

# Youth Policy Institute Charter Schools (YPICS)

## YPICS Regular Board Meeting

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### Date and Time

Monday June 13, 2022 at 6:00 PM PDT

### Location

<https://exed.zoom.us/j/91374548922?pwd=ZmhDN29FTGdKVDU2eGZDSDF0UHMvZz09>

### Join Zoom Meeting

Meeting ID: 913 7454 8922

Passcode: 458354

One tap mobile [+16692192599](tel:+16692192599),[+16699006833](tel:+16699006833),[91374548922#](tel:+16692192599) US (San Jose) [+16699006833](tel:+16699006833),[91374548922#](tel:+16692192599) US (San Jose)

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Meeting ID: 913 7454 8922

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

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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> Approval of Board Findings relating to Teleconference Meetings During State of Emergency	Vote	Mary Keipp	1 m

### Board findings pursuant to Government Code Section 54953(e)

	Purpose	Presenter	Time
<p>The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.</p>			

<b>D. Additions/Corrections to Agenda</b>		Mary Keipp	1 m
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<b>E. Approval of April 25, 2022 Regular Board Meeting Minutes</b>	Approve Minutes	Mary Keipp	1 m
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**II. Communications**

**6:03 PM**

<b>A. Presentations from the Public</b>	FYI	Mary Keipp
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Any persons present desiring to address the Board of Directors on any proper matter.

YPICS (or the "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:

When addressing the Board, speakers are requested (but not required) 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 on the Charter Schools website at [ypics.org](http://ypics.org) or 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.

YPICS 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.

Instructions for public comments at board meetings conducted via Zoom:

Purpose Presenter Time

If you wish to make a public comment the YPICS Board of Trustees requests that member of the public please utilize the following procedures:

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 are asked (but not required) to 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, their name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers are requested (but not required to) rename their Zoom profile with their real name to expedite this process.

Alternatively, member of the public who wish to comment during the Board meeting may use the "raise hand"function on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting.

<b>B. Public Hearing: Local Control and Accountability Plans (LCAPs)</b>	Discuss	Mary Keipp	5 m
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The YPICS Board of Directors invites parents, community members and staff to comment on and present recommendations regarding the Local Control and Accountability Plans (LCAPs) for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter Schools.

<b>C. LCAP Update</b>	FYI	Yesenia Zubia	5 m
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**III. Items Scheduled for Information 6:13 PM**

<b>A. Governor's May Revision</b>	FYI	Yvette King-Berg	1 m
<b>B. Bert Corona Executive Administrator Report</b>	FYI	Kevin Myers	2 m
<b>C. Monseñor Oscar Romero Executive Administrator Report</b>	FYI	Rene Quon	2 m
<b>D. Bert Corona Charter High School Executive Administrator Report</b>	FYI	Larry Simonsen	2 m
<b>E. Chief Operation Officer's Report - Salary Table and Pay Raises</b>	FYI	Ruben Duenas	4 m
<b>F. Executive Director's Report</b>	FYI	Yvette King-Berg	3 m

Purpose Presenter Time

**IV. Board of Trustees Professional Development**

**V. Consent Agenda 6:27 PM**

- A. A. Background 5 m
- B. Consent Items Vote Mary Keipp 1 m

1. Recommendation to approve Board Nominating Committee
2. Recommendation to approve Infinite Campus renewal contract
3. Recommendation to approve iReady renewal contract

**VI. Items Scheduled For Action 6:33 PM**

- A. YPICS April 2022 Financials and Check Registers Vote Irina Castillo 10 m

This is a recommendation to the Board to review and approve the April 2022 BCCS, MORCS, and BCCHS financials and check registers presented by ExED.

- B. Reserve the right of YPI Charter Schools to leave LAUSD SELPA at the end of the 2022-2023 school year Vote Yvette King-Berg 5 m

Recommendation to approve presenting notice to authorizing district, LAUSD, to reserve the right of YPI Charter Schools to leave LAUSD SELPA at the end of the 2022-2023 school year

- C. 6-Year Laptop Replacement Plan and Apple Order for FY 22-23 Vote Ruben Duenas 5 m

Recommendation to approve 6 year laptop replacement plan and Apple order for FY22-23

- D. YPICS Expanded Learning Opportunities Program (ELOP) Pay Rates and Activities Vote Ruben Duenas 5 m

Recommendation to approve updated YPICS Expanded Learning Opportunities Program (ELOP) pay rates and activities.

- E. Los Angeles Unified School District (LAUSD) M&O Services for MORCS Vote Yvette King-Berg 5 m

Recommendation to leave LAUSD Maintenance and Operations (M&O) services for Monsenor Oscar Romero Charter School.

**VII. Closed Session 7:03 PM**

	Purpose	Presenter	Time
<b>A. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (government code section 54956.8)</b>	Discuss	Mary Keipp	10 m

Closed session pursuant to government code section 54956.8 - CONFERENCE WITH REAL PROPERTY NEGOTIATORS.

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

**VIII. Open Session 7:13 PM**

<b>A. Action Taken in Closed Session</b>	FYI	Mary Keipp	1 m
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**IX. Announcements 7:14 PM**

<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
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**X. Closing Items 7:16 PM**

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

## Approval of April 25, 2022 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** E. Approval of April 25, 2022 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for YPICS Regular Board Meeting on April 25, 2022

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Regular Board Meeting

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#### Date and Time

Monday April 25, 2022 at 6:00 PM

#### Location

Join Zoom Meeting <https://exed.zoom.us/j/99680959616?pwd=Zk1lVlYxQ1c1bTNmb0FVL3A5RG5rdz09> Meeting ID: 996 8095 9616 Passcode: 191557 One tap mobile [+16692192599,,99680959616#](tel:+16692192599,,99680959616#) US (San Jose) [+16699006833,,99680959616#](tel:+16699006833,,99680959616#) US (San Jose) Dial by your location +1 669 219 2599 US (San Jose) +1 669 900 6833 US (San Jose) Meeting ID: 996 8095 9616 Find your local number: <https://exed.zoom.us/u/ab9d6IT5lj>

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#### Trustees Present

C. Lopez (remote), M. Green (remote), M. Keipp (remote), S. Mendoza (remote), W. Njboke

#### Trustees Absent

D. Cho

#### Trustees who arrived after the meeting opened

W. Njboke

#### Trustees who left before the meeting adjourned

M. Green

#### Guests Present

I. Castillo (remote), K. Myers (remote), L. Simonsen (remote), R. Duenas (remote), R. Quon (remote), Y. Zubia (remote)

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### I. Opening Items

#### A. Record Attendance and Guests

#### B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Apr 25, 2022 at 6:09 PM.

#### C.

**Approval of Board Findings relating to Teleconference Meetings During State of Emergency**

S. Mendoza made a motion to continue teleconference meeting for the next 30 days pursuant to Government Code 54953(e)(1).

M. Green seconded the motion.

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

**Roll Call**

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

**D. Additions/Corrections to Agenda**

There were no additions or corrections to the agenda.

**E. Approval of March 28, 2022 Regular Board Meeting Minutes**

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 03-28-22.

M. Green seconded the motion.

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

**Roll Call**

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

**II. Communications**

**A. Presentations from the Public**

There were no presentations or communications from the Public.

**III. Items Scheduled for Information**

**A. School Committee/ Council Reports**

The school committee reports were made available to the Board and are available on Board On Track.

**B. Board Committee Reports**

Finance Committee Chair, Mr. Green reported out the committee met on April 25, 2022 to discuss a 5% increase to the salary table in order to stay competitive with the market.

Academic Excellence Committee Chair, Cesar Lopez reported out there is new iReady data available and the growth is promising.

**C. Bert Corona Executive Administrator Report**

Dr. Myers reported out the students continue to show enthusiasm about the ELOP club offerings and they are a big selling point for incoming families so much so that the club are now part of the school tours given. The students have testing approaching and the administration has provided fun incentives for meeting target goals such as Mr. Takeyama shaving his head.

#### **D. Monseñor Oscar Romero Executive Administrator Report**

W. Njboke arrived.

Dr. Quon reported out his school's LAUSD oversight is first amongst the YPICS' schools which will take place on May 18, 2022. The academic focuses are exemplars, checks for understanding, and assessments.

