 118 in 17-18.

Student Enrollment by Student Groups remains the same as the community is predominately Hispanic/Latino.

**Student Enrollment  
English Learner (EL) Enrollment**

<b>English Learner (EL) Enrollment</b>						
<b>Student Group</b>	<b>Number of Students</b>			<b>Percent of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>English Learners</b>	115	96	91	34.1%	28.7%	26.6%
<b>Fluent English Proficient (FEP)</b>	206	217	218	61.1%	64.8%	63.7%
<b>Reclassified Fluent English Proficient</b>	21	13	16	18.4%	11.3%	16.7%

<http://tpd.ypics.org> MORCS provides services to ELs. High-quality professional development is offered to train teachers to support our ELs and literacy across our program. MORCS uses Title III funds to provide all certificated staff with PD days to meet the needs of our English language learners. The Charter School has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (Success For All) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

#### 1. Assets-Oriented and Needs-Responsive School

- a. The languages and cultures ELs bring to their education are assets for their learning and contribute to learning communities.
- b. The needs of long-term ELs are vastly different from new arrivals.
- c. School climate is affirming, inclusive, and safe
- d. MORCS values and builds active family, school, and community partnerships
- e. MORCS developed a collaborative framework for identifying ELs with disabilities and use valid assessment practices

#### 2. Intellectual Quality of Instruction and Meaningful Access

- a. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework.
- b. Students are provided a rigorous, intellectually vibrant, standards-based curriculum
- c. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
- d. ELs are provided access to the full curriculum.
- e. Students' home language is understood as a means to access subject matter content.
- f. Rigorous instructional materials support high levels of intellectual engagement.
- g. ELs are provided choices of research-based language support/development programs

#### 3. System Conditions that Support Effectiveness

- a. Leaders maintain a systemic focus on continuous improvement and progress.
- b. The school system invests adequate resources in supporting the conditions required to address EL needs.
- c. A method of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.

#### 4. Alignment and Articulation Within and Across Systems

- a. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.
- b. Schools plan schedules and resources to provide extra time in school.
- c. EL educational approaches and programs are designed to be consistent across schools.

Monseñor Oscar Romero will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition to English. This includes new programs to be used as supplemental technology programs; such as, i-Ready that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. BCCS, with the assistance of the Parent Coordinator/Director of Operations, will also provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

Monseñor Oscar Romero monitors EL students through a robust formal and informal process. EL Snapshots and shared them with teachers, parents, and students. Each snapshot includes an EL profile that outlines goals and supports, student academic profiles (ELPAC scores, iReady levels, grades), and a follow-up section to reflect on the student's growth for the academic year. The goal was to mirror our practice with IEP Snapshots, placing emphasis on classroom supports and accommodations on domain-specific objectives. This practice has continued through our 20-21 school year. Students are measured by their growth on the State's English language assessments (EL PAC) and various other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student's curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:

- o Local Assessments
- o i-Ready Assessments (Reading)
- o Publisher Assessments
- o Smarter Balance Summative Assessment Results

- Teachers monitor the progress of EL students towards reclassification in a variety of ways.
  - o Discuss action steps for those students not meeting benchmarks
  - o Suggested intervention
  - o Implementation of intervention and acceleration
  - o Notification to teachers and parents regarding intervention
  - o Annual monitoring of intervention and program effectiveness
  - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)

- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

**CAASPP Results  
English Language Arts/Literacy (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 6</b>	109	116	118	108	115	118	107	115	118	99.1	99.1	100
<b>Grade 7</b>	120	107	119	119	106	119	119	106	119	99.2	99.1	100
<b>Grade 8</b>	107	116	103	107	116	101	107	113	101	100	100	98.1
<b>All</b>	336	339	340	334	337	338	333	334	338	99.4	99.4	99.4

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded				16-17 17-18 18-19		Met			Met	
<b>Grade 6</b>	2455.	2461.	2465.	1.87	2.61	3.39	11.21	19.13	22.03	39.25	27.83	31.36	47.66	50.43	43.22
<b>Grade 7</b>	2507. 2	2468. 7	2472. 4	5.88	0.94	5.88	26.89	16.98	15.13	28.57	28.30	21.01	38.66	53.77	57.98

<b>Grade 8</b>	5 2515.	5 2507.	8 2485.	8.41	2.65	2.97	19.63	20.35	16.83	37.38	36.28	25.74	34.58	40.71	54.46
<b>All Grades</b>	<sup>9</sup> N/A	<sup>7</sup> N/A	<sup>3</sup> N/A	5.41	2.10	4.14	19.52	18.86	18.05	34.83	30.84	26.04	40.24	48.20	51.78

<b>Reading</b> Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 6</b>	5.61	6.96	4.24	33.64	33.04	38.98	60.75	60.00	56.78
<b>Grade 7</b>	9.24	3.77	5.04	46.22	39.62	31.93	44.54	56.60	63.03
<b>Grade 8</b>	14.95	9.73	4.95	37.38	35.40	38.61	47.66	54.87	56.44
<b>All Grades</b>	9.91	6.89	4.73	39.34	35.93	36.39	50.75	57.19	58.88

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 6</b>	4.67	6.09	11.02	39.25	33.04	49.15	56.07	60.87	39.83
<b>Grade 7</b>	13.56	2.83	5.88	51.69	51.89	41.18	34.75	45.28	52.94
<b>Grade 8</b>	9.43	2.94	7.92	51.89	45.10	43.56	38.68	51.96	48.51
<b>All Grades</b>	9.37	4.02	8.28	47.73	43.03	44.67	42.90	52.94	47.04

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 6</b>	1.87	4.35	5.93	64.49	62.61	58.47	33.64	33.04	35.59



<b>Grade 7</b>	5.08	1.89	5.04	59.32	56.60	57.14	35.59	41.51	37.82
<b>Grade 8</b>	4.67	4.42	2.97	65.42	67.26	57.43	29.91	28.32	39.60
<b>All Grades</b>	3.92	3.59	4.73	62.95	62.28	57.69	33.13	34.13	37.57

<b>Research/Inquiry</b> Investigating, analyzing, and presenting information									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	9.35	16.52	4.24	42.06	46.96	53.39	48.60	36.52	42.37
<b>Grade 7</b>	21.19	8.49	9.24	44.92	46.23	42.86	33.90	45.28	47.90
<b>Grade 8</b>	17.76	13.27	8.91	42.99	50.44	43.56	39.25	36.28	47.52
<b>All Grades</b>	16.27	12.87	7.40	43.37	47.90	46.75	40.36	39.22	45.86

**Conclusions based on this data:**

1.

Monseñor Oscar Romero has shown a SBAC 2018-2019 English Language Arts as -73.7 points below standards (declining 4.7 points), English Learner Progress shows a 52.8% making progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data.

Source: iReady February 2021

Reading: The i-Ready data shows 11% of students scoring at proficient in Reading, an increase of 14% in June of 2020. A decrease of 7% was realized in August of 2020 and today an increase of 6% as of January 2021. Mathematics: The i-Ready data shows 6% of students scoring at proficient in Reading, an increase of 19% or a 13% increase in June of 2020. A decrease of 8% was realized in August of 2020 and today an increase of 17% or an increase of 6% as of January 2021

Students in 7th and 8th grade demonstrated far stronger median typical and stretch growth levels than 6th-grade students. While the % of students who met typical growth ranged from 36-61% at each grade level, the median growth measures were clearly above 100% at 7th and 8th grade, demonstrating that overall academic progress is going well for these grade levels! Further analysis of the starkly lower growth scores in 6th grade is necessary. The testing window has just concluded, and our instructional team is scheduled to analyze this data to determine root causes and next actions aimed at supporting high-need students and strengthening our instructional program.

**CAASPP Results  
Mathematics (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 6</b>	109	116	118	107	114	118	107	114	118	98.2	98.3	100
<b>Grade 7</b>	120	107	119	119	103	119	119	103	119	99.2	96.3	100

<b>Grade 8</b>	107	116	103	106	114	100	106	113	100	99.1	98.3	97.1
<b>All</b>	336	339	340	332	331	337	332	330	337	98.8	97.6	99.1

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded				16-17 17-18 18-19		Met			Met	
<b>Grade 6</b>	2438.	2447.	2450.	1.87	5.26	3.39	7.48	8.77	15.25	27.10	21.93	27.97	63.55	64.04	53.39
<b>Grade 7</b>	8 2474.	1 2437.	9 2446.	2.52	0.97	2.52	13.45	6.80	8.40	33.61	25.24	21.85	50.42	66.99	67.23
<b>Grade 8</b>	0 2509.	4 2486.	1 2441.	14.15	7.08	1.00	13.21	10.62	1.00	25.47	20.35	25.00	47.17	61.95	73.00
<b>All Grades</b>	<sup>7</sup> N/A	<sup>7</sup> N/A	<sup>4</sup> N/A	6.02	4.55	2.37	11.45	8.79	8.61	28.92	22.42	24.93	53.61	64.24	64.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 6</b>	2.80	7.96	4.24	22.43	16.81	31.36	74.77	75.22	64.41
<b>Grade 7</b>	8.40	2.91	5.88	28.57	20.39	21.01	63.03	76.70	73.11
<b>Grade 8</b>	19.81	9.82	1.00	23.58	22.32	17.00	56.60	67.86	82.00

<b>All Grades</b>	10.24	7.01	3.86	25.00	19.82	23.44	64.76	73.17	72.70
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<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	2.80	3.51	6.78	33.64	34.21	36.44	63.55	62.28	56.78
<b>Grade 7</b>	5.04	0.97	4.20	49.58	25.24	31.09	45.38	73.79	64.71
<b>Grade 8</b>	16.04	8.85	1.00	30.19	43.36	31.00	53.77	47.79	68.00
<b>All Grades</b>	7.83	4.55	4.15	38.25	34.55	32.94	53.92	60.91	62.91

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 6</b>	5.61	3.51	5.08	26.17	28.95	37.29	68.22	67.54	57.63
<b>Grade 7</b>	4.20	0.97	5.04	48.74	42.72	42.86	47.06	56.31	52.10
<b>Grade 8</b>	15.09	6.19	2.00	51.89	39.82	40.00	33.02	53.98	58.00
<b>All Grades</b>	8.13	3.64	4.15	42.47	36.97	40.06	49.40	59.39	55.79

Conclusions based on this data:

1.

<p>Monseñor Oscar Romero has shown a SBAC Mathematics as -119.8 point below standard (declined 11.5 Points), English Learner Progress shows a 52.8% making progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative &amp; summative data.</p>
<p>Based on April's Math diagnostic scores, the median of MORCS student growth scores is 100%, which means that on average students met expectations in terms of annual reading growth! Since the median is 100% in April, presumably students will see above 100% growth before the end of the school year in June.</p>
<p>Math growth metrics are more modest than those in Reading. However, there is still much to be encouraged by. In particular, high levels of success are observed at the 8th-grade level, with 150% Median progress towards Annual Typical growth. The median growth scores in math show a trend of increasing as grade levels go up and the percentage of students who met their annual typical growth. As before, our team is scheduled to take a deep dive into this data to determine the reason for this trend and the next steps to address the data.</p>

**ELPAC Results**

<b>ELPAC Summative Assessment Data                      Number of Students and Mean Scale Scores for All Students</b>								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade 6</b>	1510.3	1509.7	1518.9	1526.8	1501.0	1492.1	35	33
<b>Grade 7</b>	1490.3	1527.7	1475.6	1540.8	1504.6	1514.3	33	25
<b>Grade 8</b>	1502.7	1530.1	1509.0	1539.5	1496.0	1520.3	28	34

<b>All Grades</b>								96	92
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<b>Overall Language Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	*	9.09	34.29	33.33	*	39.39	*	18.18	35	33
<b>7</b>	*	8.00	36.36	44.00	*	32.00	33.33	16.00	33	25
<b>8</b>	*	17.65	*	38.24	*	32.35	*	11.76	28	34
<b>All Grades</b>	19.79	11.96	32.29	38.04	22.92	34.78	25.00	15.22	96	92

<b>Oral Language Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	45.71	36.36	*	39.39	*	12.12	*	12.12	35	33
<b>7</b>	33.33	32.00	*	52.00	*	4.00	33.33	12.00	33	25
<b>8</b>	57.14	38.24	*	32.35	*	17.65	*	11.76	28	34

<b>All Grades</b>	44.79	35.87	25.00	40.22	*	11.96	22.92	11.96	96	92
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<b>Written Language</b>										
<b>Percentage of Students at Each Performance Level for All Students</b>										
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>		0.00	*	0.00	34.29	33.33	54.29	66.67	35	33
<b>7</b>	*	0.00	*	4.00	36.36	64.00	39.39	32.00	33	25
<b>8</b>	*	2.94	*	23.53	*	50.00	*	23.53	28	34
<b>All Grades</b>	*	1.09	17.71	9.78	33.33	47.83	42.71	41.30	96	92

<b>Listening Domain</b>									
<b>Percentage of Students by Domain Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>		
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>18-19</b>
<b>6</b>	31.43	9.09	37.14	45.45	31.43	45.45	35	33	
<b>7</b>	*	4.00	60.61	60.00	*	36.00	33	25	
<b>8</b>	*	8.82	57.14	58.82	*	32.35	28	34	
<b>All Grades</b>	26.04	7.61	51.04	54.35	22.92	38.04	96	92	

<b>Speaking Domain</b>									
<b>Percentage of Students by Domain Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>		
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>18-19</b>
<b>6</b>	85.71	78.79	*	15.15	*	6.06	35	33	



<b>7</b>	54.55	84.00	*	8.00	*	8.00	33	25
<b>8</b>	64.29	64.71	*	23.53	*	11.76	28	34
<b>All Grades</b>	68.75	75.00	15.63	16.30	15.63	8.70	96	92

<b>Reading Domain</b>								
<b>Percentage of Students by Domain Performance Level for All Students</b>								
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	*	0.00	*	18.18	77.14	81.82	35	33
<b>7</b>	*	0.00	*	32.00	66.67	68.00	33	25
<b>8</b>	*	8.82	*	32.35	64.29	58.82	28	34
<b>All Grades</b>	*	3.26	22.92	27.17	69.79	69.57	96	92

<b>Writing Domain</b>								
<b>Percentage of Students by Domain Performance Level for All Students</b>								
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>	
	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>	<b>17-18</b>	<b>18-19</b>
<b>6</b>	*	3.03	80.00	72.73	*	24.24	35	33
<b>7</b>	*	0.00	75.76	84.00	*	16.00	33	25
<b>8</b>	*	2.94	64.29	85.29	*	11.76	28	34
<b>All Grades</b>	*	2.17	73.96	80.43	17.71	17.39	96	92

**Conclusions based on this data:**

1.

More English Learners and students with IEPs are two or more grade levels behind in Reading and Math when compared with English-speaking students, by order of about 40%. As the data shows, both English Learners' modest levels of growth were achieved in Reading and Math and students with IEPs from August 2020 to April 2021. Much work remains to effectively support our English Learner and resource student populations in increasing their academic achievement. For now, we are celebrating the small increases from each diagnostic to the next. 1. Continue professional development activities initiated in the 2019-2020 school year focused on CCSS, ELD for ELs, and additional support for SPED sub-groups.

2. EL students will continue to support gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.  
 3. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment, and progress monitoring with ELD Profile and retell assessments. 4. Monsenor Oscar Romero Charter will continue to incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals: Ongoing measurement of each EL student's progress toward English language proficiency through the use of ELD monitoring templates. Use of SFA to assist EL students.  
 Ongoing professional development in sheltered instruction for all subject area teachers, primarily using the SDAIE model. Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning

MORCS' English Learners Reclassification of 11.3% in the school year 2017-2018, the Los Angeles Unified School District (6-8) 20.1% and for the State of California (6-8) 14.6% For the 2018-2019 MORCS realized a reclassification of 16.7%, Los Angeles Unified School District (6-8) realized 22.8% an increase of 2.7%. The State of California (6-8) realized a 13.8% decrease of .8%. For the 2019-2020 MORCS realized a reclassification of 4.4%, Los Angeles Unified School District (6-8) realized 15.5 %, a decrease of 7%. The State of California (6-8) realized 13.8% maintaining the same level...

Hispanic or Latino Students scored 20.79% in English Language Arts and 13.34% in Mathematics. In the school year 2017-2018. In 2018-2019 an increase of 1.43% in English Language Arts of 22.22%. In Mathematics, a decrease of 2.27% of 10.84%. English Learners scored 2.11% in English Language Arts and 1.09% in Mathematics. In the school year 2017-2018. In 2018-2019 a decrease in both English Language Arts and Mathematics of 0%. The change of English Language to a 4. Economically Disadvantaged scored 21.84% in English Language Arts and 13.97% in Mathematics. In the school year 2017-2018. In 2018-2019 Economically Disadvantaged realized a decrease of .3% in English Language Arts of 21.84%. In Mathematics, this subgroup showed a decrease of 3.03% of 10.94%.

### Student Population

<b>2018-19 Student Population</b>
-----------------------------------

<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Total Enrollment</b></td> </tr> <tr> <td><b>342</b></td> </tr> </table> <p>This is the total number of students enrolled.</p>	<b>Total Enrollment</b>	<b>342</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Socioeconomically Disadvantaged</b></td> </tr> <tr> <td><b>95.3</b></td> </tr> </table> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a</p>	<b>Socioeconomically Disadvantaged</b>	<b>95.3</b>	<p>high school diploma.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>English Learners</b></td> </tr> <tr> <td><b>26.6</b></td> </tr> </table> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in</p>	<b>English Learners</b>	<b>26.6</b>	<p>both the English Language and in their academic courses.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Foster Youth</b></td> </tr> <tr> <td><b>0.9</b></td> </tr> </table> <p>This is the percent of students whose well-being is the responsibility of a court.</p>	<b>Foster Youth</b>	<b>0.9</b>
<b>Total Enrollment</b>											
<b>342</b>											
<b>Socioeconomically Disadvantaged</b>											
<b>95.3</b>											
<b>English Learners</b>											
<b>26.6</b>											
<b>Foster Youth</b>											
<b>0.9</b>											

<b>2018-19 Enrollment for All Students/Student Group</b>		
<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>

**English Learners** 91 26.6 **Foster Youth** 3 0.9 **Socioeconomically Disadvantaged** 326 95.3  
**Students with Disabilities** 40 11.7

<b>Enrollment by Race/Ethnicity</b>		
<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>

**African American** 1 0.3 **Asian** 1 0.3 **Hispanic** 338 98.8 **White** 2 0.6

**Conclusions based on this data:**



- 1.