The **MORCS film class**, in partnership with the Youth Cinema Project and Latino Film Institute has begun filming 2 productions of scripts were written by students, with students acting, filming, editing, and essentially taking lead in all aspects of the production. The films will premiere at the Los Angeles Latino International Film Festival on June 4th and June 5th.

Lastly, the students will be completing CAASPP, SBAC, and iReady testing. To incentivize the students putting for effort on the tests, the students will receive In-N-Out Burger.

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

Mr. Simonsen reported the students will be taking ELPAC, NWEA maps and the SBAC tests in the next month and provided a summary of current data.

Students were able to visit five Cal State Universities, two Universities of California and two private schools in the last month as part of the Gear Up program which has been a highlight this spring semester.

Lastly, as the year comes to an end, Mr. Simonsen took the senior class to Santa Monica for senior portraits and the team is gearing up for Senior Night at Disneyland and Prom.

#### **F. Chief Operation Officer's Report**

Mr. Duenas thanked the Finance Committee for considering the increase to the salary table.

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

Ms. King-Berg reported on several legislative bills affecting all aspects of education. In regards to YPICS, YPICS will continue to mandate indoor masking and weekly PCR testing.

The cost of testing for uninsured staff and students may be at cost to YPICS moving forward if the Health Resources and Services Administration Uninsured Program halts accepting claims.

The YPICS oversights are all happening in the later half of May. The dates are as follows:

MORCS - May 18, 2022

BCCHS - May 24, 2022

BCCS - May 31, 2022

#### **H. CARES Act Reporting**

ExED submitted the stimulus funding reports to the California Department of Education on behalf of all three YPICS' schools.

### **IV. Board of Trustees Professional Development**

#### **A.**

### **Standards of Effective Charter School Governance**

Board Chair, Mary Keipp attended the Standards of Effective Charter School Governance training provided by Charter Board Partners. The Board plans to use the training to conduct a survey to determine areas that need improvement as the Board continues to work on board and leadership succession plans.

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

### **A. YPICS FY20-21 990 Tax Return**

C. Lopez made a motion to approve the drafted 990 tax return from CliftonLarsenAllen, LLP.

W. Njboke seconded the motion.

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

#### **Roll Call**

D. Cho Absent

W. Njboke Aye

M. Keipp Aye

C. Lopez Aye

S. Mendoza Aye

M. Green Aye

### **B. YPICS March 2022 Financials and Check Registers**

C. Lopez made a motion to approve the March 2022 financials and check registers as submitted.

M. Green seconded the motion.

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

#### **Roll Call**

W. Njboke Aye

S. Mendoza Aye

M. Green Aye

C. Lopez Aye

M. Keipp Aye

D. Cho Absent

### **C. YPICS School Accountability Report Cards**

C. Lopez made a motion to receive the School Accountability Report Cards reports posed February 1, 2022.

W. Njboke seconded the motion.

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

#### **Roll Call**

S. Mendoza Aye

W. Njboke Aye

C. Lopez Aye

M. Keipp Aye

M. Green Aye

D. Cho Absent

M. Green left.

## **VI. Closed Session**

### **A.**

**Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION -  
Evaluation of Current Administrators**

The Board moved into Closed Session at 7:24 pm and reported in open session at 8:06 pm.

On MOTION of Sandra Mendoza, SECONDED by Cesar Lopez and CARRIED by a vote of 4 (YES) and 0 (NO), the Board received and approved the positive evaluations of the YPICS school-based administrators/leaders and recommended continuing employment agreements and corresponding salary increases as applicable and indicated by the Salary Schedule and any additional stipends that have been approved for all full-time certificated and classified employees for the 2022-2023 school year. The Board voted as follows: Board Chair, Mary Keipp - aye; Board Vice-Chair, Cesar Lopez - aye; Board Secretary, Sandra Mendoza - aye; Board Member, Walter Njboke - aye.

**B. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION -  
Evaluation of Executive Director**

**VII. Open Session**

**A. Action Taken in Closed Session**

The Board reconvened Open Session at 8:06 pm.

Board Chair Mary Keipp reported:

On MOTION of Cesar Lopez, SECONDED by Sandra Mendoza and CARRIED by a vote of 4 (YES) and 0 (NO) After reviewing the "Executive Director Salary Study for 2021-2022, conducted by EXED and the Board ED Evaluation results, the Board of Directors gave the Executive Director (ED) an excellent review and voted to increase the Executive Director's base salary by 10% to \$218,500 and is retaining the \$500.00 per month car/mileage allowance and expense (health & Ins. benefits as defined for all employees from the year- to-year will also remain in the Employee Agreement) along with any additional stipends that have been approved for all full-time certificated and classified employees for the 2022-2023 school year. This amount places the Executive Director a little below the mid-range salary for executive directors serving the same number of schools in the industry within California. Accordingly, the Board voted as follows: Board Chair, Mary Keipp - aye; Board Vice-Chair, Cesar Lopez - aye; Board Secretary, Sandra Mendoza - aye; Board Member, Walter Njboke - aye.

**VIII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:14 PM.

Respectfully Submitted,  
Y. Zubia

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**Documents used during the meeting**

*None*

# Coversheet

## LCAP Update

**Section:** II. Communications  
**Item:** C. LCAP Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BCCH LCAP Update 06-13-2022.pdf  
BCCS LCAP Update 06-13-2022 (1).pdf  
MORCS LCAP Update 06-13-2022.pdf

**Bert Corona Charter High School**  
**LCAP Overview 2021-2022 and LCAP Goals 2022-2023**

LCAP Goal	Student Achievement: Increase Student Achievement	Engagement: Student, teacher and parent engagement	Basics: Provide an appropriate Basic Condition of Learning		
	<p><b>Goal 1:</b> 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>	<p><b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement.</p> <p>(State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p><b>Goal 3:</b> Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>		
<b>Actions and Measurements</b>	<p style="text-align: center;">2-3% growth on CAASPP</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Reading</td> <td style="width: 50%; text-align: center;">Math</td> </tr> </table>	Reading	Math	<p>Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)</p> <p>2021-2022: Met: Survey Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)</p>	<p>Use of Multi-tier schoolwide program (MTSS)</p> <p>2021-2022 Met:</p>
	Reading	Math			
<p>Annual Progress on CA Dashboard (Status &amp; Change) <u>Verifiable Data NWEA</u> 2021-22 Goal <u>Met using Verifiable NWEA Data</u> The 11th grade cohort for 2021-2022 maintained or increased its participation percentage beyond the expected 95% threshold for the final verified data periodic assessment of this school year. Results demonstrate sustained growth in both reading and K-12 mathematics.</p> <p>The Special Education Cohort, which tested at 92% (12 out of 13 students with IEP in the 11th grade cohort of 50 students), also grew significantly. We just finished the final assessment administration last week, May 16-20, so we are continuing makeup testing this week for the 2 students in the EL cohort (10 students in the 11th grade) who did not yet finish their subtests.</p>	<p>Engage parents &amp; students in decision making</p> <p>2021-2022: Met Continued engagement of parents in decision- making open communication on all levels.</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p> <p>2021-2022 Met: 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers.</p>			

<p>Observed growth is attributed to sustained emphasis on mastery over work completion, a commitment to depth over coverage, and a consistent effort to “shrink the classroom” through pedagogy that focuses on personalization; small group differentiated instruction and support, and conferencing with individual students. In addition, our students complete “student-led” conferences twice yearly in which they give a thoughtful explanation of their growth or the lack thereof to their family members. This process requires significant reflection and ownership, which leads to growth.</p>		
<p>100% Teacher Proper Credentials Assignments 2021-22: Met: Added a Reading Specialist for student and teacher support.</p>	<p>ADA rate above 84% (Chronic Absenteeism)  <u>2021-2022 Met:</u> Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.</p>	<p>100% of ELs will have full access to CCSS- aligned curriculum as they develop EL proficiency.  2021-2022 Met: Added a Reading Specialist to address the needs of ELD students and provide teacher support.</p>
<p>100% of teachers and students will have access to State approved standards-based materials 2021-2022 Met: Offered Distance Learning, In-Person Learning, Learning Acceleration</p>	<p>Suspensions and Expulsion Rates Maintain below 1%  2021-2022 Met: &lt;1% suspension andexpulsion rate</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.  2021-2022 Met:  100% of facilities is clean and maintained in good repair.</p>
<p>100% of teachers and staff will be provided Professional Learning Teaching, social emotional learning and management strategies 2021-2022 Met: Advisory is offering socio-emotional support to students.</p>		<p>School facilities are safe and secure  2021-2022 Met: School is safe and secure.</p>
<p>100% of Student access to Broad Course of Study 2021-22 Met</p>		
<p>Advancement on ELPAC  2021-2022: Waiting for results on Reading Inventory</p>		

EL Reclassification exceeds <b>LAUSD</b>  2021-2022: Waiting for results on Reading Inventory			
2-3% growth on NWEA (Results indicate growth met and exceeded as follows)			
ELA-11%	Math-10%		
Met Growth Goals as presented above.			