Hispanic or Latino Students scored 20.79% in English Language Arts and 13.34% in Mathematics. In the school year 2017-2018. In 2018-2019 an increase of 1.43% in English Language Arts of 22.22%. In Mathematics a decrease of 2.27% of 10.84%. English Learners scored 2.11% in English Language Arts and 1.09% in Mathematics. In the school year 2017-2018. In 2018-2019 an decrease in both English Language Arts and Mathematics of 0%. The change of English Language to a 4. Economically Disadvantaged scored 21.84% in English Language Arts and 13.97% in Mathematics. In the school year 2017-2018. In 2018-2019 Economically Disadvantaged realized an decrease of .3% in English Language Arts of 21.84%. In Mathematics this subgroup showed a decrease of 3.03% of 10.94%.


**School and Student Performance Data**

**Overall Performance**


**2019 Fall Dashboard Overall Performance for All Students**

<b>Academic Performance</b>
<b>English Language Arts</b>  Red
<b>Mathematics</b>  Red

**Conclusions based on this data:**

<b>Academic Engagement</b>
<b>Chronic Absenteeism</b>  Green

**Conditions & Climate**

<b>Suspension Rate</b>
 Yellow

1.

Our MORCS team conducted a root cause analysis of our ELA scores being 73.7 points distant from the standard schoolwide and by greater margins for our subgroups. The MORCS team expressed interest in using Newsela as a resource for informational text. Newsela provides access to relevant leveled articles and allows students to practice reading comprehension and writing skills through the built-in quiz and writing features. Diagnostic reports give us access to view current student levels of performance in reading. Additionally, teachers can view students by instructional groups and receive guidance on differentiated instruction, instructional priorities, and recommendations for teacher-led instruction. Starting in 2019-2020, the Instructional Leadership Team (LIT) has provided a higher level of academic support to all teachers. This support includes weekly lesson plan reviews and feedback, weekly classroom walkthroughs and feedback, weekly coaching meetings based on student data and teacher observations. Our team also conducted a root cause analysis of our Math scores being 119.8 distant from the standard schoolwide and by greater margins for our subgroups. Since 2019, School Tutoring has been offered to support students who are struggling academically. Also, in 2019, we implemented a Math Support instructional block to provide targeted support for students who have demonstrated low proficiency scores on i-Ready.

In 2020, Saturday School was offered to high-need students and interested students to provide additional instructional time and Art enrichment for students. In 2019, a Math competition club was created to create an enrichment opportunity for students to celebrate their love of math and further practice and apply math concepts.

MORCS Academic Aides provide support to students during class and after school. Academic Aides place to focus on the four domains (reading, writing, speaking, listening) and support students in all core classes. Academic Aides collaborate with grade levels to calibrate what support will look like during class to ensure student success. Additionally, Academic Aides focus specifically on our at-risk population and provide support after school in small group settings.

The EL Academic Aides also create EL snapshots and share them with teachers. Each snapshot includes an individualized EL profile that outlines goals and supports, their academic profiles (ELPAC scores, i-Ready levels, grades), and a follow-up section to reflect on the student's growth for the academic year. The goal was to mirror our practice with IEP Snapshots, emphasizing classroom supports and accommodations on domain-specific objectives. This practice has continued through our 20-21 school year.

When lesson planning, teachers must create bite-sized learning objectives to help them measure and monitor student progress in a more precise manner. Teachers use a know/show chart to unpack a standard and state what it requires students to know and how they will need to show or demonstrate mastery. Essentially, teachers go through a process that allows them to micromanage how they choose to collect data throughout their lessons to drive their instruction. The know/show process is part of our weekly lesson planning and is a required field in our weekly lesson plan template.

These practices have allowed teachers to identify learning gaps for all students, including our at-risk students, and plan re-teaching or accommodations accordingly.

More English Learners and students with IEPs are two or more grade levels behind in Reading and Math compared with English-speaking students, by approximately 40%. As the data shows, both the school's English Learners' modest levels of growth were achieved in Reading and Math and students with IEPs from August 2020 to April 2021. Much work remains to effectively support our English Learner and resource student populations in increasing their academic achievement. For now, the school is celebrating the small increases from each diagnostic to the next.

While distance learning has been challenging for most students, we have seen some levels of success. Particularly those with behavioral challenges have reduced the amount of acting out behavior that might have taken place in the face-to-face classroom setting. Students with special needs have also benefited from connecting with a teacher individually during office hours. They can ask questions, seek feedback, and get support without the stigma that comes with not grasping concepts they feel are difficult readily.

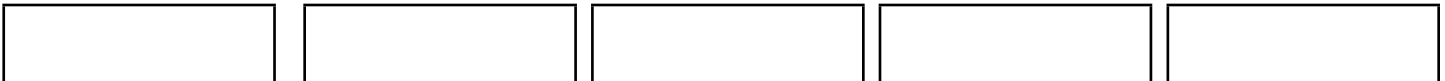
### Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.

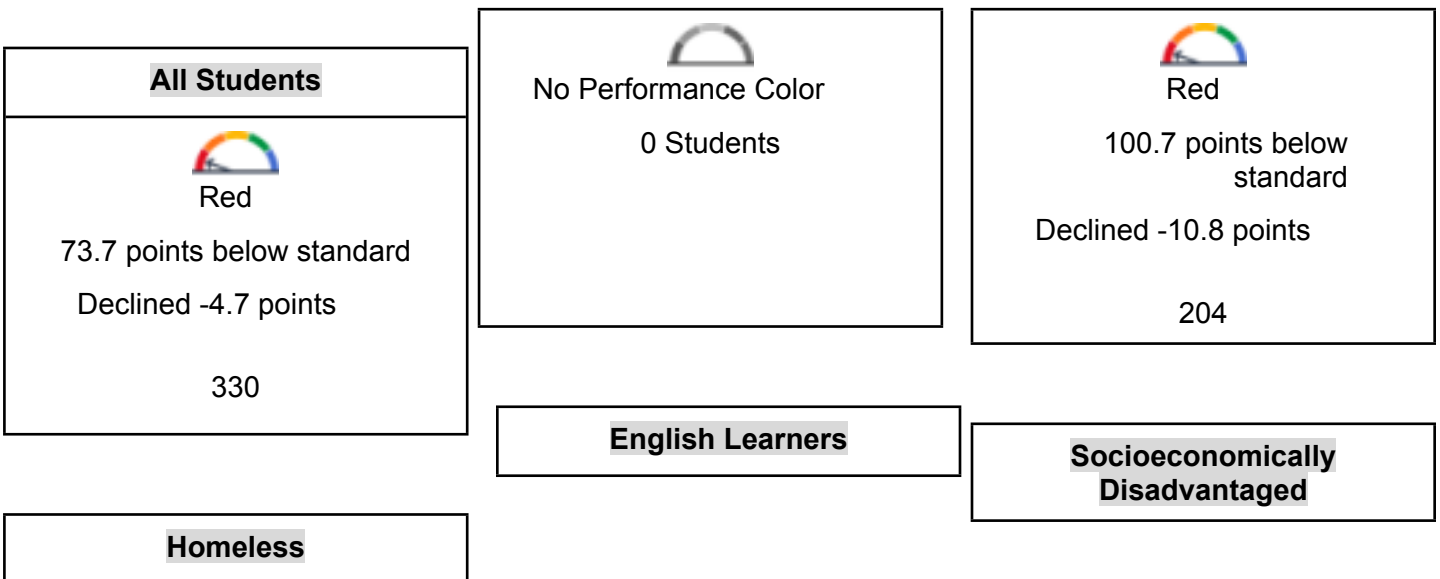
#### 2019 Fall Dashboard English Language Arts Equity Report










4 0 0 0 0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group



 <b>Red</b> 74.1 points below standard Declined -5.1 points  317	<table border="1"> <tr> <td data-bbox="568 88 1047 157" style="text-align: center;"><b>Foster Youth</b></td> </tr> <tr> <td data-bbox="568 157 1047 478" style="text-align: center;">                       No Performance Color                      Less than 11 Students -                      Data Not Displayed for                      Privacy                        1                 </td> </tr> </table>	<b>Foster Youth</b>	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	<table border="1"> <tr> <td data-bbox="1047 88 1523 157" style="text-align: center;"><b>Students with Disabilities</b></td> </tr> <tr> <td data-bbox="1047 157 1523 478" style="text-align: center;">   <b>Red</b>                      133 points below standard                      Declined -13.6 points                        39                 </td> </tr> </table>	<b>Students with Disabilities</b>	 <b>Red</b> 133 points below standard Declined -13.6 points  39
<b>Foster Youth</b>						
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1						
<b>Students with Disabilities</b>						
 <b>Red</b> 133 points below standard Declined -13.6 points  39						

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<table border="1"> <tr> <td data-bbox="84 745 430 829" style="text-align: center;"><b>African American</b></td> </tr> <tr> <td data-bbox="84 829 430 1144" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>African American</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="454 787 803 871" style="text-align: center;"><b>American Indian</b></td> </tr> <tr> <td data-bbox="454 871 803 1186" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>American Indian</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="812 745 1161 829" style="text-align: center;"><b>Asian</b></td> </tr> <tr> <td data-bbox="812 829 1161 1144" style="text-align: center;">                     No Performance Color                        Less than 11 Students - Data Not                      Displayed for Privacy                        1                 </td> </tr> </table>	<b>Asian</b>	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  1	<table border="1"> <tr> <td data-bbox="1169 703 1523 787" style="text-align: center;"><b>Filipino</b></td> </tr> <tr> <td data-bbox="1169 787 1523 1102" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>Filipino</b>	No Performance Color  0 Students
<b>African American</b>											
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<b>Filipino</b>											
No Performance Color  0 Students											
<table border="1"> <tr> <td data-bbox="84 1218 430 1302" style="text-align: center;"><b>Hispanic</b></td> </tr> <tr> <td data-bbox="84 1302 430 1659" style="text-align: center;"> <b>Red</b>                      73.9 points below                      standard Declined -                      4.4 points                        327                 </td> </tr> </table>	<b>Hispanic</b>	<b>Red</b> 73.9 points below standard Declined - 4.4 points  327	<table border="1"> <tr> <td data-bbox="454 1260 803 1344" style="text-align: center;"><b>Two or More Races</b></td> </tr> <tr> <td data-bbox="454 1344 803 1659" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>Two or More Races</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="812 1218 1161 1302" style="text-align: center;"><b>Pacific Islander</b></td> </tr> <tr> <td data-bbox="812 1302 1161 1617" style="text-align: center;">                     No Performance Color                        0 Students                 </td> </tr> </table>	<b>Pacific Islander</b>	No Performance Color  0 Students	<table border="1"> <tr> <td data-bbox="1169 1176 1523 1260" style="text-align: center;"><b>White</b></td> </tr> <tr> <td data-bbox="1169 1260 1523 1575" style="text-align: center;">                     No Performance Color                        Less than 11                      Students - Data Not                      Displayed for Privacy                        2                 </td> </tr> </table>	<b>White</b>	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2
<b>Hispanic</b>											
<b>Red</b> 73.9 points below standard Declined - 4.4 points  327											
<b>Two or More Races</b>											
No Performance Color  0 Students											
<b>Pacific Islander</b>											
No Performance Color  0 Students											
<b>White</b>											
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2											

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**



Current English Learner	Conclusions based on this data:		English Only
140.2 points below standard Declined -9.7 points 83	Reclassified English Learners	73.6 points below standard Declined -7.6 points 121	85 points below standard Declined -3.5 points 30

1.

The schoolwide Dashboard ELA Indicator color is red. Monsen~or Oscar Romero's 2019 Average DFS was -73.7%, which is lower than the State 2019 Average DFS at -2.5%. Language Arts: scores declining for the past 2 years (net -8%). Due to the Pandemic not score on the CAASPP were realized. Math scores declining for the past 2 years (net -8%) for 2020-2021 are in progress. Mathematics: The CAASPP data shows 2017-2018, 13.34% of students scoring proficient in English Language Arts. Due to the Pandemic not score on the CAASPP were realized. Scores for 2020-2021

English Language Arts Data Comparisons for English Learners

### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Perform

Red Orange Yellow Green Blue This section

provides number of student groups in each color.

### 2019 Fall Dashboard Mathematics Equity Report

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4 0 0 0 0

This section provides a view of Student Assessment Results and other aspects of this school's performance,

specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

<p><b>All Students</b></p> <p>Red</p> <p>119.8 points below standard</p> <p>Declined -11.5 points</p> <p>329</p>	<p>Red</p> <p>147.7 points below standard</p> <p>Declined Significantly -</p> <p>18.4 points 202</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>120.3 points below standard</p> <p>Declined -12.2 points</p> <p>316</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>197.1 points below standard</p> <p>Declined Significantly -</p> <p>28.6 points 39</p>
<p><b>English Learners</b></p>		

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<p><b>African American</b></p>	<p>Red</p> <p>120.3 points below standard Declined -</p> <p>11.8 points</p> <p>326</p>	<p><b>Two or More Races</b></p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Hispanic</b></p>		<p><b>Asian</b></p>	
<p><b>American Indian</b></p>		<p><b>Pacific Islander</b></p>	

<b>Filipino</b>	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  2
<b>White</b>	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Conclusions based on this data:</b>	<b>English Only</b>
199.9 points below standard  Declined Significantly -  31.1 points 81	<b>Reclassified English Learners</b>  112.7 points below standard  Declined -5.5 points  121	121 points below standard  Increased ++3 points  30

1.

<p>The schoolwide Dashboard Math Indicator color is red. Monsenor Oscar Romero's 2019 Average DFS was -119.8%, which is lower than the State's 2019 Average DFS at -33.5%. Math scores declining for past 2 years (net -11.5%) further Math data on SBAC indicates that a stronger implementation plan, racial justice and equity issues, and addressing student attitudes toward Mathematics</p>
<p>Analysis support the results were due to the following:</p> <ul style="list-style-type: none"> <li>. Administrative/teacher turnover (8th-grade math)</li> <li>. Need for fidelity to SFA curriculum (ELA and Math)</li> <li>. Chronic behavior issues disrupting instruction</li> <li>. Local Elementary schools reporting lower CAASPP proficiency.</li> </ul>
<p>Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students.                      Consistent after school tutoring for ELA and Math.                      For 2019-20, adopt new math curriculum and train teacher in implementation.</p>

**Academic Performance  
English Learner Progress**

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2019 Fall Dashboard English Learner Progress Indicator**

<b>English Learner Progress</b>
<p>No Performance Color</p> <p>52.8 making progress towards English language proficiency</p> <p>Number of EL Students: 89</p> <p>Performance Level: Medium</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2019 Fall Dashboard Student English Language Acquisition Results**

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
17	25	2	45

**Conclusions based on this data:**

- 1.

<p>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. English Learner progress shows 52.8% are making progress towards English language proficiency, performance level is Medium. Fall 2019 Dashboard on Student English Language Acquisition results 17% decrease of one ELPI level. 25% maintained ELPI Level 1, and 2% maintained ELPI Level 4. Progress at least one ELPI level is 45% moving towards English language proficiency.</p>
<p>Created English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.</p>
<p>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:</p> <ul style="list-style-type: none"> <li>· Academic Aides providing support to students during class and after school.</li> <li>· Success for All classes to give us the opportunity to focus on closing gaps that students have in reading and writing.</li> <li>· Unpacking standards and creating bite-sized learning outcomes.</li> </ul>

**Academic Performance  
College/Career**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:  
color.

Lowest  
Performance Red Orange Yellow Green Blue This      Highest  
Performance

section provides number of student groups in each

**2019 Fall Dashboard College/Career Equity Report**

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This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**2019 Fall Dashboard College/Career for All Students/Student Group**

<b>All Students</b>	<b>Homeless</b>	<b>English Learners</b>
---------------------	-----------------	-------------------------

<b>Socioeconomically Disadvantaged</b>	<b>Foster Youth</b>	<b>Students with Disabilities</b>
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**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
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<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
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This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>
<b>Prepared</b> <b>Approaching Prepared</b> <b>Not Prepared</b>

MORCS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria: • unique to an industry sector • has an occupational focus • consistent in size and scope • composed of similar functions • inclusive of all aspects of the industry • includes 8–12 pathway-specific standards • demonstrates sequence potential

- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

<https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf>

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Highest Perform  
 Red Orange Yellow Green Blue

This section provides number of student groups in each color.

#### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

0 0 2 2 0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

##### All Students

Green  
6.8  
Declined -0.8  
351

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
0

Yellow  
10.6  
Declined -3.4  
94

##### English Learners

##### Socioeconomically Disadvantaged

##### Homeless



Green 6.9 Declined -0.7  335	<b>Foster Youth</b>	<b>Students with Disabilities</b>
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  3	Yellow 12.2 Declined -2.4  41

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0

<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Green 6.9 Declined -0.8  347	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2

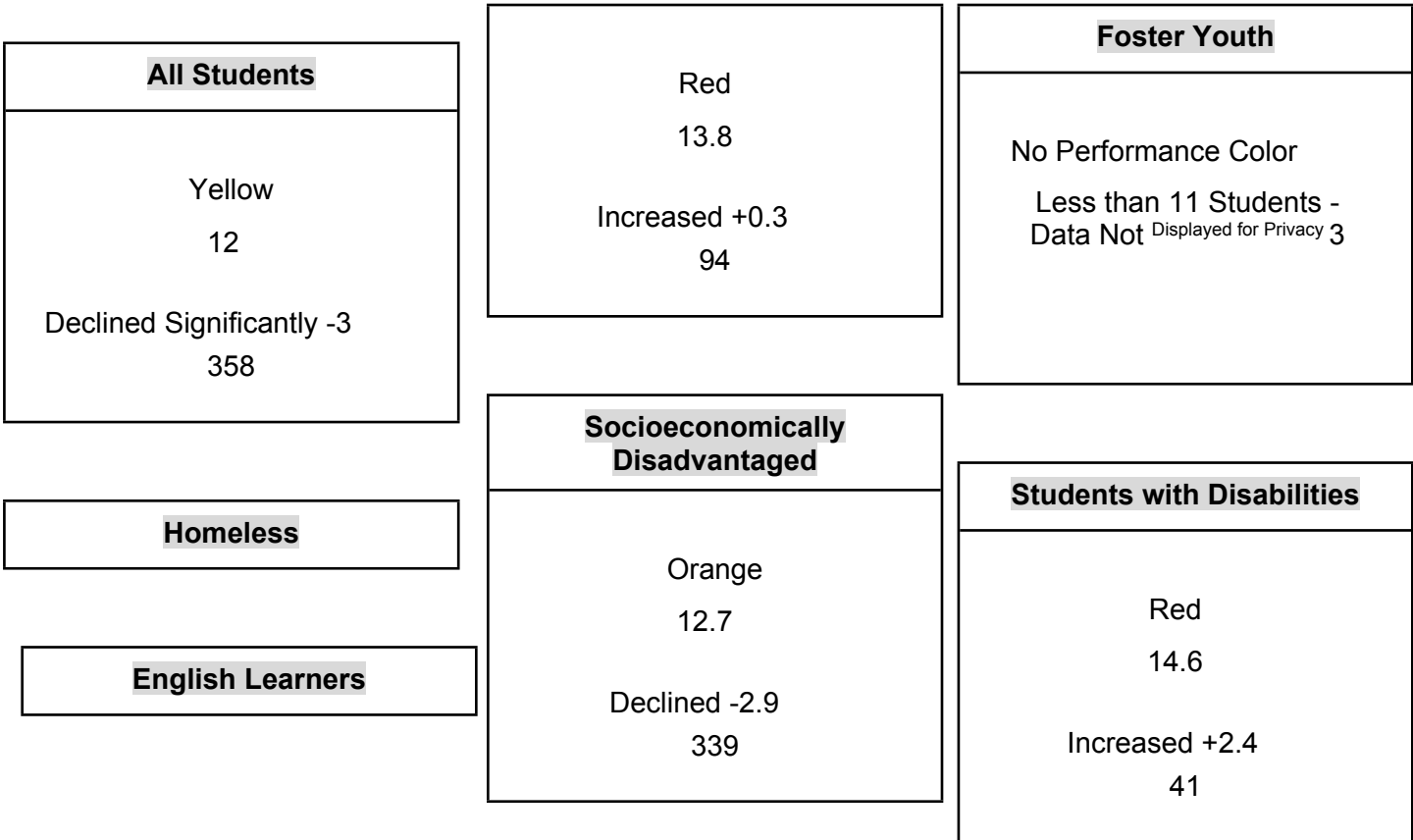
**Conclusions based on this data:**

**1.**

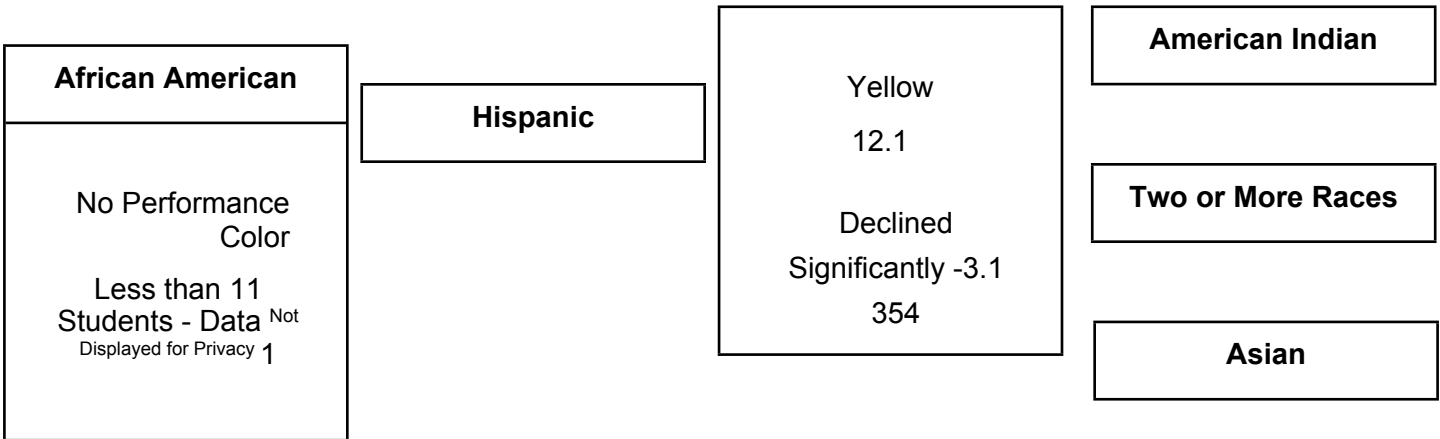
The Performance Colors indicate 2 students in Yellow and 2 in Green. All student results reflect a decline -.08 or 6.8. English Learners are the population that had the largest decline of -3.4 Yellow 10.6.

The schoolwide Dashboard Chronic Absenteeism Indicator color is green. Monsenor Oscar Romero's 2019 Chronic Absenteeism Percentage was 6.0%, which was lower than the State at 10.1%.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**



No Performance Color  Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander	White	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy 2
	Filipino		

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	15	12

**Conclusions based on this data:**

1.

The schoolwide Dashboard Suspension Rate Indicator color is yellow. Monsenor 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. relationships among students and teachers is a critical area for the school.

Suspension rate increased for English Learners increase .3%, and Students with Disabilities 2.4% .A decline of 2.9% for Social Economically Disadvantaged and Hispanic has declined 3.1%. Using the Multi-Tiered process schoolwide is in place, with additional support and intervention provided through social emotional counseling. Key is making sure that suspended students are offered educational opportunities while on suspension.

# 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 Executive Director	ykingberg@ypics.org (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	\$ 0	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$126,621	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$14,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[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	\$0	[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	\$19,160	[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

## 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 Position: Executive Director Email: ykingberg@ypics.org 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>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

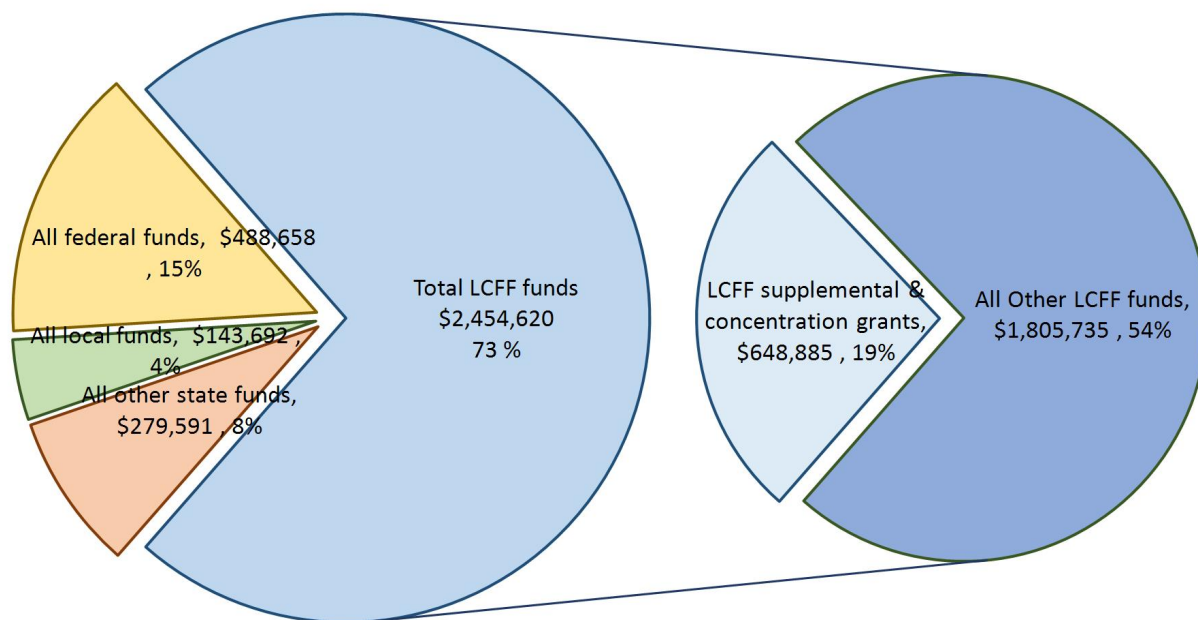
ykingberg@ypics.org

(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.

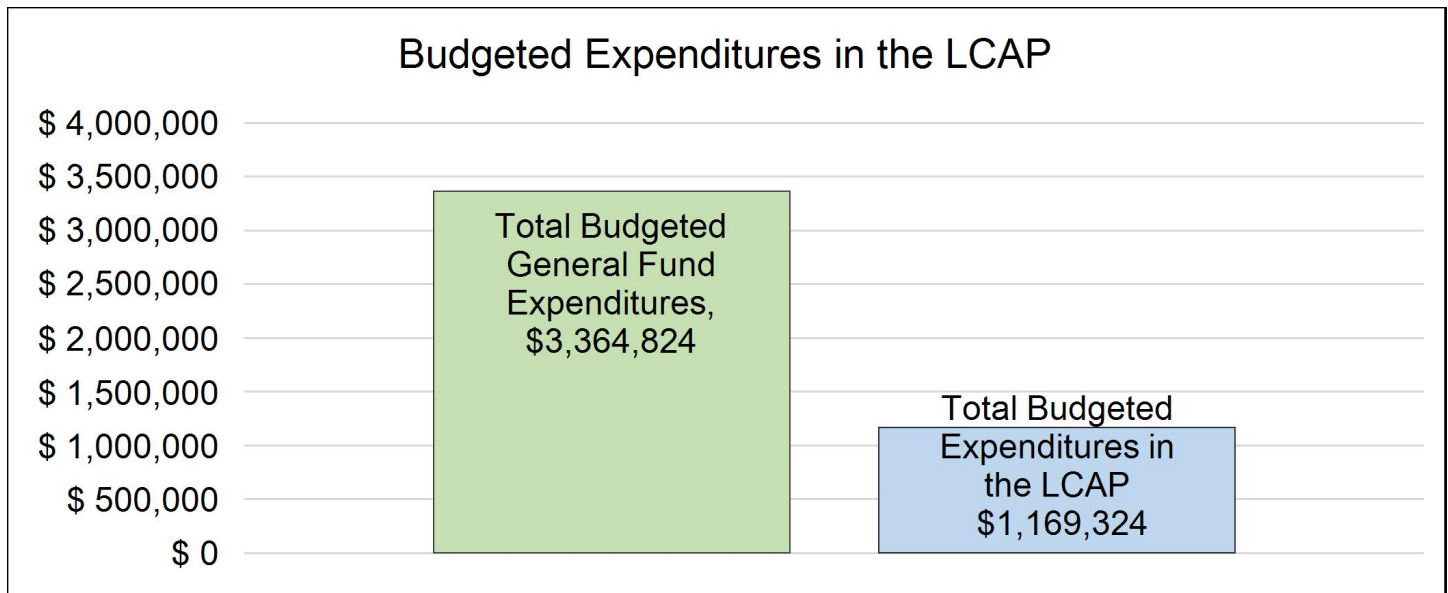
The total revenue projected for Bert Corona Charter High School is \$3,366,561, of which \$2454620 is Local Control Funding Formula (LCFF), \$279591 is other state funds, \$143692 is local funds, and



**\$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:

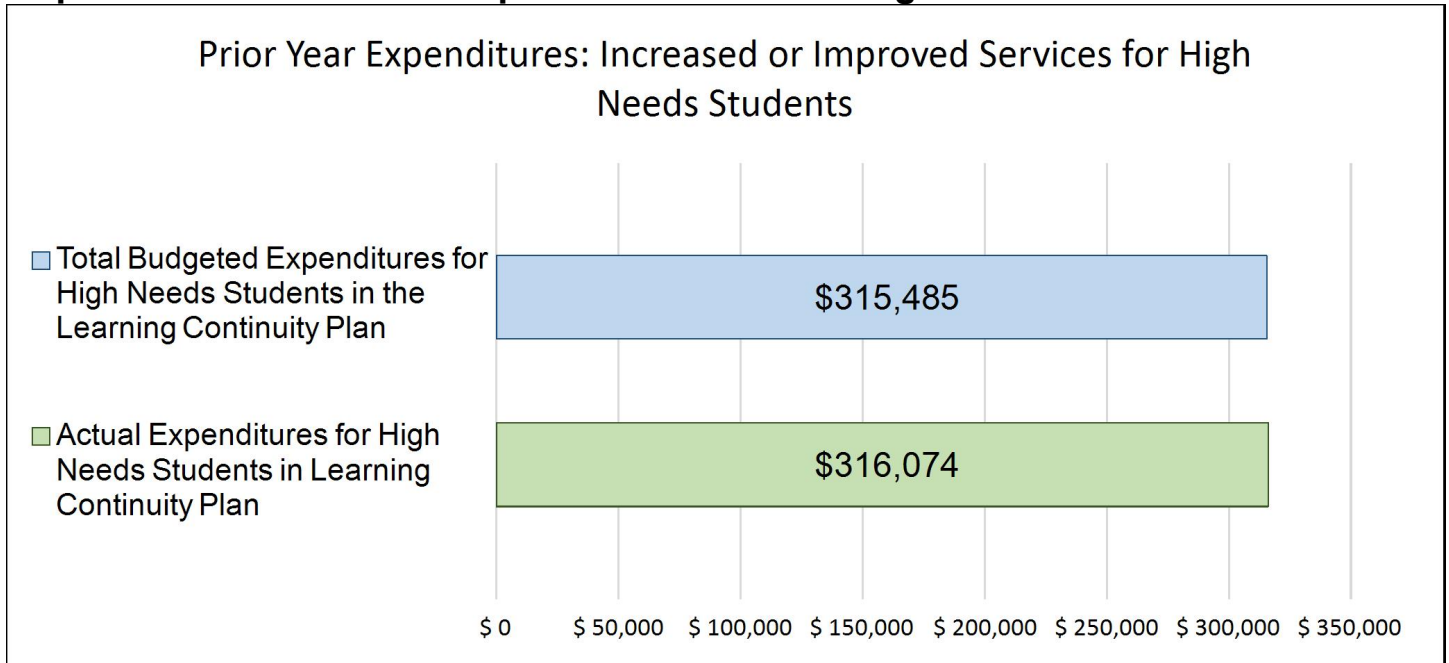
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### 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.

# 2019-20 LCAP Annual Update

2019-20 Annual Update

LEA Name

Contact Name and Title

Email and Phone

Bert Corona Charter High School

Yvette King Berg  
Executive Director

ykingberg@ypics.org  
(818) 305-2791

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 1

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

A. The quality of teachers has an impact on student success. Bert Corona Charter HS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

B. Pupils at Bert Corona Charter HS have 100% access to the standards-aligned instructional materials;

C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: State Priorities: Basic Services

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona Charter HS Master Schedule

**19-20**

100%

**Baseline**

100%

100% of teachers fully credentialed and appropriately assigned

**Metric/Indicator**

Teacher Rosters

**19-20**

100%

**Baseline**

100%

100% of teachers and student had access to standards- aligned curricular and instructional materials

**Expected**

**Metric/Indicator**  
Professional Development

**19-20**  
100%

**Baseline**  
100%

**Metric/Indicator**  
Evidence of Classroom Materials, Purchase Orders

**19-20**  
100%

**Baseline**  
100%

**Metric/Indicator**  
School facilities are maintained in good repair.

**19-20**  
100%

**Baseline**  
100%

**Actual**

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school each year. Additional professional development opportunities addressing standards-based instruction are provided monthly throughout the school year. Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials

Pupils at Bert Corona Charter HS have 100% access to the standards-aligned instructional materials

Facility inspection documents reflect that the facilities are maintained and in good repair.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual review of teacher credentials and other certifications- Bert Corona HS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review		1000-1999, 3000-3999 LCFF Supplemental and Concentration \$425,600	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$425,570

of faculty, staff, and vendor  
Department of Justice and TB  
clearance

CCSS training will be embedded  
into professional development  
meetings.

Progress towards this goal will be  
measured through SARC report,  
documentation

The College-Ready Promise  
(TCRP) Observation and  
Evaluation Process for teacher  
growth

CCSS ELD Strategies for EL  
students to access core  
curriculum/attain academic English

Implementation of Bert Corona HS  
English Learner Plan

CCSS curriculum implementation  
of ELA,

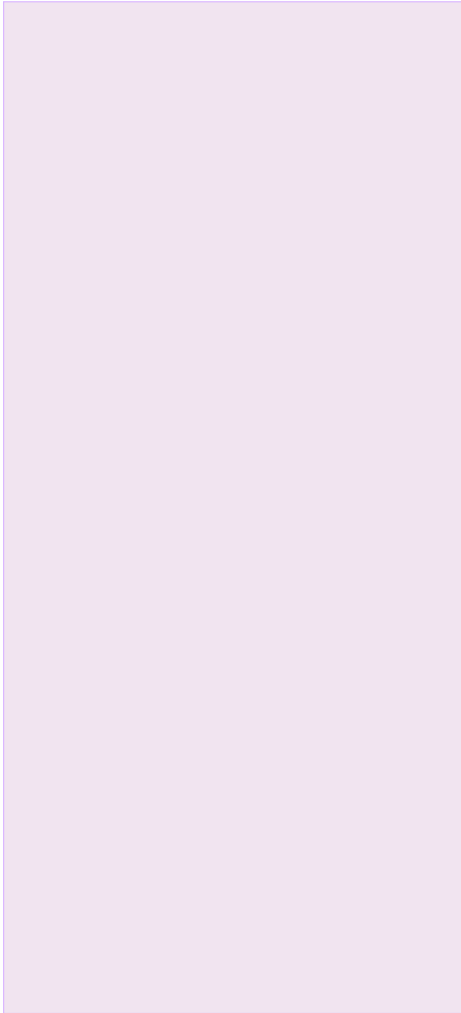
ELD, Mathematics, NEXT  
Generation Science Standards,  
and Social Science

Effective use of multimedia and  
technology in the classroom

- Instructional Shifts for  
ELA/Math,  
Speaking/Listening  
Standards, CC Lesson  
International  
Baccalaureate (IB)  
Design, Big Ideas,  
Essential Questions,  
Academic  
Conversations/Discourse



- , Close Reading Strategies, and Text-Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program
- Strategies for SWD to access A-G core curriculum in the classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances, and background clearances- Human Resources.
- Whetstone Observation and Evaluation Process for teacher growthWhetstone Observation and Evaluation Process for



### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement.

Implementation of state board adopted academic content and performance standards for all students are:

English Language Arts=Common Core State standards (CCSS) for English Language Arts

Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 5: Pupil Engagement (Engagement)

Local Priorities:     Conditions of Learning

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
 English Language Arts

100% Due to Pandemic alternative measures.

Expected

Actual

<p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	
<p><b>Metric/Indicator</b> Mathematics</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>100% Due to Pandemic alternative measures.</p>
<p><b>Metric/Indicator</b> English Language Development</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p>	<p>The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP. CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.</p>
<p><b>Metric/Indicator</b> Career Technical Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students had access to Graphic Art and Design &amp; film- making electives provided by industry specialist and LA Community college partnerships. A-G course offerings</p>
<p><b>Metric/Indicator</b> Health Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students had access to a CCSS Health Course. A-G course offerings</p>
<p><b>Metric/Indicator</b> Physical Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students had access to a robust appropriate HS school PE program. State requirement.</p>

Expected

Actual

<p><b>Metric/Indicator</b> Next Generation Science</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students have access to A-G Science courses required for graduation and transferring to colleges and universities.</p>
<p><b>Metric/Indicator</b> Visual and Performing Arts</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students have access to A-G Visual and Performing Arts courses required for graduation and transferring to colleges and universities.</p>
<p><b>Metric/Indicator</b> World Language</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students have access to A-G World Language-Spanish courses required for graduation and transferring to colleges and universities.</p>
<p><b>Metric/Indicator</b> Textbooks, materials</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>All students were provided textbooks or e-textbooks for all subject areas.</p>
<p><b>Metric/Indicator</b> Professional Development-Curriculum design and implementation</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p><b>Metric/Indicator</b> Professional Development- Curriculum design and implementation</p> <p><b>19-20</b> 100%</p>	<p>Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC) Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>

Expected

Actual

<p><b>Baseline</b> 100% Participation</p>	
<p><b>Metric/Indicator</b> Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> CAASPP</p>	<p>Weekly and mini benchmarks, Triennial Benchmarks results- reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>
<p><b>Metric/Indicator</b> Decrease the Number of long-term English Learners</p> <p><b>19-20</b> 10%</p> <p><b>Baseline</b> CAASPP</p>	<p>Due to Pandemic no SBAC scores were available</p>
<p><b>Metric/Indicator</b> Monitor and provide services to Foster Care students</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Monitor and provide services for Students with Disabilities</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Use of technology in the classroom to support differentiated instruction</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.</p>

**Expected**

**Metric/Indicator**

Use of technology in the classroom to support differentiated instruction

**19-20**

5%

**Baseline**

CAASPP/Proficiency

**Actual**

Technology in the classroom including, but not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000 and other programs.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development, Counseling, support from Operations ? Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science ? Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development. ? Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical		1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$204,000	1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$156,748



thinking, problem-solving and real-world applications.  
? Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 3

Goal 3: Knowing that parents serve a critical role in a students’ success, Bert Corona Charter HS strives to increase parental involvement by providing parents with opportunities to be active and influential in their child’s school life.

Parent involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Engagement

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Active participation in SSC, ELAC

**19-20**

> 75%

**Baseline**

> 75%

Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.

**Metric/Indicator**

Attend informational meetings

**19-20**

> 75%

**Baseline**

.75% of parents attended a school informational meeting.

**Expected**

**Actual**

> 75%
<p><b>Metric/Indicator</b> Provide parent access to opportunities for participation and input on decision-making</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>
<p><b>Metric/Indicator</b> At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.</p> <p><b>19-20</b> At least 85%</p> <p><b>Baseline</b> At least 85%</p>
<p><b>Metric/Indicator</b> 95% will attend parent-teacher conference</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>

<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.</p>
<p>85% of parent participated in at least one school event each year held during the 2019-20 school year</p>
<p>95% of parents attended parent--teacher student led conferenes</p>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent		1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$66,100	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$66,105

representation in decision-making at all levels of school operations.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 4

Goal 4: Bert Corona Charter HS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

- A.Statewide assessments
- B.Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.
- C.English Learners who make progress toward English proficiency
- D.The English learner reclassification rate
- E.Students who have passed an advanced placement examination
- F.Subsequent assessment of college preparedness

Statewide assessments

Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

English Learners who make progress toward English proficiency

The English learner reclassification rate

College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Pupil Outcomes

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Statewide assessments

No SBAC Results for 19-20 due to Pandemic.

Expected

Actual

<p><b>19-20</b> &gt; 11%</p> <p><b>Baseline</b> Increase English Language Arts and Mathematics SBAC results</p>	
<p><b>Metric/Indicator</b> Build understanding and expertise through research-based professional development</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> Teacher participation</p>	<p>Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning</p>
<p><b>Metric/Indicator</b> English Language Arts- Proficiency</p> <p><b>19-20</b> 10 points</p> <p><b>Baseline</b> CAASPP</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>
<p><b>Metric/Indicator</b> Mathematics Proficiency</p> <p><b>19-20</b> 10 points</p> <p><b>Baseline</b> CAASPP</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>
<p><b>Metric/Indicator</b> EL Proficiency</p> <p><b>19-20</b> 10 points</p> <p><b>Baseline</b> CAASPP/ELPAC</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. 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.</p>
<p><b>Metric/Indicator</b> EL Reclassification</p> <p><b>19-20</b> 5%</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners</p>

Expected

Actual

**Baseline**  
CAASPP/ELPAC

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Bert Corona Charter HS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p> <p>To build understanding and expertise above the needs of English Learners and research based practices, and to use the</p>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$22,853</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$16,943</p>



LCAP planning process to focus upon implementation and supporting those approaches

All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

- Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.
- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress

monitoring with ELD  
Profile and retell  
assessments

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: Pupil Engagement

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Monitor attendance monitoring

**19-20**

95%

**Baseline**

95%

The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.

**Metric/Indicator**

Provide PD on primary cause of lower academic achievement

**19-20**

95%

**Baseline**

95%

Completed during YPICS Total Professional Development Days.

**Metric/Indicator**

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

Every student received Social-Emotional Learning Training through the Advisory Period.

**Expected**

**19-20**  
100%  
**Baseline**  
100%

**Actual**

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <ul style="list-style-type: none"> <li>Attendance Manager will monitor student attendance and communicate with families.</li> </ul>		<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,733</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,733</p>

- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;

Administrators will work with teachers and families to manage student behavior issues and concerns.

- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 6

Priority 6: School Climate

A. Pupil Suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Pupil Suspension rates;

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Monitor attendance monitoring

**19-20**

95%

**Baseline**

95%

95% Attendance Manager will monitor student attendance and communicate with families.

**Metric/Indicator**

Provide PD on primary cause of lower academic achievement

**19-20**

95%

**Baseline**

95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;

**Expected**

95%

**Metric/Indicator**

Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom

**19-20**

100%

**Baseline**

100%

**Actual**

100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

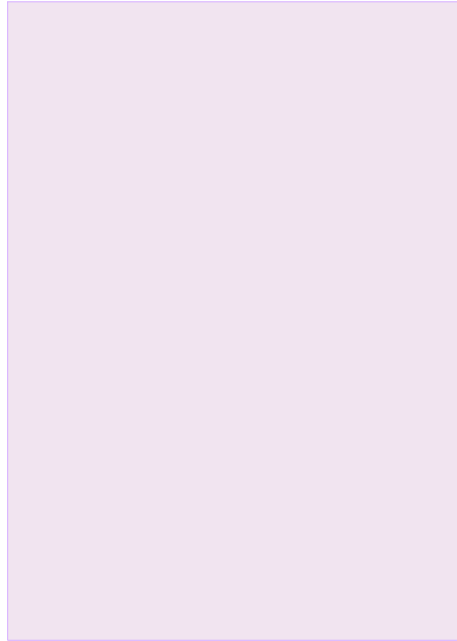
**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p>		<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$53,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$52,969</p>



Provide multi-tiered system of support

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:  
 Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: Course Access- Conditions of Learning

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).  
 Programs and services developed and provided to unduplicated pupils; and  
 Programs and services developed and provided to individuals with exceptional needs.

**19-20**  
100%

**Baseline**  
100%

100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.

**Metric/Indicator**

Positive Behavior Interventions and Supports (PBIS) implementation

**19-20**  
100%

**Baseline**  
100%

100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.

**Expected**

**Actual**

**Metric/Indicator**  
Multi-tiered System of Support (MTSS)  
**19-20**  
100%  
**Baseline**  
100%

>95% Use of Mutli-tier schoolwide program (MTSS)

**Metric/Indicator**  
Equity and access to all course offerings Enrollment/Transcripts  
**19-20**  
100%  
**Baseline**  
100%

100% student transcripts verify participation in course offerings. A-G Course List

**Metric/Indicator**  
Equity and access to all course offerings Enrollment/ Transcripts  
**19-20**  
100%  
**Baseline**  
100%

Equity and access to all course offerings Enrollment/ Transcripts

**Metric/Indicator**  
Response to Instruction and Intervention  
**19-20**  
100%  
**Baseline**  
100%

100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).



1000-1999, 3000-3999 LCFF Supplemental and Concentration \$3,488

1000-1999, 3000-3999 LCFF Supplemental and Concentration \$3,488

## Analysis

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Describe the overall implementation of the actions/services to achieve the articulated goal.

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Pupil Outcomes

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Multi-Tiered System of Support

**19-20**

100%

**Baseline**

100%

Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.

**Metric/Indicator**

Professional Development Support

**19-20**

100%

**Baseline**

100%

Trained teachers and administrators to use data to drive decision- making through monthly data conferences—adaptive technology to support student acceleration and intervention.

**Metric/Indicator**

High School Graduation Indicators

**19-20**

100%

**Baseline**

100%

N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%) increased by 1.7)

**Expected**

**Metric/Indicator**

College and Career Indicators

**19-20**

100%

**Baseline**

100%

**Actual**

N/A - No color assigned for the CCI on the Dashboard. All students indicates 43.2 points an increase of 26.5 points.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research based language programs.  Provide Career Pathways, Project based learning leadership  College and Career Indicators		1000-1999, 3000-3999 LCFF Supplemental and Concentration \$103,388	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$103,388

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.



# Instructions:

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

## 2019-20 LCAP Annual Update Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	910,162.00	856,944.00
LCFF Supplemental and Concentration	910,162.00	856,944.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	910,162.00	856,944.00
1000-1999, 2000-2999, 3000-3999	120,686.00	114,781.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	204,000.00	156,748.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	53,000.00	52,969.00
1000-1999, 3000-3999	532,476.00	532,446.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	910,162.00	856,944.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	120,686.00	114,781.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	204,000.00	156,748.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	53,000.00	52,969.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	532,476.00	532,446.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	425,600.00	425,570.00
<b>Goal 2</b>	204,000.00	156,748.00
<b>Goal 3</b>	66,100.00	66,105.00
<b>Goal 4</b>	22,853.00	16,943.00
<b>Goal 5</b>	31,733.00	31,733.00
<b>Goal 6</b>	53,000.00	52,969.00
<b>Goal 7</b>	3,488.00	3,488.00
<b>Goal 8</b>	103,388.00	103,388.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

- Goal 1 : Basic Services will be provided to all students. (Conditions of learning)
- A. The quality of teachers has an impact on student success. Bert Corona Charter HS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
  - B. Pupils at Bert Corona Charter HS have 100% access to the standards-aligned instructional materials;
  - C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 : Basic (Conditions of Learning)

Local Priorities: State Priorities: Basic Services

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona Charter HS Master Schedule</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Teacher Rosters</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Professional Development</p>	<p>100% of teachers fully credentialed and appropriately assigned</p> <p>100% of teachers and student had access to standards- aligned curricular and instructional materials</p> <p>The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school each year. Additional</p>

<b>Expected</b>	<b>Actual</b>	
<p><b>19-20</b> 100% <b>Baseline</b> 100%</p>	<p>professional development opportunities addressing standards-based instruction are provided monthly throughout the school year Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials Pupils at Bert Corona Charter HS have 100% access to the standards-aligned instructional materials</p>	
<p><b>Metric/Indicator</b> Evidence of Classroom Materials, Purchase Orders</p> <p><b>19-20</b> 100% <b>Baseline</b> 100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>	
<p><b>Metric/Indicator</b> School facilities are maintained in good repair.</p> <p><b>19-20</b> 100% <b>Baseline</b> 100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Annual review of teacher credentials and other certifications- Bert Corona HS will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance CCSS training will be embedded into professional development meetings. Progress towards this goal will be measured through SARC report,</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$425,600</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$425,570</p>



<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>documentation</p> <p>The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth</p> <p>CCSS ELD Strategies for EL students to access core curriculum/attain academic English</p> <p>Implementation of Bert Corona HS English Learner Plan</p> <p>CCSS curriculum implementation of ELA,</p> <p>ELD, Mathematics, NEXT Generation Science Standards, and Social Science</p> <p>Effective use of multimedia and technology in the classroom</p> <ul style="list-style-type: none"> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program</li> <li>• Strategies for SWD to access A-G core curriculum in the classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> <li>• Whetstone Observation and Evaluation Process for teacher growth/Whetstone Observation and Evaluation Process for</li> </ul>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 pandemic has had a devastating impact on our community. The Charter School transitioned to a distance learning instructional format on March 16, 2020, following the guidance from the Los Angeles County Superintendent recommending school closures of all schools within Los Angeles County. Although the Charter School was physically closed, students continued to receive instruction remotely and were provided meals (breakfast, lunch, supper) throughout the physical school closure.

The extended closure impacted the ability of our students to access instruction and curriculum on-site and in person. The Charter School followed the recommendations from the California Department of Education for providing instruction and access to the curriculum in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources, and operations. 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 co-teaching format to provide small group support and designated ELD. The Charter School provided students opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth, and low-income students.

The Charter School established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth, and low-income students. Teachers plan for instruction to be delivered regardless of internet connectivity. Students could engage in instruction through Google Doc online sessions, conference calls, and asynchronous media platforms. Instruction was on a flexible schedule to allow for students to access content to meet their unique needs.

Successes for BCCHS includes the following: 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. Implement tri-annual NWEA benchmark assessments in Math and ELA? Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEF and monitor and respond to SPED LRE status. Train teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention. CCSS training will be embedded into professional development meetings.

- Progress towards this goal will be measured through SARC report, documentation
- Whetstone Observation and Evaluation Process for teacher growth
- ? CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of BCCHS' English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom

- Instructional Shifts for ELA/Math, Speaking/Listening
- Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic
- Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions ?
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program
- Strategies for SWD to access core curriculum in the general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.

Challenges Academic Indicator Performance BCCHS received a orange 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.

BCCHS is using the NWEA MAP Assessment to i in 2019-20. While the NWEA data is strong and clearly demonstrates one year's growth average. Noted was Social/Emotional Wellbeing?of many students struggled socially & emotionally during the pandemic, BCCHS 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

## Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement.

Implementation of state board adopted academic content and performance standards for all students are:  
 English Language Arts=Common Core State standards (CCSS) for English Language Arts  
 Mathematics-CCSS for Mathematics  
 English Language Development (ELD)  
 Career Technical Education  
 Health Education Content Standards  
 History--Social Science  
 Model School Library Standards  
 Physical Education Model Content Standards  
 Next Generation Science Standards  
 Visual and Performing Arts  
 World Language; and  
 How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
- Local Priorities: Conditions of Learning

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> English Language Arts	All: 38.09%  Latino: 38.71 SED: 41.82 SWD: 20.00	100% Due to Pandemic alternative measures.

Expected	Actual
<p><b>19-20</b> All: 38.09%</p> <p>Latino: 38.71 SED: 41.82 SWD: 20.00</p> <p><b>Baseline</b> &gt;5%</p> <p><b>Metric/Indicator</b> Mathematics</p> <p><b>19-20</b> All: 12.90%</p> <p>Latino: 13.12 SED: 12.96 SWD: 6.67</p> <p><b>Baseline</b> &gt;5%</p> <p><b>Metric/Indicator</b> English Language Development</p> <p><b>19-20</b> &gt;8%</p> <p><b>Baseline</b> &gt;5%</p> <p><b>Metric/Indicator</b> Career Technical Education</p> <p><b>19-20</b></p>	<p>All: 12.90%</p> <p>Latino: 13.12 SED: 12.96 SWD: 6.67</p> <p>100% Due to Pandemic alternative measures.</p> <p>The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.</p> <p>100% of students had access to Graphic Art and Design &amp; film-making electives provided by industry specialist and LA Community college partnerships. A-G course offerings</p>

<b>Expected</b>	<b>Actual</b>
<p>100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Health Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students had access to a CCSS Health Course. A-G course offerings</p>
<p><b>Metric/Indicator</b> Physical Education</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Next Generation Science</p> <p><b>19-20</b> All: 17.07%</p> <p>Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p>	<p>100% of students had access to a robust appropriate HS school PE program. State requirement.</p> <p>All: 17.07%</p> <p>Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.</p> <p>100% of students have access to A-G Science courses required for graduation and transferring to colleges and universities.</p>
<p><b>Baseline</b> 100%</p>	



<b>Expected</b>	<b>Actual</b>
<p><b>Metric/Indicator</b> Visual and Performing Arts</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students have access to A-G Visual and Performing Arts courses required for graduation and transferring to colleges and universities.</p>
<p><b>Metric/Indicator</b> World Language</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of students have access to A-G World Language-Spanish courses required for graduation and transferring to colleges and universities.</p>
<p><b>Metric/Indicator</b> Textbooks, materials</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>All students were provided textbooks or e-textbooks for all subject areas.</p>
<p><b>Metric/Indicator</b> Professional Development-Curriculum design and implementation</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p><b>Metric/Indicator</b> Professional Development- Curriculum design and implementation</p> <p><b>19-20</b> 100%</p>	<p>Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC) Alignment of staff development to content standards, assessed student performance, and professional needs (ESEEA)</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Baseline</b> 100% Participation</p> <p><b>Metric/Indicator</b> Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> CAASPP</p>	<p>Weekly and mini benchmarks, Triennial Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>
<p><b>Metric/Indicator</b> Decrease the Number of long-term English Learners</p> <p><b>19-20</b> Reclassification 23.5%</p> <p><b>Baseline</b> CAASPP</p>	<p>Reclassification 23.5% Due to Pandemic no SBAC scores were available</p>
<p><b>Metric/Indicator</b> Monitor and provide services to Foster Care students</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Monitor and provide services for Students with Disabilities</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p>	<p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>
<p><b>Metric/Indicator</b> Use of technology in the classroom to support differentiated instruction</p>	<p>All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.</p>



Expected	Actual
<p><b>19-20</b> 8%</p> <p><b>Baseline</b> CAASPP</p> <p><b>Metric/Indicator</b> Use of technology in the classroom to support differentiated instruction</p> <p><b>19-20</b> NWEA ELA: 50% Math: 40%</p> <p><b>Baseline</b> CAASPP/Proficiency</p>	<p>NWEA ELA: 50% Math: 40%</p> <p>Technology in the classroom including, but not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000 and other programs.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Professional Development, Counseling, support from Operations</p> <p>? Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science</p> <p>? Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.</p> <p>? Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.</p> <p>? Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p> <p>LCFF Supplemental and Concentration \$204,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p> <p>LCFF Supplemental and Concentration \$156,748</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
English Learners and students with disabilities in order to meet individual academic needs of specific students.		