**Bert Corona Charter School**  
**LCAP Overview 2021-2022 and LCAP Goals 2022-2023**

LCAP Goal	Student Achievement: Increase Student Achievement	Engagement: Student, teacher and parent engagement	Basics: Provide an appropriate Basic Condition of Learning		
	<p><b>Goal 1:</b> 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>	<p><b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement.</p> <p>(State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p><b>Goal 3:</b> Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>		
<p><b>Actions and Measurements</b></p>	<p>2-3% growth on CAASPP</p> <table border="1" data-bbox="326 835 716 1140"> <tr> <td data-bbox="326 835 521 1140">                     Reading 67% Met (i-Ready Results)                 </td> <td data-bbox="521 835 716 1140">                     Math 59% Met (i-Ready Results)                 </td> </tr> </table>	Reading 67% Met (i-Ready Results)	Math 59% Met (i-Ready Results)	<p>Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)</p> <p>2021-2022: Met: Survey Ranked the school in Meet with School Culture and Climate</p>	<p>Use of Multi-tier schoolwide program (MTSS)</p> <p>2021-2022 Met: 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers</p>
	Reading 67% Met (i-Ready Results)	Math 59% Met (i-Ready Results)			
	<p>Annual Progress on CA Dashboard (Status &amp; Change)  <u>Verifiable Data i-Ready</u>                      2021-22: Met  <u>Met using Verifiable Data Reading:</u>                      Reading                      67% Met-Typical Growth (i-Ready Results)                      Reading: 3% increase, 50 point iReady growth, 15 students raised test scores by 30 points, 60% met RIT growth goal, 100 point Lexile increase</p> <p><u>Met Verifiable Data Mathematics:</u>                      Math                      59% Met-Typical Growth (i-Ready Results)</p>	<p>Engage parents &amp; students in decision making</p> <p>2021-2022: Met                      Continued engagement of parents in decision-making open communication on all levels.</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p>		
<p>100% Teacher Proper Credentials Assignments                      2021-22: Met: Restructured SFA/ELD classroom</p>	<p>ADA rate above 90% (Chronic Absenteeism)                      Due to COVID-19 Attendance Committee</p> <p><u>2021-2022 Met:</u> Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-</p>	<p>100% of ELs will have full access to CCSS- aligned curriculum as they develop EL proficiency.</p>			

	23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar, which includes quarterly check-ins to ensure that the implementation is successful.			
100% of teachers and students will have access to State approved standards-based materials 2021-2022 Met: Offered Distance Learning, In-Person Learning, Learning Acceleration	Suspensions and Expulsion Rates Maintain below 1%  2021-2022 Met: <1% suspension and expulsion rate	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.  2021-2022 Met:  100% of facilities is clean and maintained in good repair.		
100% of teachers and staff will be provided Professional Learning Teaching, social emotional learning and management strategies 2021-2022 Met: Advisory is offering socio-emotional support to students.		School facilities are safe and secure  2021-2022 Met:  100% of facilities safe and secure		
100% of Student access to Broad Course of Study 2021-22 Met all students have access to Broad Course of Study				
Advancement on ELPAC  2021-2022: Waiting for results on Reading Inventory				
EL Reclassification exceeds LAUSD  2021-2022: Waiting for results on Reading Inventory				
2-3% growth on i-Ready				
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2021-2022 Met Growth Goals as presented above.				

**Monseñor Oscar Romero Charter School**  
**LCAP Overview 2021-2022 and LCAP Goals 2022-2023**

LCAP Goal	Student Achievement: Increase Student Achievement	Engagement: Student, teacher and parent engagement	Basics: Provide an appropriate Basic Condition of Learning		
	<p><b>Goal 1:</b> 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>	<p><b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement.</p> <p>(State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p><b>Goal 3:</b> Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>		
<p><b>Actions and Measurements</b></p>	<p align="center">2-3% growth on CAASPP</p> <table border="1" data-bbox="326 835 716 1140"> <tr> <td data-bbox="326 835 521 1140">Reading</td> <td data-bbox="521 835 716 1140">Math</td> </tr> </table>	Reading	Math	<p>Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)</p> <p>2021-2022: Met: Survey Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)</p>	<p>Use of Multi-tier schoolwide program (MTSS)</p> <p>2021-2022 Met:</p>
	Reading	Math			
<p>Annual Progress on CA Dashboard (Status &amp; Change)  <u>Verifiable Data i-Ready</u>                      2021-22 Goal  <u>Met using Verifiable Data Reading:</u></p> <ul style="list-style-type: none"> <li>• Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2</li> <li>• Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2</li> <li>• Median Progress to Annual Typical Growth is at 97% overall for all students in reading</li> <li>• 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth</li> <li>• All grade levels showing growth from D1 to D2</li> </ul> <p><u>Met Verifiable Data Mathematics:</u></p> <ul style="list-style-type: none"> <li>• Students “On or Above” Grade level increased from 6% to 11% in Math from</li> </ul>	<p>Engage parents &amp; students in decision making</p> <p>2021-2022: Met Continued engagement of parents in decision- making open communication on all levels.</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p> <p>2021-2022 Met: 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers.</p>			

<p>7th grade reading saw the highest growth at 124% median growth and 42% stretch growth</p> <ul style="list-style-type: none"> <li>All grade levels showing growth from D1 to D2 in Reading</li> <li>More Grade Levels Below” decreased from 71% to 61% from D1 to D2</li> <li>Median Progress to Annual Typical Growth is at 73% overall for all students in math 8th grade math saw the highest growth at 108% median growth and 42% stretch growth</li> <li>All grade Students “On or Above” Grade level increased from 13% to levels showing growth from D1 to D2 in Math</li> </ul>		
<p>100% Teacher Proper Credentials Assignments</p> <p>2021-22: Met: Opened ELD classrooms</p>	<p>ADA rate above 94% (Chronic Absenteeism)</p> <p><u>2021-2022 Met:</u> Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.</p>	<p>100% of ELs will have full access to CCSS- aligned curriculum as they develop EL proficiency.</p> <p>2021-2022 Met: Opened additional designated classroom to address the needs of ELD students</p>
<p>100% of teachers and students will have access to State approved standards-based materials</p> <p>2021-2022 Met: Offered Distance Learning, In-Person Learning, Learning Acceleration</p>	<p>Suspensions and Expulsion Rates Maintain below 1%</p> <p>2021-2022 Met: &lt;1% suspension andexpulsion rate</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>2021-2022 Met:</p> <p>100% of facilities is clean and maintained in good repair.</p>
<p>100% of teachers and staff will be provided Professional Learning Teaching, social emotional learning and management strategies</p> <p>2021-2022 Met: Advisory is offering socio-emotional support to students.</p>		<p>School facilities are safe and secure</p> <p>2021-2022 Met: School is safe and secure.</p>
<p>100% of Student access to Broad Course of Study</p> <p>2021-22 Met</p>		

Advancement on ELPAC 2021-2022: Waiting for results on Reading Inventory			
EL Reclassification exceeds LAUSD 2021-2022: Waiting for results on Reading Inventory			
2-3% growth on i-Ready			
ELA	Math		
Met Growth Goals as presented above.			