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School developed a Task Force to respond to the needs of our community in the midst of the COVID-19 global pandemic. The Charter School 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 Google Doc, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents who preferred to meet in person following social distancing norms outside the building.

Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning.

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. Parents/caretakers, teachers, staff, SPED, admin, etc.).

1. Targeted Mathematics instruction began implementation in 2019-20. ?
2. Used NWEA results to determine student Math levels (2019-20). ?
3. Implemented practice i-Ready assessments twice a year (2019-20). ?
4. 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. ?
5. Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, ?differentiated instruction, and other research-based learning strategies. ?

6. BCCHS provided socio-emotional support, supplemental support systems, food, and concentrated support for families. ?
  7. To identify appropriate root causes for both English Language Arts and Mathematics performance about Mathematics ? Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced. Mental Health and Well-Being of All: Teachers received professional development on trauma-informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered. ? Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking; ?
- Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, and Empowerment.

### Goal 3

Goal 3: Knowing that parents serve a critical role in a students' success, Bert Corona Charter HS strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Parent involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

- State Priorities:      Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:      Engagement

#### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Active participation in SSC, ELAC or SAC</p> <p><b>19-20</b> &gt; 75%</p> <p><b>Baseline</b> &gt; 75%</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.</p>
<p><b>Metric/Indicator</b> Attend informational meetings</p> <p><b>19-20</b> &gt; 75%</p> <p><b>Baseline</b> &gt; 75%</p>	<p>.75% of parents attended a school informational meeting.</p>
<p><b>Metric/Indicator</b></p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of</p>

<p><b>Expected</b></p> <p>Provide parent access to opportunities for participation and input on decision-making</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p><b>Actual</b></p> <p>the 19-20 school year. Parents were also engaged in both the Fall and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.</p>
<p><b>Metric/Indicator</b></p> <p>At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.</p> <p><b>19-20</b> At least 85%</p> <p><b>Baseline</b> At least 85%</p>	<p>85% of parent participated in at least one school event each year held during the 2019-20 school year</p>
<p><b>Metric/Indicator</b></p> <p>95% will attend parent-teacher conference</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>95% of parents attended parent--teacher student led conferenes</p>

**Actions / Services**

<p><b>Planned Actions/Services</b></p>	<p><b>Budgeted Expenditures</b></p>	<p><b>Actual Expenditures</b></p>
<p>School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFE Supplemental and Concentration \$66,100</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFE Supplemental and Concentration \$66,105</p>



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were redirected to support student needs as the school closed campus due to the COVID-19 in the spring of 2020. This included ceasing in person activities and prioritizing technology support and communication with students and families. Raised the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance Identify and address factors contributing to chronic absenteeism. Although BCCHS has no color on Dashboard.

Ensured that pupils with attendance problems are identified as early as possible to provide applicable services and interventions Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism an Attendance Manager monitored student attendance and communicated with families.

1. Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
2. School will implement Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
3. Teachers were trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;
4. Administrators worked with teachers and families to manage student behavior issues and concerns.
5. Alternatives to Suspension were considered before administering consequences.
6. School will use Family Support Team process that mirrors the School Support Team mode

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School took on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instruction as needed. Based on the analysis of summative and formative assessments, The Charter School provided targeted intervention and acceleration. Targeted instruction was 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. This accelerated instruction took place during the instructional day and enabled a wide range of services to form general education teachers, special education teachers, support staff, and administration. This strategic instructional program required a multi-tiered instructional delivery model to respond to our children’s individual needs.

### Bert Corona High School

- Reclaimed and reinvented Advisory, a crucial facet of growing healthy college-ready adults.
- Completed 51 IEP meetings and helped 94% of our Seniors with IEPs stay on track for Graduation.
- Assisted the Class of 2020 and the Class of 2021 successfully gain 124 offers of admission to 4-year colleges.
- Encouraged, Cajoled, negotiated, demanded, pleaded, and vonvinced our students to come to school, even though they could not come to a building
- Administer the Summative ELPAC to 35 of 38 students.
- Successfully reopened the school for in-person learning, so well that LACDPH called it a model for doing so.

- Created an or-wide testing protocol that successfully administered and tracked COVID 19 testing for Adults and students alike.
- Successfully overturned a 200 machine Chrome Book fleet so that every student received a new machine in the 2020-2021 school year.
- In response to student curiosity and a thirst for intellectual engagement, created a partnership with the community and created a Lending Library full of progressive and classic fiction (98% new books).
- Executed 3 Advance Placement Courses and incorporated 2 more into the course-offering matrix for our students.
- Maintained traditional norms-for all students.
- Successfully held a Spring CTE Art Show
- Held on FIRE student recognition platform honoring student achievement.
- Helped students reach the unreachable.
- Helped launch Passion Project PBLs across the school, and relaunched PBL across the organization creating a regular conversation at the Executive level.
- Authentic Audience Validation of student voice and choice.
- Found ways to have fun and celebrate one another.
- Achieved the highest LAUSD Oversight Visit scores in the 6 year history of the school.
- There are over 37,000 high schools in the United State. There are almost 4,000 high schools in California. US News only ranked 18,000 of those 37,000 and BCCH is ranked in the top half of the schools it is ranked nationally in the top 1/3 of the schools in California.
- Successfully obtained A-G Accreditation.

## Goal 4

Goal 4: Bert Corona Charter HS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

- A. Statewide assessments
- B. Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.
- C. English Learners who make progress toward English proficiency
- D. The English learner reclassification rate
- E. Students who have passed an advanced placement examination
- F. Subsequent assessment of college preparedness

Statewide assessments

Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

English Learners who make progress toward English proficiency

The English learner reclassification rate

College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Pupil Outcomes

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Statewide assessments</p>	<p>English: All: 38.09%</p> <p>Latino: 38.71</p> <p>SED: 41.82</p> <p>SWD: 20.00</p>
	<p>Mathematics: All: 12.90%</p>



Expected	Actual
<p><b>19-20</b> English: All: 38.09%</p> <p>Latino: 38.71 SED: 41.82 SWD: 20.00</p> <p>Mathematics: All: 12.90%</p> <p>Latino: 13.12 SED: 12.96 SWD: 6.67</p> <p><b>Baseline</b> Increase English Language Arts and Mathematics SBAC results</p> <p><b>Metric/Indicator</b> Build understanding and expertise through research-based professional development</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> Teacher participation</p> <p><b>Metric/Indicator</b> English Language Arts- Proficiency</p> <p><b>19-20</b> All: 38.09%</p> <p>Latino: 38.71 SED: 41.82 SWD: 20.00</p>	<p>Latino: 13.12 SED: 12.96 SWD: 6.67</p> <p>No SBAC Results for 19-20 due to Pandemic.</p> <p>Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning</p> <p>All: 38.09%</p> <p>Latino: 38.71 SED: 41.82 SWD: 20.00</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative</p>

<b>Expected</b>	<b>Actual</b>
<p><b>Baseline</b> CAASPP</p> <p><b>Metric/Indicator</b> Mathematics Proficiency</p> <p><b>19-20</b> All: 12.90%</p> <p>Latino: 13.12 SED: 12.96 SWD: 6.67</p> <p><b>Baseline</b> CAASPP</p> <p><b>Metric/Indicator</b> EL Proficiency</p> <p><b>19-20</b> % of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019 28%</p> <p><b>Baseline</b> CAASPP/ELPAC</p> <p><b>Metric/Indicator</b> EL Reclassification</p> <p><b>19-20</b></p>	<p>assessments along with anecdotal records to measure student progress</p> <p>All: 12.90%</p> <p>Latino: 13.12 SED: 12.96 SWD: 6.67</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p> <p>% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019 28%</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. 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.</p> <p>Reclassification rate 23.5%</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student</p>

<b>Expected</b>	<b>Actual</b>	
Reclassification rate 23.5%  <b>Baseline</b> CAASPP/ELPAC	progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Bert Corona Charter HS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$22,853	1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$16,943
To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches		
All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.		
<ul style="list-style-type: none"> <li>Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program.</li> <li>EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated</li> </ul>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>instruction in the classroom and direct ELD instruction 4 days/week.</p> <ul style="list-style-type: none"> <li>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments</li> </ul>		

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics.

## Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: Pupil Engagement

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Monitor attendance monitoring</p> <p><b>19-20</b> 94%</p> <p><b>Baseline</b> 95%</p>	<p>ADA Rate of 94%. The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.</p>
<p><b>Metric/Indicator</b> Provide PD on primary cause of lower academic achievement</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>Completed during YPICS Total Professional Development Days.</p>
<p><b>Metric/Indicator</b> Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p> <p><b>19-20</b></p>	<p>Every student received Social-Emotional Learning Training through the Advisory Period.</p>

Expected	Actual
<p>100%</p> <p><b>Baseline</b> 100%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p> <ul style="list-style-type: none"> <li>• Attendance Manager will monitor student attendance and communicate with families.</li> <li>• Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li> <li>• School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li> <li>• Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;</li> </ul> <p>Administrators will work with teachers and families to manage student behavior issues and concerns.</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension will be considered prior to administering consequences.</li> <li>• School will use Family Support Team process that mirrors the School Support Team model.</li> </ul>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,733</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$31,733</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics. Targeting sub-groups English Learners, Students with Disabilities, Foster Care and Homeless students.

## Goal 6

Priority 6: School Climate

- A. Pupil Suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:
- Pupil Suspension rates;

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Monitor attendance monitoring</p> <p><b>19-20</b> ADA 94. %</p> <p><b>Baseline</b> 95%</p> <p><b>Metric/Indicator</b> Provide PD on primary cause of lower academic achievement</p> <p><b>19-20</b> 95%</p> <p><b>Baseline</b> 95%</p>	<p>ADA Rate of 94% Attendance Manager will monitor student attendance and communicate with families.</p> <p>95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;</p>



<b>Expected</b>	<b>Actual</b>	
<p><b>Metric/Indicator</b> Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% Use of the MTS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$53,000</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$52,969</p>
<p>Identify and address factors contributing to chronic absenteeism</p>		
<p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p>		
<p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p>		
<p>Provide multi-tiered system of support</p>		
<p>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement</p>		

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the Pandemic creating a climate of learning was key to student academic success. Ensuring that a consistent environment to promote student learning was in place and offered students access to additional teacher, administration and staff support as needed. Addressing the social-emotional areas of need on an ongoing basis.

# Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in: Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: Course Access- Conditions of Learning

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).                      Programs and services developed and provided to unduplicated pupils; and                      Programs and services developed and provided to individuals with exceptional needs.</p> <p><b>19-20</b>                      100%</p> <p><b>Baseline</b>                      100%</p>	<p>100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.</p>
<p><b>Metric/Indicator</b>                      Positive Behavior Interventions and Supports (PBIS) implementation</p> <p><b>19-20</b>                      100%</p> <p><b>Baseline</b>                      100%</p>	<p>100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</p>
<p><b>Metric/Indicator</b></p>	<p>&gt;95% Use of Multi-tier schoolwide program (MTSS)</p>

<b>Expected</b>	<b>Actual</b>
<p>Multi-tiered System of Support (MTSS)</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Equity and access to all course offerings Enrollment/Transcripts</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Equity and access to all course offerings Enrollment/ Transcripts</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p> <p><b>Metric/Indicator</b> Response to Instruction and Intervention (acceleration)</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p></p> <p>100% student transcripts verify participation in course offerings. A-G Course List</p> <p>Equity and access to all course offerings Enrollment/ Transcripts</p> <p>100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention (acceleration) with the State standards and the systems necessary for academic behavior, and social success.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$3,488</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$3,488</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Success included an evaluation and analysis of the effectiveness of strategies implemented to reduce absenteeism and socio-emotional needs. The 2019-2020 school year was one that we will always remember. Our children witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. Stakeholders of our Social Emotional Support System Subgroup felt it was critical for our students to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. Staff participated in a Professional Development Training focused on Anti-Bias & Anti-Racist Education (ABAR). An ABAR Team has been created and will continue to provide resources and trainings throughout the school year.

Mental Health and Well-Being of All: Teachers received professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered. Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking; Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment

# Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Pupil Outcomes

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Multi-Tiered System of Support</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.</p>
<p><b>Metric/Indicator</b> Professional Development Support</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Trained teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.</p>
<p><b>Metric/Indicator</b> High School Graduation Indicators</p> <p><b>19-20</b> 53.7% AP Exams 3 or better (2018-19) Graduation Rate (2018-2019) 93.3%</p> <p><b>Baseline</b> 100%</p>	<p>53.7% AP Exams 3 or better (2018-19) Graduation Rate (2018-2019) 93.3% N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%) increased by 1.7)</p>
<p><b>Metric/Indicator</b> 100%</p>	<p>Graduation Rate 93.3%</p>



<b>Expected</b>	<b>Actual</b>	
<p>College and Career Indicators</p> <p><b>19-20</b> Graduation Rate 93.3%</p> <p><b>Baseline</b> 100%</p>	<p>N/A - No color assigned for the CCI on the Dashboard. All students indicates 43.2 points an increase of 26.5 points.</p>	

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research based language programs.</p> <p>Provide Career Pathways, Project based learning leadership</p> <p>College and Career Indicators</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$103,388</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$103,388</p>

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including

providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. All students had access to virtual visits to colleges and universities, opportunities to set goals and examine and select CTE offerings.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility	33912	25914	No
10% of Executive Administrator , 40% of Assistant Executive Administrator, & 50% of Coordinator of Operations: Instructional & Social Emotional Supports and systems are communicated with families.	108896	108896	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Areas of Demonstrated Strength and/or Progress?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%. 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. 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. The school reclassifies English Learners at 23.5%, which is at a rate higher than the state average at 13.8 BCCHS' success are as followed: Verified Data: ELA & Math Growth (2019-20 & 2020-21) BCCHS used NWEA 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, BCCHS students had measurable increases in student achievement at both the school- and grade levels, clearly demonstrating at least one year of progress in both the 2019-20 and 2020-21 academic years. On average, BCCHS students had over a year of typical growth in ELA and a year of growth in Math from Fall to Spring 2020- 21. From Fall to Spring 2019-20, BCCHS students had over a year of typical growth in ELA & Math. It is also worth noting some students had nearly two years of typical growth in ELA and progress in Math in 2019-20, which suggests that students who had been at BCCHS for longer experienced more growth.

1. 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
2. Average DFS at -2.5%. The school leadership noted the following actions to address and improve academic achievement in ELA:
3. Implementation of a Writing Round Table PD to address alignment in instruction in reference to reading and writing within all humanities courses.
4. Creating and stocking a Lending Library (in response to student requests).
5. Implementing Thinking Nation to support with outside assessments DBQ essays in all history courses.
6. Implementation of periodic assessment tools.
7. Reimplementation of Achieve 3000.
8. Utilize Gear-Up tutoring in ELA classrooms.
9. Tailoring and personalizing ELA remediation instruction through online instruction using MyPath.
10. Reimplementation of RTI inventory consideration of every students' needs.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
50% of Program Coordinator, 60% Assistant Executive Administrator: Assist with Continuity of Learning to prevent Learning Loss	82061	82061	Yes
Salaries & Benefits for Core Staff	862534	862534	No
Professional Development: Learning Platforms (Google Classroom, Nearpod, Peardeck, Cassify, Flip Grid, iReady Math & ELA) Essential Standards, Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	23188	23188	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	74768	38535	No
Technology: ChromeBooks and Digital Devices for Distance Learning and Hybrid Educational Model	123000	103084	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Bert Corona Charter High School (BCCHS), a Youth Policy Institute Charter School (YPICS), transitioned to a distance. Learning instructional format on March 16, 2020. following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to

receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major impacts on our community, physically, socio-emotionally, and economically. Parents reported job losses, the increased need for childcare, food instability, and lack of access to technology and the internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness.

Bert Corona Charter HS has continued to conduct all classes and course offerings via Distance Learning. Bert Corona Charter HS scholars have access to the following: Technology: Chrome Books. Additional devices (desktops, laptops, Chromebooks) were distributed/loaned to families to support distance learning and instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. BCCHS' aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service as the school continues to communicate with families. Enrollment documents, attendance, meal program, and the two-way conversations that the school is having have learned of additional families' needs, such as the increased needs to access hotspots. The Charter School works swiftly to resolve any technology needs or gaps. School Meals: With the high number of Free/Reduced Meals 94.08%, we partnered with a local charter school less than 1/2 miles away to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals for the week to families on Tuesdays, 6:00 pm: 30pm-6:00 pm. Teachers and staff receive research-based education practices to raise student achievement. Training is conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Lik." a Data-Driven, "Data Driven, "Instruction, " "Getting Better," and the Success for All Program. Bert Corona Charter uses various assessment tools in evaluating student achievement of stated objectives across all sub-groups. 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.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Educational Model: 50% School Counselor; Tutors; Specialists; Stipends; LSC Instructional ; Instructional Materials (4000s) ChromeBooks.	91321	91321	Yes
Summer School (Extended Learning)	30827	30827	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Charter School staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve the list of "unreachable" scholars to provide assistance and engage them in distance learning or connect their families to social services resources. The Charter School delivers high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. The LEA provided all students and those identified as English Learners, foster youth, and low-income students, and students with IEPs, the same access to instructional opportunities as general education students. Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model.

The LEA provided teachers with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction. Teachers plan for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms. Internal data shows that scholars performing at the lowest band moved up a band and that more of scholars were performing at the highest bands on the NWEA Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which was held immediately at the close of the school year to accommodate student learning loss.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Charter School successfully developed a School Culture and Climate Committee. Under the direction and support of the Director of School Culture and Climate, this team helped to monitor and support the mental health and social well-being of pupils and staff during the school year. Additionally, the school has a Counselor to provide social, emotional support to families and students. On February 7, 2020, YPICS provided all staff a Professional Development Day on Trauma-Informed Instruction. On August 3, 2020, and August 7, 2020, the Charter School held the first Mental Health and Social-Emotional Well-Being training of the school year. All staff continued to receive professional development on trauma-informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered. Low-Income Pupils, English Learners, Foster Youth Incorporate welcoming/inclusion activities; Create learning teams and expectations:

- Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in-class activities;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning;
- Predictability
- Flexibility
- Connection
- Empowerment

Youth Mental Health First Aid (YMHFA), our administration, teachers, and staff Charter School teams identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and initial support to the Charter Schools' scholars (ages 10-14) who may be developing a mental health or substance use problem and help connect them to the appropriate care. All YPICS staff participated in the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

### Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers effectively employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement and the ability to assess student progress towards mastering daily learning objectives continually. Peardeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:

1. Attendance Manager/Teachers monitor student attendance and communicate with families.
  2. Parent outreach and communications stressed the importance of attendance and arriving at their virtual school on time each day.
  3. School implemented Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
  4. Teachers are trained in the Schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
  5. School used the Family Support Team process that mirrors the School Support Team model.
- Further, teachers use Google tools, including Google, meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers support colleagues through Monday, grade level, and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides call home daily to follow up with families of students that have missed a class period or are absent for the day. The purpose is to check in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Mondays. Think Together, YPICS after-school provider created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

### **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Charter School provided nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served for the week on Tuesdays, between 2:00pm-4:30pm as requested by parents in the parent survey/After School Nutrition



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	2380	2969	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Student Activities to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Charter School will continue to implement a “triage” approach to ensure the needs of students are met systematically. The Charter School is looking at ways to celebrate the learning and creativity that was developed during the physical closure of school. Our approach is to build on what students learned and scaffold learning to maximize student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.



## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP.

The 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP. Among the outcomes that influence the 21-22 through 12-14 LCAP include the following:

1. Provide administrators, teachers, staff, students, and parents socio-emotional support.
2. The need to accelerate learning-grade level standards as we teach.
3. Hire a Teacher to provide acceleration to English Learners or EI/SPED students
4. Use of the Multi-Tier Process
5. Project-Based Learning
6. Provide students with technology and internet access
7. Cultivate and enrich stakeholder relationships
8. All YPICS staff participated in Professional Development Training on August 7, 2020, focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will be served as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team continued to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan  
Bert Corona Charter High School



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source			
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Funding Sources	910,162.00	856,944.00	
LCFF Supplemental and Concentration	910,162.00	856,944.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	910,162.00	856,944.00
1000-1999, 2000-2999, 3000-3999	120,686.00	114,781.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	204,000.00	156,748.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	53,000.00	52,969.00
1000-1999, 3000-3999	532,476.00	532,446.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	910,162.00	856,944.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	120,686.00	114,781.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	204,000.00	156,748.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	53,000.00	52,969.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	532,476.00	532,446.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	425,600.00	425,570.00
<b>Goal 2</b>	204,000.00	156,748.00
<b>Goal 3</b>	66,100.00	66,105.00
<b>Goal 4</b>	22,853.00	16,943.00
<b>Goal 5</b>	31,733.00	31,733.00
<b>Goal 6</b>	53,000.00	52,969.00
<b>Goal 7</b>	3,488.00	3,488.00
<b>Goal 8</b>	103,388.00	103,388.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$142,808.00	\$134,810.00
Distance Learning Program	\$1,165,551.00	\$1,109,402.00
Pupil Learning Loss	\$122,148.00	\$122,148.00
Additional Actions and Plan Requirements	\$2,380.00	\$2,969.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,432,887.00	\$1,369,329.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$33,912.00	\$25,914.00
Distance Learning Program	\$1,083,490.00	\$1,027,341.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,117,402.00	\$1,053,255.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$108,896.00	\$108,896.00
Distance Learning Program	\$82,061.00	\$82,061.00
Pupil Learning Loss	\$122,148.00	\$122,148.00
Additional Actions and Plan Requirements	\$2,380.00	\$2,969.00
All Expenditures in Learning Continuity and Attendance Plan	\$315,485.00	\$316,074.00

**Bert Corona Charter High School Student Performance Data**

**Student Enrollment  
Enrollment By Student Group**

<b>Student Enrollment by Subgroup</b>						
<b>Student Group</b>	<b>Percent of Enrollment</b>			<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>American Indian</b>	%	%	%			
<b>African American</b>	0.7%	0.99%	0.82%	1	2	2
<b>Asian</b>	%	%	%			
<b>Filipino</b>	0.7%	0.49%	0.41%	1	1	1
<b>Hispanic/Latino</b>	98.0%	98.52%	98.35%	145	200	239
<b>Pacific Islander</b>	%	%	%			
<b>White</b>	0.7%	%	%	1		
<b>Multiple/No Response</b>	%	%	0.41%			1
	<b>Total Enrollment</b>			148	203	243

**Student Enrollment  
Enrollment By Grade Level**

<b>Student Enrollment by Grade Level</b>			
<b>Grade</b>	<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 9</b>	75	57	49
<b>Grade 10</b>	58	80	73
<b>Grade 11</b>	15	52	78
<b>Grade 12</b>		14	43
<b>Total Enrollment</b>	148	203	243

**Conclusions based on this data:**

- Hispanic/Latino student population is 98.52% with a consistent with student population increasing slightly each year. Retention of students is evidence for each grade with a total of 243 in school year 2018-2019.

**Student Enrollment  
English Learner (EL) Enrollment  
English Learner (EL) Enrollment**

Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>English Learners</b>	20	30	34	13.5%	14.8%	14.0%
<b>Fluent English Proficient (FEP)</b>	108	146	174	73.0%	71.9%	71.6%
<b>Reclassified Fluent English Proficient</b>	1	8	6	33.3%	40.0%	20.0%

**(RFEP)**

**Conclusions based on this data:**

- The English Learner population decreased slightly in from 14.8% to 14.0%

The Reclassified Fluent English Proficient percentage of 40 in 17-18 dropped to 20.0%.



**CAASPP Results  
English Language Arts/Literacy (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 11</b>	14	50	70	13	44	63	13	44	63	92.9	88	90
<b>All</b>	14	50	70	13	44	63	13	44	63	92.9	88	90

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
<b>Grade 11</b>	2508.	2579.	2555.	0.00	11.36	11.11	23.08	34.09	26.98	23.08	34.09	38.10	53.85	20.45	23.81
<b>All Grades</b>	<sup>9</sup> N/A	<sup>9</sup> N/A	<sup>1</sup> N/A	0.00	11.36	11.11	23.08	34.09	26.98	23.08	34.09	38.10	53.85	20.45	23.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	7.69	15.91	15.87	38.46	54.55	55.56	53.85	29.55	28.57
<b>All Grades</b>	7.69	15.91	15.87	38.46	54.55	55.56	53.85	29.55	28.57

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 11</b>	7.69	20.45	14.29	46.15	59.09	57.14	46.15	20.45	28.57
<b>All Grades</b>	7.69	20.45	14.29	46.15	59.09	57.14	46.15	20.45	28.57

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 11</b>	15.38	18.18	7.94	46.15	72.73	71.43	38.46	9.09	20.63
<b>All Grades</b>	15.38	18.18	7.94	46.15	72.73	71.43	38.46	9.09	20.63

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 11</b>	15.38	34.09	23.81	30.77	47.73	52.38	53.85	18.18	23.81
<b>All Grades</b>	15.38	34.09	23.81	30.77	47.73	52.38	53.85	18.18	23.81

**CAASPP Results  
Mathematics (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
Grade 11	14	50	70	13	45	62	13	45	62	92.9	90	88.6
All	14	50	70	13	45	62	13	45	62	92.9	90	88.6

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
Grade 11	2450.	2515.	2518.	0.00	2.22	1.61	0.00	13.33	11.29	23.08	24.44	29.03	76.92	60.00	58.06
All Grades	<sup>9</sup> N/A	<sup>9</sup> N/A	<sup>8</sup> N/A	0.00	2.22	1.61	0.00	13.33	11.29	23.08	24.44	29.03	76.92	60.00	58.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	2.22	3.23	15.38	26.67	24.19	84.62	71.11	72.58
All Grades	0.00	2.22	3.23	15.38	26.67	24.19	84.62	71.11	72.58

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	0.00	15.56	8.06	30.77	31.11	41.94	69.23	53.33	50.00
<b>All Grades</b>	0.00	15.56	8.06	30.77	31.11	41.94	69.23	53.33	50.00

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	0.00	11.11	4.84	23.08	55.56	53.23	76.92	33.33	41.94
<b>All Grades</b>	0.00	11.11	4.84	23.08	55.56	53.23	76.92	33.33	41.94

**ELPAC Results**

<b>ELPAC Summative Assessment Data</b>								
<b>Number of Students and Mean Scale Scores for All Students</b>								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade 9</b>	1526.2	*	1518.3	*	1533.5	*	11	10
<b>Grade 10</b>	*	1526.5	*	1519.3	*	1533.0	*	12
<b>Grade 11</b>	*	*	*	*	*	*	*	6
<b>Grade 12</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>							21	31

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*		*	11	*
10	*	8.33	*	8.33	*	50.00	*	33.33	*	12
11		*		*	*	*	*	*	*	*
All Grades	*	3.23	*	19.35	*	45.16	*	32.26	21	31

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*		*	11	*
10	*	8.33	*	25.00	*	41.67		25.00	*	12
All Grades	*	9.68	*	22.58	*	45.16	*	22.58	21	31

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	11	*
10	*	0.00	*	0.00		66.67	*	33.33	*	12
All Grades	*	0.00	*	12.90	*	48.39	*	38.71	21	31

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	11	*
10	*	8.33	*	66.67		25.00	*	12
All Grades	*	3.23	57.14	67.74	*	29.03	21	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	11	*
10	*	58.33	*	25.00		16.67	*	12
All Grades	*	48.39	*	32.26	*	19.35	21	31

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	11	*
10	*	0.00	*	41.67	*	58.33	*	12
All Grades	*	0.00	*	45.16	52.38	54.84	21	31

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	11	*
10		0.00	*	91.67		8.33	*	12
All Grades		0.00	95.24	90.32	*	9.68	21	31

### Student Population

This section provides information about the school's student population.

<b>2018-19 Student Population</b>
-----------------------------------

<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
243	85.2	14.0	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage






English Learners 34 14.0 Foster Youth 2 0.8 Socioeconomically Disadvantaged 207 85.2  
 Students with Disabilities 64 26.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

African American 2 0.8 Filipino 1 0.4 Hispanic 239 98.4

**Overall Performance**

**2019 Fall Dashboard Overall Performance for All Students**

<p><b>Academic Performance</b></p> <hr/> <p><b>English Language Arts</b></p>  <p>Orange</p> <hr/> <p><b>Mathematics</b></p>  <p>Orange</p>	<p><b>College/Career</b></p>  <p>No Performance Color</p>	<p><b>Graduation Rate</b></p>  <p>No Performance Color</p>
	<p><b>Conclusions based on this data: 1.</b></p>	
	<p><b>Academic Engagement</b></p>	<p><b>Conditions &amp; Climate</b></p> <hr/> <p><b>Suspension Rate</b></p>  <p>Green</p>

**Academic Performance  
English Language Arts**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




provides number of student groups in each color.




**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

**All Students**




Orange  
25.3 points below standard  
Declined Significantly -  
24.6 points 62

**English Learners**




No Performance Color  
107 points below standard  
11

**Foster Youth**




No Performance Color  
0 Students

**Homeless**



No Performance Color  
0 Students

**Socioeconomically Disadvantaged**



Orange  
21.7 points below standard  
Declined Significantly -34 points  
55

**Students with Disabilities**

No Performance Color  
78.7 points below standard  
15

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

**African American**

No Performance Color  
0 Students

Orange  
25.3 points below standard  
Declined Significantly -25.8 points  
62

No Performance Color  
0 Students

No Performance Color  
0 Students

**Hispanic**

**American Indian**

**Two or More Races**

**Asian**

No Performance Color  0 Students	<b>Pacific Islander</b>	<b>Filipino</b>	<b>White</b>
	No Performance Color  0 Students	No Performance Color  0 Students	No Performance Color  0 Students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Conclusions based on this data:</b>		
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy  4	Less than 11 Students - Data Not Displayed for Privacy  7	Less than 11 Students - Data Not Displayed for Privacy  6

1.

All students is orange, 25.3 points below standard, a decline of -24.6 points points.

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.

The school leadership noted the following actions to address and improve academic achievement in ELA:

- Implementation of a Writing Round Table PD to address alignment in instruction in reference to reading and writing within all humanities courses.
- Creating and stocking a Lending Library (in response to student requests).
- Implementing Thinking Nation to support with outside assessments DBQ essays in all history courses.
- Implementation of periodic assessment tools.
- Reimplementation of Achieve 3000.
- Utilize Gear-Up tutoring in ELA classrooms.
- Tailoring and personalizing ELA remediation instruction through online instruction using MyPath.
- Reimplementation of RTI inventory consideration of every student's needs.

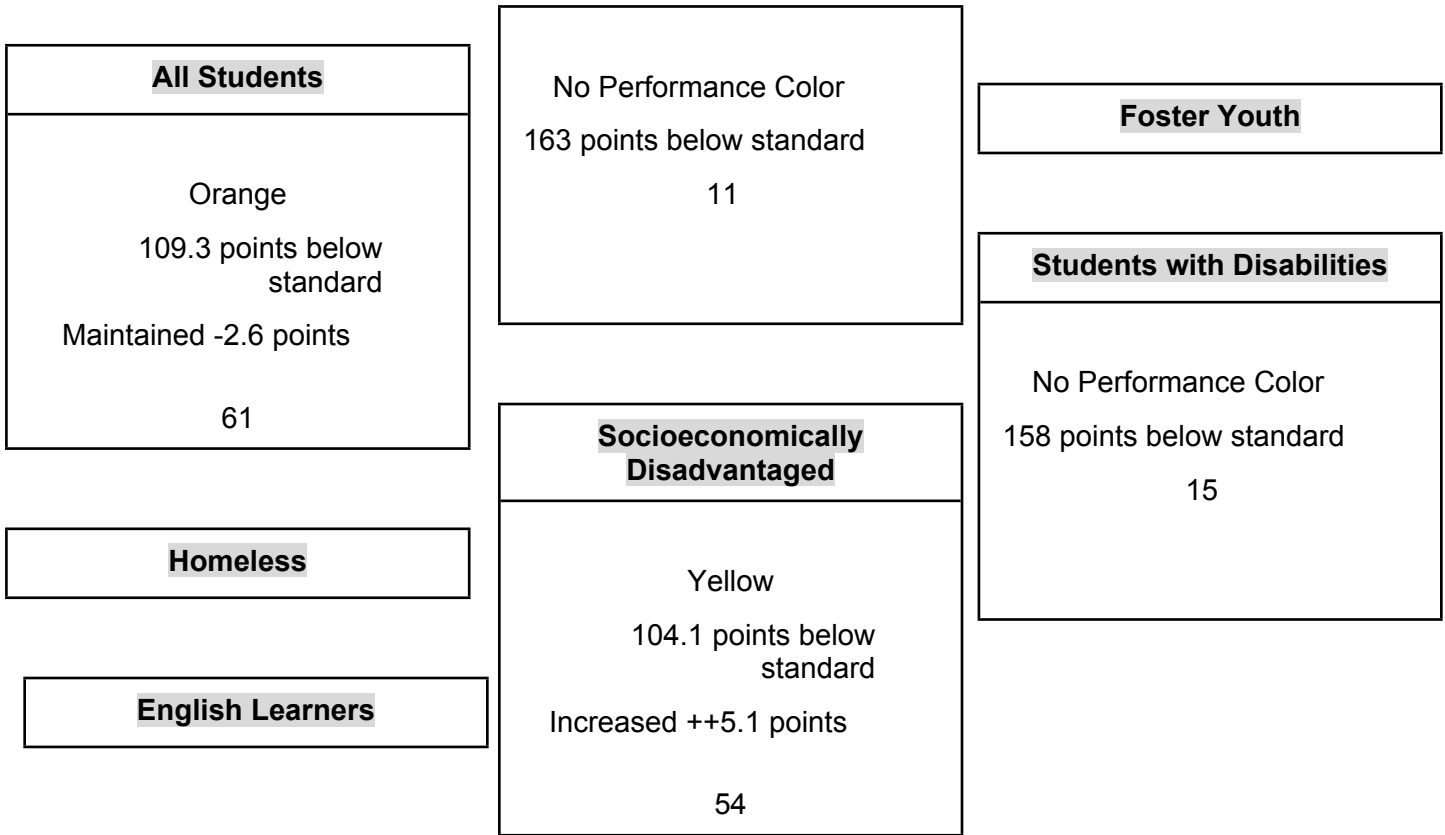
### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

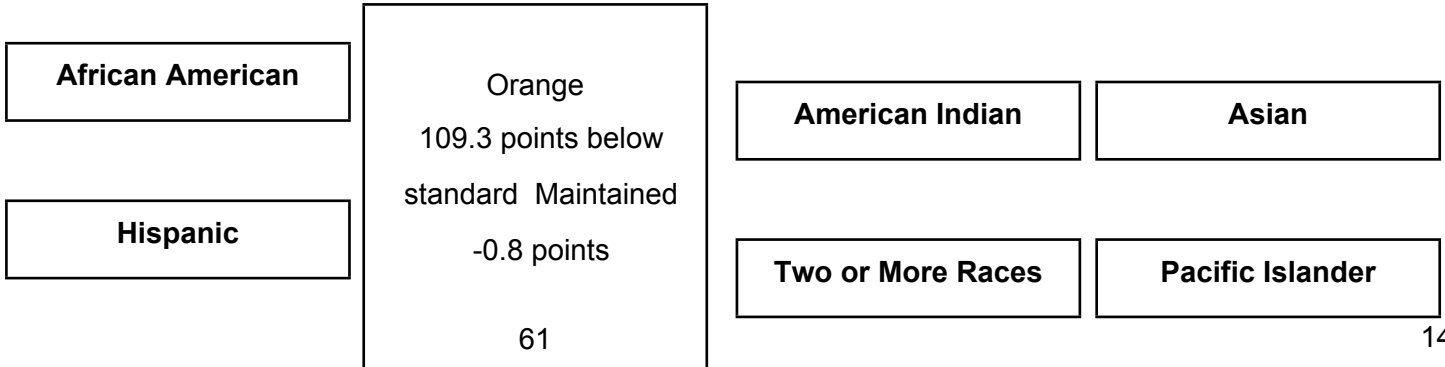
Lowest Performance Highest Perform  
 Red Orange Yellow Green Blue This section provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### 2019 Fall Dashboard Mathematics Performance for All Students/Student Group



#### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity



**Filipino**

**White**

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Conclusions based on this data:</b>		<b>English Only</b>
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 6

1.

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. %. 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. 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.

All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages

**Academic Performance  
English Learner Progress**

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2019 Fall Dashboard English Learner Progress Indicator**

<b>English Learner Progress</b>
<p>No Performance Color</p> <p>28 making progress towards English language proficiency</p> <p>Number of EL Students: 25</p> <p>Performance Level: VeryLow</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

<b>2019 Fall Dashboard Student English Language Acquisition Results</b>
---

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	12	0	7

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.