# Coversheet

## Bert Corona Executive Administrator Report

**Section:** III. Items Scheduled for Information  
**Item:** B. Bert Corona Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 4 Guiding Questions for BCCS Annual Visit 2021-2022.docx.pdf  
3 Verified Data Guiding Questions.docx.pdf

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**Bert Corona Charter School (BCCS)**  
**Annual Oversight Visit Date: May 31, 2022**

### Guiding Questions

*\*Please be sure to place written responses in the Dropbox **three weeks** prior to the Remote Oversight Visit.*

- 1. Please share specific challenges and successes of in-person instruction given that we continue to be in a worldwide pandemic (e.g., student achievement, student attendance, EL reclassification, LTEL, teacher attendance, etc.).**

Although we meticulously planned for our return to school in April 2021, there was still an air of uncertainty the day students arrived back on campus. Students, parents, and staff were noticeably uncomfortable being back on campus despite the extensive protocols and safety measures we had in place. That feeling lingered through the semester, but the main focus at the end of last year was getting a small group of our students to engage safely back on campus. In that, we were successful

Returning to school for the 21-22 school year had the same feeling of uncertainty and discomfort. We were all returning to school, but it was different. Safety protocols, testing, and many restrictions on what we could and could not do on campus. In the classroom, our foundational strategies have been focused on collaborative group work. We encourage interactions between students and for teachers to engage in small group and individualized instruction. Outside of the classroom, we have always been focused on building a positive school culture and a service-mindset through projects, events, and community engagement. Our way of running schools, both in and out of the classroom, was stifled by the pandemic.

One of the biggest challenges we faced was to engage students and to provide meaningful feedback with the COVID protocols and restrictions. Teachers felt as though they could not get close to students and could not plan activities through which students would interact in traditional ways. To address this issue, we discussed using the skills we developed during the pandemic to assign work, collect work, provide feedback, and have students collaborate. Specifically, we used the Google suite to have students collaborate and work with each other, and we used online tools like NearPod, Google, NewsELA, and iReady that provided real time feedback to students. These tools allowed teachers to work with students during direct instruction (NearPod) through independent learning (NewsELA and iReady) and for them to give feedback to students when work was submitted (Google).

The other challenge we had was rebuilding our school culture after we returned from the pandemic. Most of our students were new to our school (at least in a physical sense) and we did not have the ability to have our highly engaging events and trips at the beginning of the year that help us build culture. For example, we typically

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spend a week of advisory time at the beginning of the year having kids engage in team building activities. Additionally, we usually take our 6th graders to the beach for a culture building trip. Third, our school is built on participation from families and the community, including parent trainings, parent informational sessions, and parent feedback forums. This year, we could not do many of our culture-building activities, especially at the beginning of the year, and all of our parent meetings were virtual. The virtual sessions were less engaging than our in-person sessions, and we had challenges with parent attendance. To address this, we worked with our parent committee to plan sessions that were meaningful to parents. For example, we had some parents as tutors sessions, including one in which our science teacher helped parents learn more about how to help their students succeed in her class. Many parents attending this session and appreciated the support provided by the teacher.

Our third challenge was attendance. During the beginning of the year, especially, we had a many absences. We sent out notifications and met with parents, but we knew we needed to do something more. During the second semester, we focused on bolstering our projects, events, and our clubs so students could engage in something they liked doing at our school. We had many options for students, including cooking, art, drawing, photography, make-up, GSA, comic book club, film club, and theatre club. We also had tutoring available for students to connect with their teachers after school in smaller groups. This made a difference, although we have not completely recovered to our normal pre-pandemic attendance numbers.

I believe that our biggest successes this year, despite the pandemic, were our focus on rigorous, grade-level academics and our efforts to rebuild our culture during the second semester. From the beginning of the year, we focused on specific goals and outcomes to ensure our students grew. We monitored data, provided each other with feedback, and worked with students to ensure they knew the goals they were working towards. We used our benchmark diagnostic data to set goals with students. During the first semester, we focused heavily on critical friends groups during professional development so our teachers could calibrate their efforts in working towards meeting our goals. We also focused our discussions during second semester on meeting the needs of all students. We discussed EL progress and strategies, working with students with special needs, and how to build relationships through the PBIS framework. This high level of collaboration combined with the clear focus on goals, training, and feedback led to very strong results academically this year.

The second are of success was building back something that resembled our pre-pandemic school culture. As discussed above, we built more clubs and tutoring into our after school program to allow staff and teachers to build stronger relationships with our students. We set goals and incentives for academic growth and did some crazy things to celebrate the students' growth and goal achievement. For example, we had students launch water balloons at staff (volunteers only), students who met goals dyed staff members' hair or beards, and students who met

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their growth targets received an ice cream party. In addition, we planned more field trips and events with the community to help our students feel connected and engaged outside of the classroom. Our best example of this is our recent health fair, which included food from our vegan cooking club, presentations from our students, an opportunity to climb our rock wall, and 9 community partners who came to share resources with families.

### **2. Please 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.**

The biggest challenge in providing social and emotional support to our students was access to students. Many of our students would not turn on cameras and some did not come to school. Moreover, it was easy for students to be passive participants, even when they did “attend” our sessions. It was easy for kids to feel separated and lonely, as well as disconnected from their friends and community. Finally, like many schools, we created large classes for virtual learning because space was not an issue online. This ended up being challenging because it was even easier for students to disappear into the masses.

To address this issue, we built small group tutoring into our schedule so students could participate with fewer people in the room. We also had teachers schedule office hours, a time when students could show up to work with their teachers virtually after regularly scheduled hours. These opportunities helped students feel more comfortable than having to participate in the entire class. In the second semester, we worked as a team to reconstruct our daily schedule to provide students with smaller classes that would meet with their teachers every day. This meant that teachers would have to teach longer days, but we weighed the pros and cons as a team and collectively made the decision that this was what was best for our students, and the new schedule would give them the greatest opportunity to learn.

In addition, we provided opportunities for students to connect socially and to engage with their community in a meaningful way. We had a college and career class in which students participated in virtual tours of colleges and engaged in discussions about their goals and aspirations. We also had the opportunity for students to participate in e-sports, allowing them to compete with other students throughout the city. We planned regular movie nights and game nights that parents and students could attend virtually, and we had a few painting nights where we all created a work of art together. Finally, we worked with Montague Elementary to provide our students with the opportunity to connect with younger students through a reading mentorship program. Although we only met a few times, the kids were very excited to be mentoring and teaching others the skills they had already learned.

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To address the more severe needs of students and to connect with the families who were not attending school, we conducted home visits, made regular phone calls, and offered our support regularly. We also took advantage of meal program opportunities so we could continue distributing meals to families in need. This was a great connection and support piece for our school during the pandemic. Finally, we continued our relationship with Luminarious to provide excellent access to professional counselors for our students and families. Many of our students started or continued with counseling services during the pandemic in 2020-2021. In a more widespread effort, we had a social emotional learning class led by our school counselor through which students learned strategies to relax and focus and how to manage their anxiety.

**3. Given that last school year’s oversight report notes some areas for further growth and/or improvement (e.g. Health and Safety, Standards-based instruction, meeting the needs of all students, implementation of key features, student climate and discipline, etc.), please share steps to improve in the identified areas.**

Our areas of growth were predominantly focused on subgroup performance and EL reclassification. Much of the effort we put into our academic plan this year was focused on these goals. In addition, we were asked to improve our standards-based instruction and to work on improving our efforts to meet the needs of all students.

In terms of our standards-based instruction, we ensured that all core content areas have a curriculum they can use as a resource and a guide as they plan grade-level, content-based instruction for their students. The resources we have implemented are as follows:

English	Ready Reading NewsELA
Math	Ready Math
History	History Alive Thinking Nation
Science	Kesler Next Gen Math for Integrated Science

Teachers used the units of study from the aforementioned curricula to provide a scaffold for their units and took advantage of the resources available in the curricula to meet the needs of differentiated learners. They also built projects around the units of student to engage students different methods of learning for overall content mastery. Teachers submitted weekly lesson plans. These plans identified the unit of study, topics being

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covered, resources being used, how students would be assessed, and how students with special needs, ELs, and all learners would be supported to succeed.

In addition to our efforts to ensure standards-based instruction, there are several other things to which we attribute our growth this year. Three primary examples are our focus on data-based discussions and instruction, targeted professional development and coaching to meet student needs, and a strong student culture.

### **Data-Based Discussions and Decision-Making for Instruction:**

This year, we used a clear and consistent data analysis and processing model, as well as a clear structure for monitoring progress throughout the year. The process is as follows:

1. Students take their diagnostic
2. The leadership team reviews data and sets goals for the school year or the next monitoring period (overarching goals)
3. Goals are discussed with teachers, and they fill out a student outcomes sheet (SOS Plan)
4. These plans are reviewed by admin and discussed with teachers; revisions are made as necessary
5. Teachers meet regularly with administrators or mentors to discuss ongoing data and progress on class assessments.
6. Adjustments are made to instruction to meet the students' needs, which are determined by assessment outcomes.
7. Students take the next diagnostic and we return to step 1.

Historically, we have utilized individualized reports from various systems, including NWEA MAPs and 4Sight, to have students reflect on their own data, set goals, and track their progress. This year, my goal was to get data-driven decisions back into our systems for admin and teachers, but many of our returning staff members remembered our previous practice and continued with the student data meetings and goal setting throughout the year. For the final diagnostic assessment, I shared some resources and we had students in all classes set goals. For next year, we hired one of our veteran teachers as a coach and she will take the lead on helping implement student ownership of their data through goalsetting as a schoolwide practice.

Below, you can see one of the SOS templates our teachers fill out. These templates and the plan the teachers create are based on their reflections from the previous year and experiences, schoolwide goals, classroom performance, and the teacher's analysis of their own data from iReady diagnostics.

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School: BCCS      Subject: ELA/SS      Grade Level: 6      Date: 8.9.21  
 Directions: Use this worksheet to backwards plan your semester. Fill out the right column in each section **in the order listed** to create your data-driven plan for the second semester.

	Component	Strong Examples (not inclusive)	Teacher Plan
<b>A. Goal/Outcome</b>			
	<p><b>Subject area: Math or Reading</b>                      Addresses student outcomes that are essential to student success in your content area.</p>	<p>Math: Geometry, Algebraic Thinking, Mathematical Reasoning, vocabulary etc.</p> <p>Reading: Grammar, Writing, Comprehension, vocabulary, etc.</p> <p>For Science: Reading expository text for comprehension, Geometry in physics, Algebraic thinking (formulas), vocabulary</p> <p>For Social Studies: Reading comprehension, response to literature, plotting coordinates (math connection), vocabulary</p> <p>For Communications: Measurement and spacial reasoning, vocabulary</p> <p>For PE: Written responses and reading comprehension</p>	<p><b>ENGLISH:</b>                      Phonics: (need)                      Comprehension: Literature (high need)                      Comprehension: Informational 1 (high need)                      Vocabulary: (high need)                      Writing</p> <p><b>SS:</b> : Reading Inf./ Writing</p>

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	<b>Targeted group of students</b>	Grade Level, SWDs, ELLs, 7B, high performing students, low performing students.	6G ELLs Students with IEPs low performing, mid performing
	<b>A pre and final summative measurement</b> Uses a state/national validated pre/post assessment	iReady, Reading Inventory, Ready Pathway, Teacher generated assessments, projects, writing assignments, Performance Tasks	iReady pathway iReady diagnostic SBAC prep
	<b>Realistic expected growth on pre/final summative measurement</b> Ambitious but realistic with statistically expected improvement ranges	3% increase, 50 point iReady growth, 15 students raised test scores by 30 points, 60% met RIT growth goal, 100 point Lexile increase	A. 100% iReady growth (any growth) B. 100% Typical growth; 50% stretch growth (iReady) by May...halfway by December C. SBAC 50% Meeting level (¾) D. 100% Lexile Level Growth
<b>B. Professional and Instructional Practices/Common Core Work (What do teachers do?)</b>			
	<b>Teacher/staff professional and instructional practices</b> What instructional practices and strategies will I implement to meet my goals?	Strategies: Close reading/Text based responses, common core assessments, data analysis with students, building lesson plans based on data, collaboration in PLCs (Professional Learning Communities), backwards planning, Differentiated Instruction, Rtl, questioning and discussion skills, student engagement/rigor, vocabulary instruction, blended	<ul style="list-style-type: none"> <li>● Close reading/Text based responses</li> <li>● Reading Literature/Informational</li> <li>● Common core assessments</li> <li>● Data analysis with student</li> <li>● backwards planning</li> <li>● Differentiated Instruction</li> <li>● Culturally relevant reading material</li> <li>● Vocabulary/Roots practice</li> <li>● Service Learning</li> <li>● Student engagement</li> </ul> <p>iReady, Ready Pathway and Curriculum, TCI History Alive, Google Apps, GC, Nearpod, NewsELA</p>

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		<p>learning, flipped instruction, collaborative/co-teaching, SFA strategies in other content areas, SDAIE strategies, Inquiry by Design, Socratic Discussions, Enhanced Learning, Service Learning (CASA), Project-based learning, Common Core</p> <p>Programs: iReady, Ready Pathway and Curriculum, TCI History Alive, Google Apps, Flubaroo, Google Classroom, WordPress, NewsELA (free version), NearPod, Thinking Nation (one per semester)</p>	
<b>C Professional Support (What can leaders do to help? Who will I go to for support?)</b>			
	<p><b>Professional Support</b> Includes two or more colleagues or school leaders who you will partner with to implement your chosen practices. Emphasis on professional growth</p>	<p>Who: EA/admin, SFA Facilitator, teaching colleague, SPED teachers, DSCCs, Google, Marzano resources page, Teaching Channel.</p>	<p>EA/Admin, Colleagues, SPED, SCC team</p> <p>Observations, feedback, CFG</p>

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	<p>and monitoring the plan.</p>	<p>What: Observation/Feedback, Planning, Critical Friends Groups, Professional Development, Defining Vision, Creating Culture, Promoting Leadership, Improving Instruction, Managing Systems, Strategy Research</p>	
<p><b>D. On-Going Progress Monitoring</b></p>			
	<p><b>On-going progress monitoring/periodic benchmarks for students</b> On-going progress monitoring can accurately assess school progress towards your plan. Progress monitoring items align towards state accountability measures. The assessments support next steps and student intervention.</p>	<ul style="list-style-type: none"> <li>• Ready pathway, Teacher generated assessments, projects, writing</li> </ul>	<ul style="list-style-type: none"> <li>-conferencing</li> <li>-google classroom checks</li> <li>-iReady pathway</li> <li>-assessments</li> <li>-formative/summative assessments</li> <li>-iready tracker</li> </ul>
	<p><b>On-going progress monitoring with school leadership and data tracking</b></p>	<ul style="list-style-type: none"> <li>• Regular meeting with EA or another admin (teachers)</li> <li>• Work with Grade Level Mentors</li> <li>• Monthly Data Checks (SPED and After School)</li> <li>• Data trackers on classroom walls</li> <li>• Online Data trackers</li> </ul>	<p>Meet with colleagues Meet with admin Data trackers on class walls Work with RSP</p>

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		<ul style="list-style-type: none"> <li>•</li> <li>• Scales</li> <li>• RSP Tracker (Welligent)</li> <li>• Goals &amp; Objectives (Welligent)</li> <li>• Sharing data at PD with your cohort.</li> <li>• Present Level of Performance Data</li> </ul>	
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### **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.

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:

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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.

### Professional Development:

During the first semester, our focus was primarily on calibration of practices for standards-based grading and use of rubrics. We wanted to ensure that these practices were in place for all classrooms and students, so each teacher took a turn presenting to their critical friends group (CFG). They shared a project, unit, and rubric, then engaged in a tuning protocol through which other teachers and instructional leaders could provide feedback. This process helped our team calibrate, but it also helped to exemplify the best practices that would yield results for our students.

Our PD meetings in the second semester were divided into two segments each Monday. During the first part of the PD session, teachers are working with Dr. Myers on best practices for supporting our subgroup populations, particularly our ELs and our students with special needs. Then, during the second hour, the teachers go into either DSI (Do Something Important) Time, or they meet with Mr. Takeyama to create and refine their approach to positive behavior interventions and supports (PBIS). Explanations of all segments are below:

#### *EL Support*

Our PD series on supports for ELs began with a review of the ELD standards and a personal reflection and analysis on each teacher's integration of the standards into their weekly practice (see template on page 13 below). Each teacher completed the analysis, then decided to focus on three ELD strategies that they would improve or initiate in their weekly planning for EL support. As mentor teachers met with their mentees, they discussed this strategy and it was being implemented, then they offered feedback for improvement. As the strategies were being implemented and mentorship

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was provided, we continued to discuss EL supports over the next couple of weeks. Here is an outline of the topics covered during this series:

1/31/22	ELOP Support and Planning Implicit Bias Training
2/7/22	ELD Support: Knowing the Standards and Necessary Supports 7th PBIS Strategic Plan; 5, 6, 8 DSI
2/14/22	ELD Support: Lesson and Feedback models for success 7th PBIS Strategic Plan; 5, 6, 8 DSI
2/28/22	Supporting ELs as a team: Data-based decisions making 7th PBIS Strategic Plan; 5, 6, 8 DSI
3/7/22	ELD Support: Engaging English Learners 7th PBIS Strategic Plan; 5, 6, 7 DSI
3/21/22	ELD Wrap Up (Reflection) and SPED Support Self-Analysis 8th PBIS Strategic Plan; 5, 6, 8 DSI