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 school reclassifies English Learners at 23.5%, which is at arate higher than the state average at 13.8%.

N/A - No color assigned for the ELPI on the Dashboard

**Academic Performance  
College/Career**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest

Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest

Performance

**2019 Fall Dashboard College/Career for All Students/Student Group**

**All Students**

No Performance Color  
43.2  
Increased Significantly  
+26.5  
44

**English Learners**

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
4

**Foster Youth**

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
4

**Homeless**

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
1

**Socioeconomically Disadvantaged**

No Performance Color  
42.9  
Increased Significantly  
+26.2  
42

**Students with Disabilities**

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
10

**2019 Fall Dashboard College/Career by Race/Ethnicity**

**African American**

No Performance Color  
Less than 11 Students - Data Not Displayed for Privacy  
1

**Hispanic**

No Performance Color  
42.9  
Increased  
Significantly +26.2  
42

<b>American Indian</b>	No Performance Color 0 Students	<b>Pacific Islander</b>	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
No Performance Color 0 Students		No Performance Color 0 Students	
<b>Two or More Races</b>	<b>Asian</b>	<b>Filipino</b>	<b>White</b>
	No Performance Color 0 Students		No Performance Color 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Conclusions based on this data:</b>	<b>Class of 2019</b>
Prepared Approaching Prepared Not Prepared	<b>Class of 2018</b>	43.2 Prepared
	16.7 Prepared	50 Approaching Prepared
	75 Approaching Prepared	6.8 Not Prepared
	8.3 Not Prepared	

1. N/A - No color assigned for the CCI on the Dashboard. All students indicates 43.2 points an increase of 26.5 points.



BCCHS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study. BCCHS offers students access to careers and college readiness in classrooms, through partnerships, visiting professors of local colleges and universities, career day with various presenters, and exploring individual student aspirations. A visiting professor teaches on campus with emphasis on media arts. The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet specific criteria: <https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf>

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest

Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest

Performance

#### 2019 Fall Dashboard Chronic Absenteeism Equity Report

<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
------------	---------------	---------------	--------------	-------------

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>

#### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

**Conclusions based on this data:**

1.

N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard

**Academic Engagement  
Graduation Rate**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest

Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest

Performance

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate for All Students/Student Group**

**All Students**

---

No Performance Color

93.3

Increased +1.7

45

No Performance Color

Less than 11 Students -  
Data Not Displayed for  
Privacy

1

No Performance Color

Less than 11 Students -  
Data Not Displayed for  
Privacy

4

**English Learners**

**Socioeconomically  
Disadvantaged**

**Homeless**

No Performance Color 93 Increased +1.4  43	<b>Foster Youth</b>	<b>Students with Disabilities</b>
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy  5	No Performance Color  81.8  11

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  1	No Performance Color  0 Students	No Performance Color  0 Students	No Performance Color  Less than 11 Students - Data Not Displayed for Privacy  1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color  95.4 Increased +3.7  43	No Performance Color  0 Students	No Performance Color  0 Students	No Performance Color  0 Students

**2019 Fall Dashboard Graduation Rate by Year**

**Conclusions based on this data:**

<b>2018</b>
91.7

<b>2019</b>
93.3

1. N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)

**Conditions & Climate  
Suspension Rate**

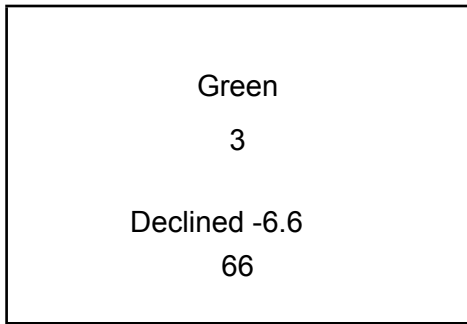
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest <sup>Performance</sup> Red Orange Yellow Green

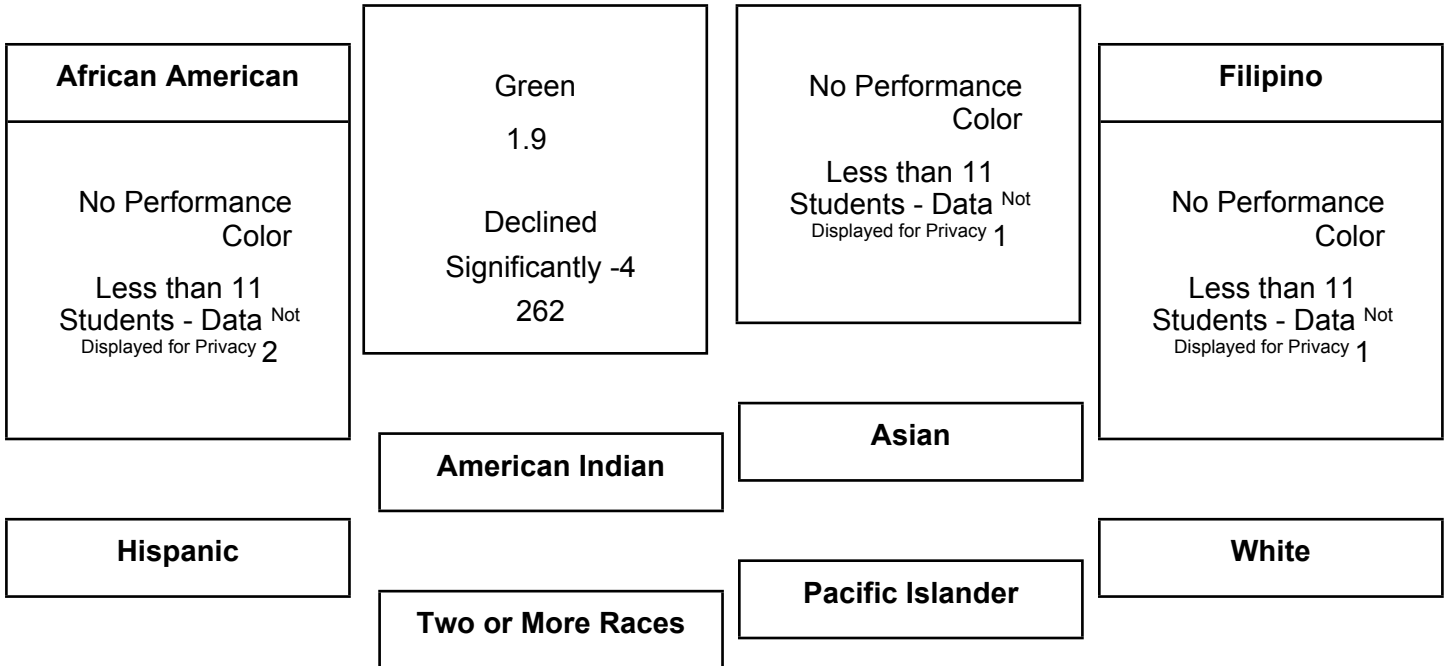
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**

<b>All Students</b>	Blue 0 Declined -8.6 37	<b>Foster Youth</b>
Green 1.9 Declined Significantly -4.8 266		No Performance Color Less than 11 Students - Data Not <small>Displayed for Privacy 2</small>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
	Green 1.8 Declined Significantly -5.1 226	
<b>English Learners</b>		



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**



This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	6.7	1.9

**Conclusions based on this data:**

- 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%.

# 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 Executive Director	ykingberg@ypics.org (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/sj/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, commit 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 I, The 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 Youth Truth 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	Engagement	Relationships	Family
Student		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 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 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 appropriate EL authorization. All teachers were appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Access to standards-aligned curricular and instructional materials</p>	<p>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)</p>				<p>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)</p>
<p>Teacher Retention</p>	<p>100% of BCCCHS' 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.</p>				<p>100% of BCCCHS' 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.</p>

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	All: 38.09% Latino: 38.71 SED: 41.82 SWD: 20.00				All: 38.09% Latino: 38.71 SED: 41.82 SWD: 20.00 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	All: 12.90% Latino: 13.12 SED: 12.96 SWD: 6.67				All: 12.90% Latino: 13.12 SED: 12.96 SWD: 6.67 The expected outcome is an overall increase of at least 10% of students who
	The schoolwide Dashboard Math Indicator color is orange. Bert Corona				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Access NWEA assessment and technology</p>	<p>High School's 2019 Average DFS was - 109.3,                      ELA: 50%                      Math: 40%</p>				<p>meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.</p>
<p>English Language Learner proficiency</p>	<p>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 Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency</p>				<p>English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Assessment for California (ELPAC)				
EL Reclassification	Reclassification 23.5%				Reclassification 23.5%
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.
Next Generation Science	All: 17.07%  Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.				All: 17.07%  Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.

## 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.  Executive Administrator, Lead Teacher Stipends 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. (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 94%				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%.
	1				

## 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	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.  (State Priorities: 1. Basic Services; Conditions of Learning)

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 Multi-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
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	% AP Exams 3 or better (2018-19) 53.7%				% AP Exams 3 or better (2018-19) 53.7%

## 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 CCSS training will be embedded into professional development meetings. . BTSA Training/ New Teacher Support (Title 2) . Backwards Design . Standards-Based Grading . Project-Based Learning . Service-Learning • CCSS ELD Strategies for EL students to access core curriculum/attain academic English	\$25,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Core Instructional Materials; Technology	<ul style="list-style-type: none"> <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 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>	\$43,689.00	No

Action #	Title	Description	Total Funds	Contributing
		BCCCHS conducts ongoing professional development connected to the state standards and curriculum and delivery of instruction.  SFA Materials (Title 3)		
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 1--Planned services for this action item include Reading Specialist Teacher, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include 75% of the Executive Administrator and Lead Teacher Stipends to focus on coaching/mentoring support for teachers.

Goal 2: Action 1 --Planned services for this action item include a Coordinator of Operations and the operations team to assist with the engagement of parents.

Goal 2: Action 2--Planned services for this action item include the Program Coordinator and Operations Team will focus on attendance, the School Climate & Culture (SCC) Team (the Assistant Executive Administrator and the Academic Counselor) will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

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 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the 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.

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
<b>Totals:</b>		<b>Total Personnel</b>	<b>Total Non-personnel</b>	
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 Foster Youth Low Income	Support to increase student academic achievement	\$217,738.00				\$217,738.00
1	2	English Learners Foster Youth Low Income	Teacher Retention: Coaching Support	\$118,133.00				\$118,133.00
2	1	English Learners Foster Youth Low Income	Coordinator of Operations and Operations Team	\$151,933.00				\$151,933.00
2	2	English Learners Foster Youth Low Income	Assistant Executive Administrator & Academic Counselor (SSC Team)	\$147,912.00			\$73,817.00	\$221,729.00
2	3	English Learners Foster Youth Low Income	Student Activities	\$2,000.00				\$2,000.00
2	4	English Learners Foster Youth 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 Foster Youth 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 Foster Youth Low Income		\$217,738.00	\$217,738.00
1	2	Teacher Retention: Coaching Support	LEA-wide	English Learners Foster Youth Low Income		\$118,133.00	\$118,133.00
2	1	Coordinator of Operations and Operations Team	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: 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 Foster Youth Low Income		\$147,912.00	\$221,729.00
2	3	Student Activities	LEA-wide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00
2	4	Enrollment and Outreach- Schola and Increase ADA	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
3	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	\$25,261.00





### 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>
<b>Totals:</b>					

# 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)).

- o 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 LCFE, 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/rel/c/>.

## 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 LFFF 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 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.



**Bert Corona Charter High School Student Performance Data**

**Student Enrollment  
Enrollment By Student Group**

<b>Student Enrollment by Subgroup</b>						
<b>Student Group</b>	<b>Percent of Enrollment</b>			<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>American Indian</b>	%	%	%			
<b>African American</b>	0.7%	0.99%	0.82%	1	2	2
<b>Asian</b>	%	%	%			
<b>Filipino</b>	0.7%	0.49%	0.41%	1	1	1
<b>Hispanic/Latino</b>	98.0%	98.52%	98.35%	145	200	239
<b>Pacific Islander</b>	%	%	%			
<b>White</b>	0.7%	%	%	1		
<b>Multiple/No Response</b>	%	%	0.41%			1
	<b>Total Enrollment</b>			148	203	243

**Student Enrollment  
Enrollment By Grade Level**

<b>Student Enrollment by Grade Level</b>			
<b>Grade</b>	<b>Number of Students</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 9</b>	75	57	49
<b>Grade 10</b>	58	80	73
<b>Grade 11</b>	15	52	78
<b>Grade 12</b>		14	43
<b>Total Enrollment</b>	148	203	243

**Conclusions based on this data:**

- Hispanic/Latino student population is 98.52% with a consistent with student population increasing slightly each year. Retention of students is evidence for each grade with a total of 243 in school year 2018-2019.

**Student Enrollment  
English Learner (EL) Enrollment  
English Learner (EL) Enrollment**

Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>English Learners</b>	20	30	34	13.5%	14.8%	14.0%
<b>Fluent English Proficient (FEP)</b>	108	146	174	73.0%	71.9%	71.6%
<b>Reclassified Fluent English Proficient</b>	1	8	6	33.3%	40.0%	20.0%

**(RFEP)**

**Conclusions based on this data:**

- The English Learner population decreased slightly in from 14.8% to 14.0%

The Reclassified Fluent English Proficient percentage of 40 in 17-18 dropped to 20.0%.

**CAASPP Results  
English Language Arts/Literacy (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 11</b>	14	50	70	13	44	63	13	44	63	92.9	88	90
<b>All</b>	14	50	70	13	44	63	13	44	63	92.9	88	90

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
<b>Grade 11</b>	2508.	2579.	2555.	0.00	11.36	11.11	23.08	34.09	26.98	23.08	34.09	38.10	53.85	20.45	23.81
<b>All Grades</b>	<sup>9</sup> N/A	<sup>9</sup> N/A	<sup>1</sup> N/A	0.00	11.36	11.11	23.08	34.09	26.98	23.08	34.09	38.10	53.85	20.45	23.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	7.69	15.91	15.87	38.46	54.55	55.56	53.85	29.55	28.57
<b>All Grades</b>	7.69	15.91	15.87	38.46	54.55	55.56	53.85	29.55	28.57

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 11</b>	7.69	20.45	14.29	46.15	59.09	57.14	46.15	20.45	28.57
<b>All Grades</b>	7.69	20.45	14.29	46.15	59.09	57.14	46.15	20.45	28.57

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 11</b>	15.38	18.18	7.94	46.15	72.73	71.43	38.46	9.09	20.63
<b>All Grades</b>	15.38	18.18	7.94	46.15	72.73	71.43	38.46	9.09	20.63

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 11</b>	15.38	34.09	23.81	30.77	47.73	52.38	53.85	18.18	23.81
<b>All Grades</b>	15.38	34.09	23.81	30.77	47.73	52.38	53.85	18.18	23.81

**CAASPP Results  
Mathematics (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
<b>Grade 11</b>	14	50	70	13	45	62	13	45	62	92.9	90	88.6
<b>All</b>	14	50	70	13	45	62	13	45	62	92.9	90	88.6

**Grades**

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded						Met			Met 16-17 17-18 18-19	
<b>Grade 11</b>	2450.	2515.	2518.	0.00	2.22	1.61	0.00	13.33	11.29	23.08	24.44	29.03	76.92	60.00	58.06
<b>All Grades</b>	<sup>9</sup> N/A	<sup>9</sup> N/A	<sup>8</sup> N/A	0.00	2.22	1.61	0.00	13.33	11.29	23.08	24.44	29.03	76.92	60.00	58.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	0.00	2.22	3.23	15.38	26.67	24.19	84.62	71.11	72.58
<b>All Grades</b>	0.00	2.22	3.23	15.38	26.67	24.19	84.62	71.11	72.58

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	0.00	15.56	8.06	30.77	31.11	41.94	69.23	53.33	50.00
<b>All Grades</b>	0.00	15.56	8.06	30.77	31.11	41.94	69.23	53.33	50.00

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	0.00	11.11	4.84	23.08	55.56	53.23	76.92	33.33	41.94
<b>All Grades</b>	0.00	11.11	4.84	23.08	55.56	53.23	76.92	33.33	41.94

**ELPAC Results**

<b>ELPAC Summative Assessment Data</b>								
<b>Number of Students and Mean Scale Scores for All Students</b>								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade 9</b>	1526.2	*	1518.3	*	1533.5	*	11	10
<b>Grade 10</b>	*	1526.5	*	1519.3	*	1533.0	*	12
<b>Grade 11</b>	*	*	*	*	*	*	*	6
<b>Grade 12</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>							21	31

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*		*	11	*
10	*	8.33	*	8.33	*	50.00	*	33.33	*	12
11		*		*	*	*	*	*	*	*
All Grades	*	3.23	*	19.35	*	45.16	*	32.26	21	31

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*		*	11	*
10	*	8.33	*	25.00	*	41.67		25.00	*	12
All Grades	*	9.68	*	22.58	*	45.16	*	22.58	21	31

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	11	*
10	*	0.00	*	0.00		66.67	*	33.33	*	12
All Grades	*	0.00	*	12.90	*	48.39	*	38.71	21	31



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	11	*
10	*	8.33	*	66.67		25.00	*	12
All Grades	*	3.23	57.14	67.74	*	29.03	21	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	11	*
10	*	58.33	*	25.00		16.67	*	12
All Grades	*	48.39	*	32.26	*	19.35	21	31

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	11	*
10	*	0.00	*	41.67	*	58.33	*	12
All Grades	*	0.00	*	45.16	52.38	54.84	21	31

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	11	*
10		0.00	*	91.67		8.33	*	12
All Grades		0.00	95.24	90.32	*	9.68	21	31

### Student Population

This section provides information about the school's student population.

<b>2018-19 Student Population</b>
-----------------------------------

<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
243	85.2	14.0	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage






English Learners 34 14.0 Foster Youth 2 0.8 Socioeconomically Disadvantaged 207 85.2  
 Students with Disabilities 64 26.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

African American 20.8 Filipino 10.4 Hispanic 239.98.4

**Overall Performance**

**2019 Fall Dashboard Overall Performance for All Students**

<b>Academic Performance</b>  <b>English Language Arts</b>  Orange	<b>College/Career</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color			
			<b>Conclusions based on this data: 1.</b>		
			<b>Mathematics</b>  Orange	<b>Academic Engagement</b>	<b>Conditions &amp; Climate</b>  <b>Suspension Rate</b>  Green

**Academic Performance English Language Arts**


The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.


**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

**All Students**




Orange  
25.3 points below standard  
Declined Significantly -  
24.6 points 62

**English Learners**




No Performance Color  
107 points below standard  
11

**Foster Youth**




No Performance Color  
0 Students

**Homeless**



No Performance Color  
0 Students

**Socioeconomically Disadvantaged**



Orange  
21.7 points below standard  
Declined Significantly -34 points  
55

**Students with Disabilities**

No Performance Color  
78.7 points below standard  
15

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

**African American**

No Performance Color  
0 Students

Orange  
25.3 points below standard  
Declined Significantly -25.8 points  
62

No Performance Color  
0 Students

No Performance Color  
0 Students

**Hispanic**

**American Indian**

**Two or More Races**

**Asian**

No Performance Color  0 Students	<b>Pacific Islander</b>	<b>Filipino</b>	<b>White</b>
	No Performance Color  0 Students	No Performance Color  0 Students	No Performance Color  0 Students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Conclusions based on this data:</b>		
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy  4	Less than 11 Students - Data Not Displayed for Privacy  7	Less than 11 Students - Data Not Displayed for Privacy  6

1.

All students is orange, 25.3 points below standard, a decline of -24.6 points points.

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.

The school leadership noted the following actions to address and improve academic achievement in ELA:

- Implementation of a Writing Round Table PD to address alignment in instruction in reference to reading and writing within all humanities courses.
- Creating and stocking a Lending Library (in response to student requests).
- Implementing Thinking Nation to support with outside assessments DBQ essays in all history courses.
- Implementation of periodic assessment tools.
- Reimplementation of Achieve 3000.
- Utilize Gear-Up tutoring in ELA classrooms.
- Tailoring and personalizing ELA remediation instruction through online instruction using MyPath.
- Reimplementation of RTI inventory consideration of every student's needs.

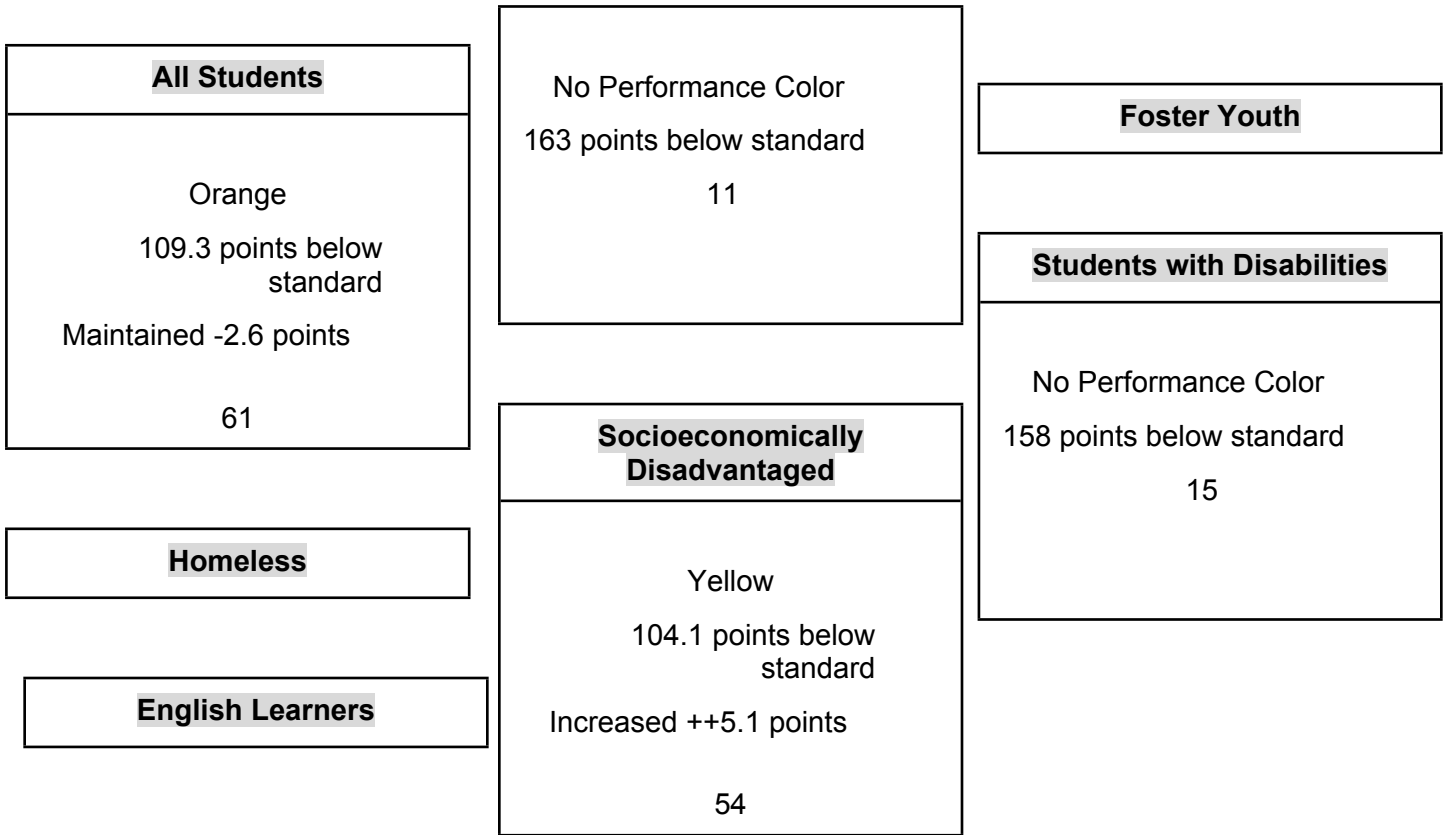
### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

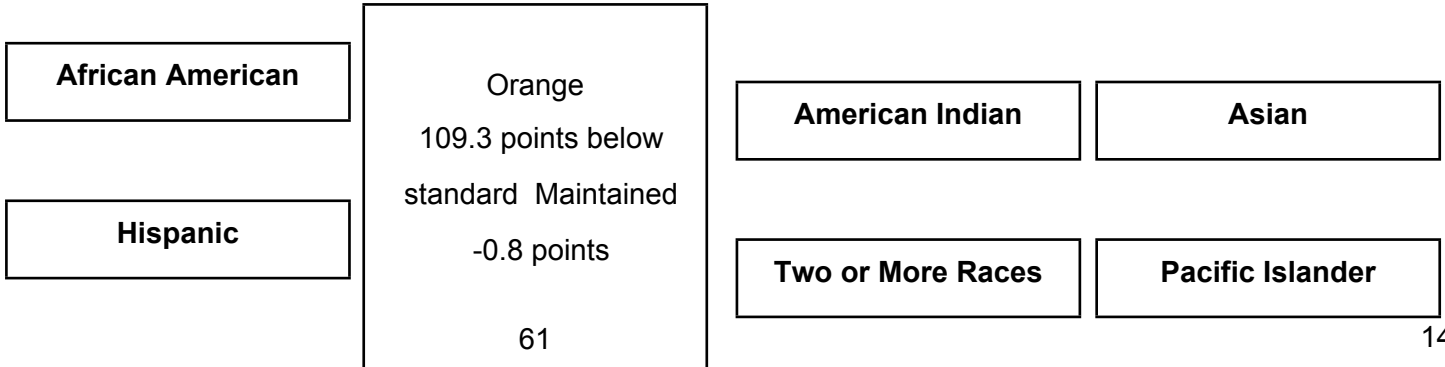
Lowest Performance Highest Perform  
 Red Orange Yellow Green Blue This section provides number of student groups in each color.

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### 2019 Fall Dashboard Mathematics Performance for All Students/Student Group



#### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity





**Filipino**

**White**

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

	<b>Conclusions based on this data:</b>	
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy  4	Less than 11 Students - Data Not Displayed for Privacy  7	Less than 11 Students - Data Not Displayed for Privacy  6

1.

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. %. 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. 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.

All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages

**Academic Performance  
English Learner Progress**

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2019 Fall Dashboard English Learner Progress Indicator**

<b>English Learner Progress</b>
<p>No Performance Color</p> <p>28 making progress towards English language proficiency</p> <p>Number of EL Students: 25</p> <p>Performance Level: VeryLow</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

<b>2019 Fall Dashboard Student English Language Acquisition Results</b>
---

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	12	0	7

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.

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 school reclassifies English Learners at 23.5%, which is at arate higher than the state average at 13.8%.

N/A - No color assigned for the ELPI on the Dashboard

**Academic Performance  
College/Career**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest

Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest

Performance

**2019 Fall Dashboard College/Career for All Students/Student Group**

**All Students**

---

No Performance Color  
43.2  
Increased Significantly  
+26.5  
44

**English Learners**

---

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
4

**Foster Youth**

---

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
4

**Homeless**

---

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
1

**Socioeconomically  
Disadvantaged**

---

No Performance Color  
42.9  
Increased Significantly  
+26.2  
42

**Students with Disabilities**

---

No Performance Color  
Less than 11 Students -  
Data Not Displayed for  
Privacy  
10

**2019 Fall Dashboard College/Career by Race/Ethnicity**

**African American**

No Performance  
Color  
Less than 11  
Students - Data Not  
Displayed for Privacy  
1

**Hispanic**

No Performance  
Color  
42.9  
Increased  
Significantly +26.2  
42

<b>American Indian</b>	No Performance Color 0 Students	<b>Pacific Islander</b>	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
No Performance Color 0 Students		No Performance Color 0 Students	
<b>Two or More Races</b>	<b>Asian</b>	<b>Filipino</b>	<b>White</b>
	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Conclusions based on this data:</b>	<b>Class of 2019</b>
Prepared Approaching Prepared Not Prepared	<b>Class of 2018</b>	43.2 Prepared
	16.7 Prepared	50 Approaching Prepared
	75 Approaching Prepared	6.8 Not Prepared
	8.3 Not Prepared	

1. N/A - No color assigned for the CCI on the Dashboard. All students indicates 43.2 points an increase of 26.5 points.

BCCHS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study. BCCHS offers students access to careers and college readiness in classrooms, through partnerships, visiting professors of local colleges and universities, career day with various presenters, and exploring individual student aspirations. A visiting professor teaches on campus with emphasis on media arts. The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet specific criteria: <https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf>

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest

Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest

Performance

#### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

**Conclusions based on this data:**

1.

N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard

**Academic Engagement  
Graduation Rate**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest

Performance Red Orange Yellow Green Blue This section provides number of student groups in each color.

Highest

Performance

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate for All Students/Student Group**

**All Students**

---

No Performance Color

93.3

Increased +1.7

45

No Performance Color

Less than 11 Students -  
Data Not Displayed for  
Privacy

1

No Performance Color

Less than 11 Students -  
Data Not Displayed for  
Privacy

4

**English Learners**

**Socioeconomically  
Disadvantaged**

**Homeless**

No Performance Color 93 Increased +1.4 43	<b>Foster Youth</b>	<b>Students with Disabilities</b>
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 81.8 11

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color 95.4 Increased +3.7 43	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students



**2019 Fall Dashboard Graduation Rate by Year**

**Conclusions based on this data:**

<b>2018</b>
91.7

<b>2019</b>
93.3

1. N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)

**Conditions & Climate  
Suspension Rate**

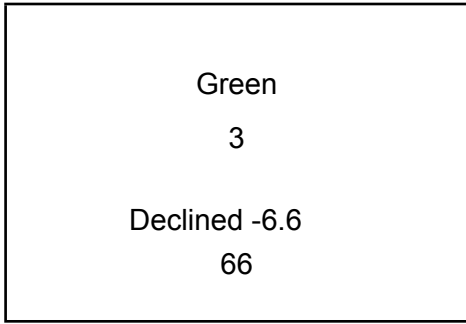
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest <sup>Performance</sup> Red Orange Yellow Green

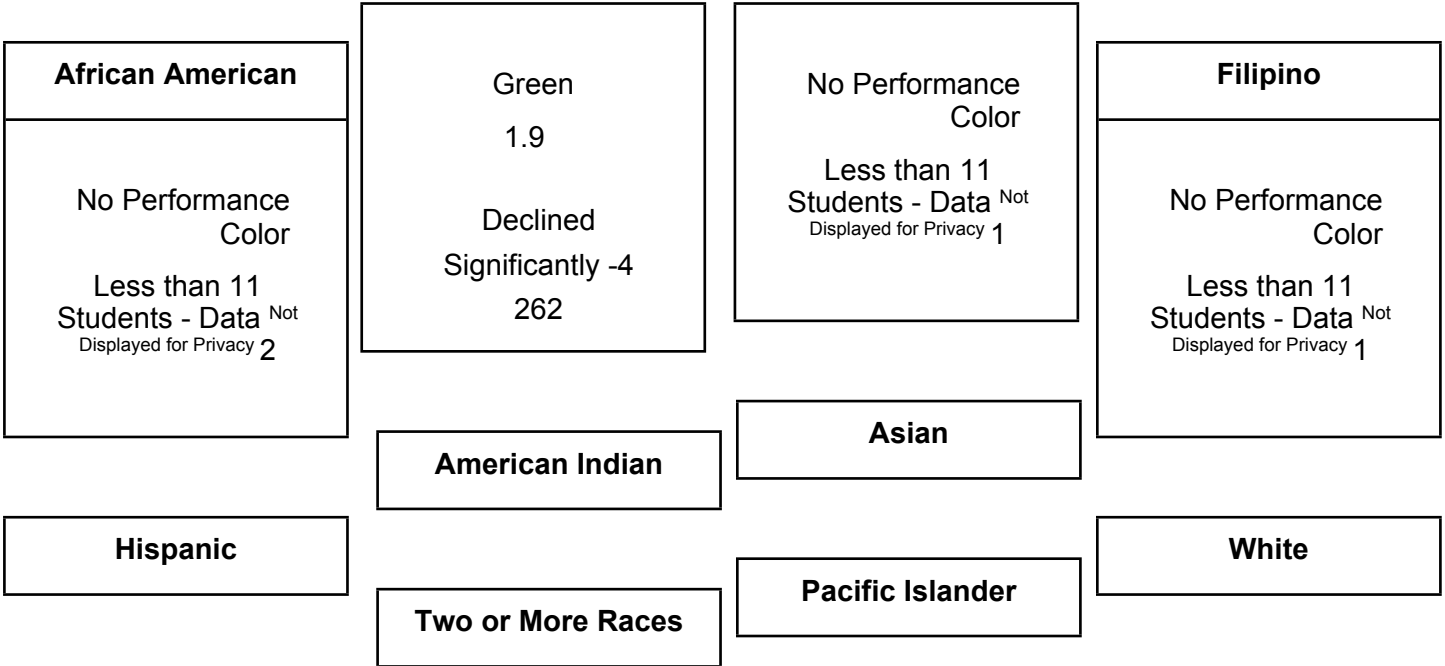
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**

<p><b>All Students</b></p> <p style="text-align: center;">Green 1.9</p> <p style="text-align: center;">Declined Significantly -4.8 266</p>	<p style="text-align: center;">Blue 0</p> <p style="text-align: center;">Declined -8.6 37</p>	<p><b>Foster Youth</b></p> <p style="text-align: center;">No Performance Color</p> <p style="text-align: center;">Less than 11 Students - Data Not <small>Displayed for Privacy 2</small></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p style="text-align: center;">Green 1.8</p> <p style="text-align: center;">Declined Significantly -5.1 226</p>	<p><b>Students with Disabilities</b></p>
<p><b>English Learners</b></p>		



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**



This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	6.7	1.9

**Conclusions based on this data:**

- 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%.

# Coversheet

## Revised Independent Study Policy

**Section:** V. Items Scheduled For Action  
**Item:** D. Revised Independent Study Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
1.) Board Brief Revised Independent Study Policy 10 25 2021.pdf



## YPI CHARTER SCHOOLS

October 25, 2021

**TO:** YPI Charter Schools (YPICS)  
Board of Directors

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

**SUBJECT: Recommendation to approve the revised Independent Study Policy for**

### BACKGROUND

On July 22, 2021, the Board of Directors approved the Independent Study Policy for the Fenton schools. The plan presented before the board was based on a review by our attorneys at Procopio after Assembly Bill (AB) 130, the Education Trailer Bill to the 2021-22 budget was signed on July 9, 2021.

[California Education Code \(EC\) Section 51747](#) requires that local educational agencies that claim apportionment for independent study must adopt and implement written specified policies relating to independent study. The required written policies must be developed as specified in the *California Education Code Section 51747 and California Code of Regulations, Title 5, Section 11701*.

The legislation authorizing independent study was enacted in 1976, and originally was designed to serve child actors, aspiring Olympic athletes, and other students whose schedules precluded regular classroom attendance. Over the years, independent study has evolved to serve a wide range of students.

Independent study ([California Education Code \[EC\] sections 51745–51749.3](#)) is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credentialed teacher or teachers.

Assembly Bill (AB) 130, the Education Trailer Bill to the 2021-22 budget, was signed on July 9, 2021. AB 130 presented significant changes to the operation of independent study programs. For the 2021-22 school year, charter schools may offer an independent study option for families who determine that in-person instruction would put the pupil's health at risk. In contrast, school

districts are required to offer independent study. On September 23, 2021, Governor Gavin Newsom signed Assembly Bill (AB) 167, which helped to alleviate concerns about how to collect ADA when pupils are unexpectedly quarantined.

### **ANALYSIS**

Legal guidance from our attorneys at Procopio recommends we modify our Independent Study Policy in alignment with areas of clarification identified in AB 167. The following are highlights of AB 167 from our accounting firm, Christy White Associates. These guidelines are in alignment with our current implementation of Independent Study for the 2021-2022 school year.

- When quarantined, LEAs must use IS but is it more flexible for ‘short-term’ use. The state wants to make it easier for districts to provide continuous instruction during quarantine time. After a cumulative 14 days (aggregated throughout the year), all instruction rules of IS must be in place. But during the 14 days, pupils do not need the IS requirements of synchronous instruction, daily interaction, and tiered re-engagements.
- Master agreements are needed. But with all IS (for 2021-22 only), the agreements do not need to be signed in advance of the IS program but must be signed within 30 days of the IS participation or October 15, whichever date comes later. And, master agreements for quarantined pupils would not have the statement that there is a classroom alternative when quarantined.
- Pupils can zoom into the classroom.
- Pupils can be out as little as one (1) day under quarantine and earn ADA (instead of 3 minimum days on regular IS for school districts).
- ADA time value is determined by work product or the teacher’s documentation of such (like in elementary school)
- LEA may not use emergency day waivers for quarantined pupils in 21-22 school year except for special-needs pupils.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the revised Independent Study Policy for Fenton Avenue Charter School, Santa Monica Boulevard Community Charter School, Fenton Primary Center, Fenton STEM Academy and Fenton Charter Leadership Academy as presented.