### *Supporting Students with Special Needs:*

This series focused on the following topics:

3/28/22	SPED Session 1: Methods for Collaboration 8th PBIS Strategic Plan; 5, 6, 8 DSI
4/4/22	SPED Session 2: Snapshot Review- Understanding Student Needs 8th PBIS Strategic Plan; 5, 6, 8 DSI
4/25/22	SPED Session 3: Planning Intentional Supports for SWD 8th PBIS Strategic Plan; 5, 6, 8 DSI
5/2/22	CAASPP Testing and Training/Prep 5th/6th PBIS Strategic Plan; 7, 8 DSI
5/9/22	SPED Session 4: Providing Feedback to SWD: Conferencing 5th/6th PBIS Strategic Plan; 7, 8 DSI
5/16/22	ELD and SPED Support Wrap-up and Reflection 5th/6th PBIS Strategic Plan; 7, 8 DSI

Our goal with both the EL and SPED PD series is to bolster our practice in supporting these students and to align the practices we see across all classrooms.

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### ELD INSTRUCTIONAL ALIGNMENT ANALYSIS

Teacher Name:

*On the following table, mark the frequency in which students engage in the following exercises in **your** class.*

Copy and Paste Me!

Language Skill	Frequently/Daily	Sometimes	Never
Exchanging ideas with others (oral discussions)			
Interacting with others in written English			
Offering and justifying opinions; negotiating with and persuading others			
Adapting language choices to various contexts (based on task, purpose, audience, text type)			
Listening to spoken English in a range of contexts			
Reading literary and informational text closely			
Viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language			
Evaluating how well writers and speakers use language to support ideas and arguments			
Analyzing how writers use vocabulary and other language resources for specific purposes			
Expressing information and ideas in formal oral presentations on academic topics			
Writing literary and informational texts to present, describe, and explain ideas and information.			
Justifying arguments and evaluating others'			

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arguments in writing			
Selecting and applying varied and precise vocabulary and language structures effectively to convey ideas			
Learning and understanding text structure			
Understanding text cohesion			
Using verbs and verb phrases			
Using nouns and noun phrases			
Modifying to add details (revision)			
Connecting ideas			
Condensing ideas			

FYI: Each of these skills or exercises align with the 5th through 8th grade Common Core and CA Common Core standards. [Take a look at this document](#) to see which standards, specifically, align with these practices.

### For example:

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
<b>B. Interpretive</b> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</li> <li>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</li> </ol>	<ul style="list-style-type: none"> <li>● SL.6.1, 3, 6; L.6.1, 3, 6</li> <li>● RL.6.1-7, 9-10; RI.6.1-10; RH.6.1-10; RST.6.1-10; SL.6.2; L.6.1, 3, 6</li> <li>● RL.6.4-5; RI.6.4, 6, 8; RH.6.4-6, 8; RST.6.4-6, 8; SL.6.3; L.6.3, 5-6</li> <li>● RL.6.4-5; RI.6.4-5; RH.6.4-5; RST.6.4-5; SL.6.3; L.6.3, 5-6</li> </ul>

### Alignment Plan:

Consider the following:

- Your data and plan for instruction this semester
- Your common practices and instructional strategies that align with the practices outlined above (page 1)

## Los Angeles Unified School District Charter Schools Division

In an effort to support English Learners, list 3 strategies/practices from above that you will either continue to implement or start implementing.

**Strategy**

**1:**

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**Strategy**

**2:**

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**Strategy**

**3:**

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**Teacher Selected EL Strategies:**

Teacher List	Area of Focus (data-based)	EL Strategy 1	EL Strategy 2	EL Strategy 3
Arreola	Word Problems- Group Work and Station Rotation	Media to determine how meaning is conveyed explicitly and implicitly through	Applying varied and precise vocabulary and language structures effectively	Learning and understanding text structure
Bravo	Focus on one-on-one support, 50 percent meet stretch growth	Exchanging ideas with others (oral discussions)	Literary and informational texts to present, describe, and explain ideas and	Justifying arguments and evaluating others' arguments in writing
Campana	Content and academic vocabulary, sentence frames and supports for ELs	Exchanging ideas with others (oral discussions)	Offering and justifying opinions; negotiating with and persuading others	Literary and informational texts to present, describe, and explain ideas and information
Contreras	Strategic instructional groupings; motivation; EL supports	Exchanging ideas with others (oral discussions)	Applying varied and precise vocabulary and language structures effectively	Modifying to add details (revision)
Duenas	Behavior; classroom management	Exchanging ideas with others (oral discussions)	Reading literary and informational text closely	Modifying to add details (revision)
Josselyn	Pushing performance of high-performing students	Justifying arguments and evaluating others' arguments in writing	Applying varied and precise vocabulary and language structures effectively	Modifying to add details (revision)
Luc	Student engagement and work completion	Offering and justifying opinions; negotiating with and persuading others	Using information and ideas in formal oral presentations on academic	Connecting ideas
Mir	Small group work	Literary and informational texts to present, describe, and explain ideas and	Connecting ideas	Condensing ideas
Mousavi	Building relationship, work completion, dismissal routine	Offering and justifying opinions; negotiating with and persuading others	Justifying arguments and evaluating others' arguments in writing	Understanding text cohesion
Myers	CASA, vocabulary, context clues, author's purpose	Exchanging ideas with others (oral discussions)	Offering and justifying opinions; negotiating with and persuading others	Reading literary and informational text closely
Nevins	Vocabulary; sentence structure	Interacting with others in written English	Offering and justifying opinions; negotiating with and persuading others	Learning and understanding text structure
Pistilli	Student expectations and response the first time (behavior is impeding academic growth)	Interacting with others in written English	Using verbs and verb phrases	Modifying to add details (revision)
Villanueva	Student focus and motivation (focus on competitions)			
Walter	Vocabulary and grammar	Offering and justifying opinions; negotiating with and persuading others	Listening to spoken English in a range of contexts	Using how well writers and speakers use language to support ideas and arguments

**DSI Time (PD):** During our second hour of PD each Monday, 2/3 of our teachers are given the opportunity to focus on something that is important for their work. Although some would argue that staff may squander this time if we do not specifically assign something that needs to get done, we have found that teachers are utilizing this time very well. Many teachers elect to hold their weekly team meetings during this time instead of meeting during their regular prep periods or lunches. Others have reviewed data as a team or talked about behavioral challenges they are facing. Others have planned with administration for upcoming field trips. Others have chosen to work on lesson plans or catching up on grading. Additionally, a few teachers took me up on an offer to attend a training about their mental health and how to maintain organization and preparedness while also being aware of their own mental health.

**PBIS Planning:**

Each week, 1/3 of our teachers and staff are not participating in DSI time. For 4 week rotations, Mr. Takeyama is meeting with our teachers to create plans for supporting students with their behavior. They are creating plans for tracking behavior and for supporting students who are not meeting expectations. Contrary to previous efforts,

## Los Angeles Unified School District Charter Schools Division

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these plans are 100% teacher generated and led. The first team who participated in this effort was our 7th grade team. Their students yielded the lowest growth on our last iReady diagnostic and the root cause was determined to be relationships with students and disruptive behavior. The teachers selected a few behaviors they wanted to track, and each week students who earned enough points by following expectations were awarded a Fun Friday during advisory. Students who earned 100% of their possible points were given ice cream as a celebration as well. Students who did not earn enough points were asked to complete a reflection and each Monday the teachers discussed how they could support these students to earn their Fun Friday the next week.

In the first week, approximately 20 students did not earn their Fun Friday, but by the last week, there were only a few tier 3 students who were still not meeting expectations. MTSS forms were completed and our SCC team/admin are working on plans to continue to support these students. The improvement over the course of those weeks was phenomenal and a tribute to the work the team put into building relationships with their kids!

Here is what Mr. Takeyama had to say about the Classroom Management PBIS Planning PLCs:

*On February 7th, 2022 the 7th grade team started working with Mr. Takeyama in a professional learning community that worked on Classroom Management. In this PLC the team was able to articulate a problem that needed to be resolved. They also needed to create a way to combat the problem that would be considered specific, measurable, and data driven. With this the 7th grade team worked on targeting tier 1 practices, where the teachers were intentional at measuring time on task at 10 minute intervals. This support allowed for more general positive support (where points were given), along with individual support for those not on task. This allowed for an increase in appropriate behavior in class that was proven in the spreadsheets that the team was using. We also were able to see that this was an effective strategy because the team, **even after the PLC was passed from administrator facilitating to teacher facilitating, continued the efforts and still was experiencing similar levels of success.***

Finally, the rebuilding of our school culture after the pandemic has helped push student growth because they feel celebrated, welcomed, and supported at our school. We have had events, competitions, celebrations, field trips, assemblies, and many more culture-building events. One of the primary contributors to the building of relationships and the strengthening of our school culture has been our after school clubs and activities. We have a variety of clubs, academic support, field trips, and more through this grant, and it has been a huge part of us investing in our school culture and community this semester. Some of the programs we are now offering include math and

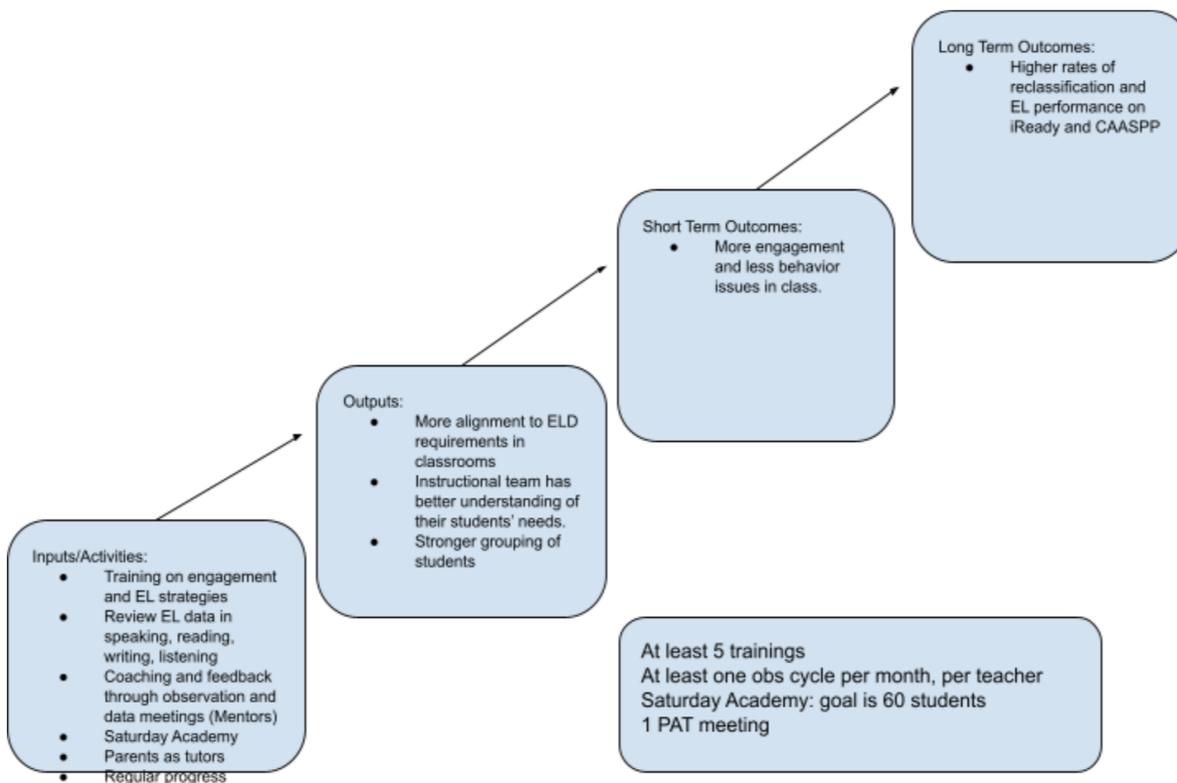
## Los Angeles Unified School District Charter Schools Division

English tutoring, language support for EL1s, Body Image, Hiking, Running Club, Film appreciation club, Theater club, Comic Book Club, Vegan Cooking (the Happy Cow Club), Arts and Crafts, Drawing and Realistic Image Creation Club, Spikeball Club, Soccer, Make-up and Special Effects Club, and Photography Club.

### 4. Please share any areas of growth and/or improvement identified by the school leadership team during this academic school year and any action plans for improvement.

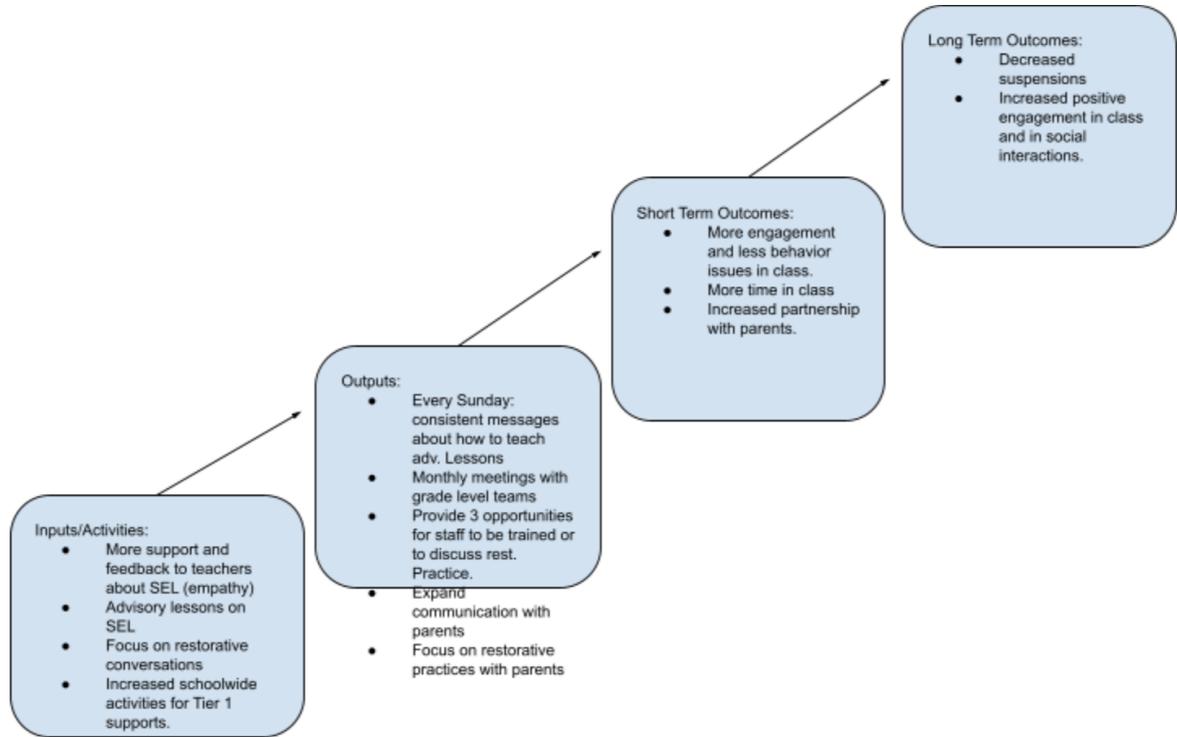
During the first semester, our primary goals were to open safely, to focus on strong academic growth for our students by focusing on the needs of ELs and students with special needs, and to start rebuilding our school culture post-pandemic. In December, we started talking about our strategic plan for the second semester and for the next school year. We identified 4 areas of growth on which we wanted to focus. Given that our organization is committing to improving our implementation of the community schools model, we identified areas of growth that could be addressed through our implementation of the model. Below you will find our logic models for the four areas of improvement on which we would like to focus: EL performance, decreasing suspensions and improving school culture, improved attendance, and more parent engagement.

#### Performance Measure: EL Performance



# Los Angeles Unified School District Charter Schools Division

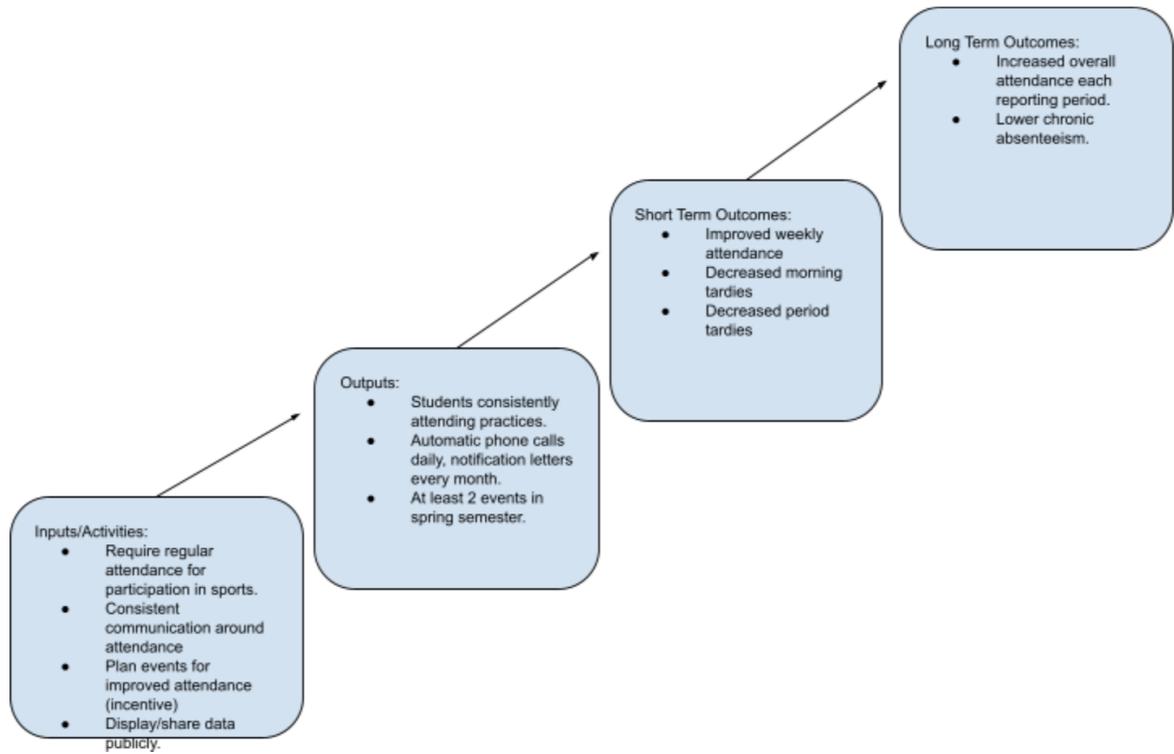
## Performance Measure: Decrease suspensions, increase positive engagement



## Los Angeles Unified School District Charter Schools Division

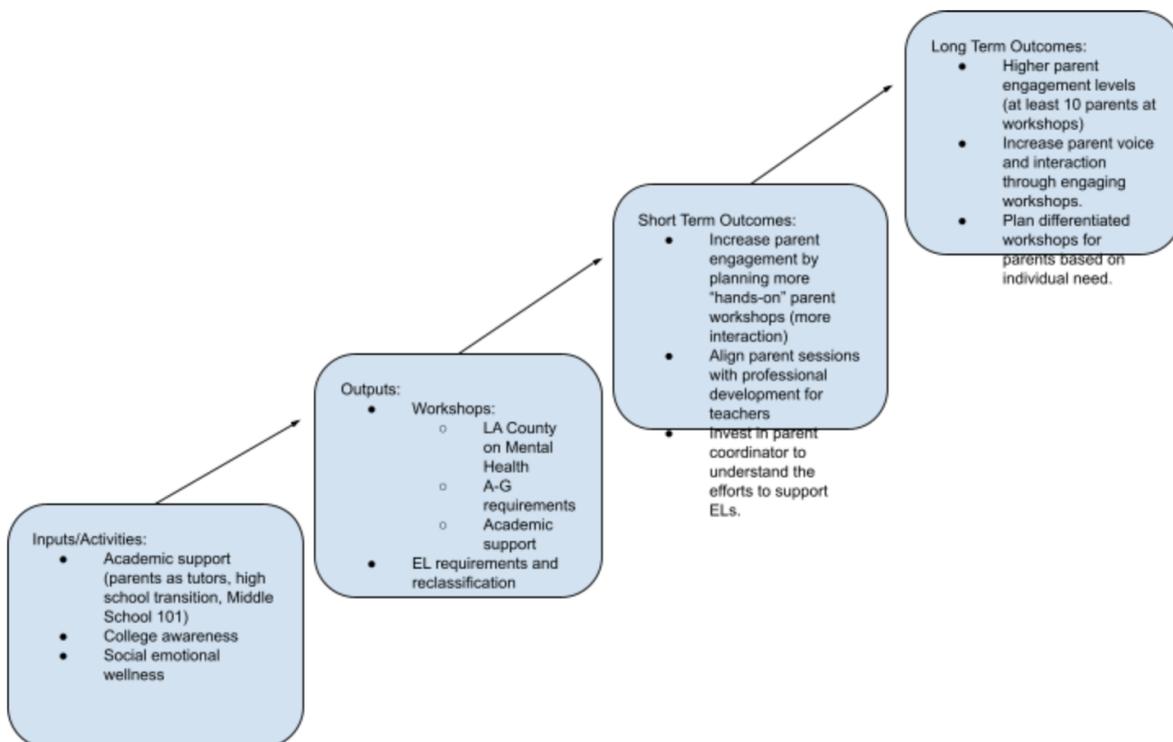
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### Performance Measure: Attendance



## Los Angeles Unified School District Charter Schools Division

### Performance Measure: Parent Engagement



Our plan is to address these needs systematically, and our next step in the process is to finalize our strategic planning by filling out our strategy model and our work plans. These plans will be highly specific in how we will implement these goals and will include goals, metrics, monitoring plans, and calendars to determine how these areas of growth will be addressed, who will be responsible, and when each step will be completed.

#### **5. Please provide an update about BCCS' implementation of its LCAP and describe what is working well and what areas need further growth and attention (Please do not "cut and paste" directly from the LCAP)**

One area of strength this year was our focus on having our teachers assigned to the correct classes and that they have a clean and safe environment, despite the pandemic. All students had resources online so they did not have to share, and rooms were clean and sanitized several times per day. All facilities were in good repair and we kept up with any issues that arose throughout the school year.

We also made sure that all teachers were teaching to the state standards and that all students were receiving grade-level instruction in every class, every day. Although our

## Los Angeles Unified School District Charter Schools Division

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students came into this year (out of the pandemic virtual learning time) with learning loss and deficits, but we made sure to provide instruction and their grade level while scaffolding to ensure they made up for lost instruction.

We also made sure to provide authentic learning experiences and that the needs of all students were met through our support programs.

Areas of growth for us would be our parent and family engagement and our school climate. Although these have historically been areas of strength for our school, the pandemic limited our ability to hold events and to have parents engaged and working on our campus. We want to be sure we rebuild our parent engagement in all aspects of school, including academics, school culture, and school safety. Additionally, we want to continue building on some of our successes this year in rebuilding our culture, particularly in regard to our tier 1 plan and intervention for our PBIS framework. Having regular recognition, celebration, and re-teaching of expectations will help continue to build a solid foundation for learning and success at BCCS.

### **6. Does BCCS have the resources necessary to implement the instructional programs necessary to attain high student academic achievement?**

BCCS has invested in a high level of resources that will help students succeed academically. Given that our we are operating school in the age of technology, it is important we have the tools and resources necessary to help students learn how to succeed in this technological world.

At BCCS, each student is issued a Chromebook for use at school and at home, and all students are given access to their learning tools through that device. Students can access assignments and teacher-provided materials through Google classroom, their textbooks and accompanying materials are all online, their self-paced learning tools through iReady are available online, and their grades and feedback are available through Infinite Campus. All resources are standards-based and grade appropriate, and some provide individualized and scaffolded lessons to students (e.g., iReady and NewsELA). In addition to their chromebooks, each classroom also has a set of Macbooks that student can use for creation and projects, and in case they forget their Chromebook when they come to school.

Aside from their web-based resources, BCCS has a wide variety of books, both class sets and individual reading books that students can access for their reading time. Additionally, teachers can use these books for class or small group instruction, giving kids a chance to engage with literature off of their computers.

To monitor progress and to ensure student growth, we use classroom assessments to track mastery, but we also use the iReady diagnostic to provide a benchmark

## Los Angeles Unified School District Charter Schools Division

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three times per year. This tool helps us to provide feedback to teachers and individual feedback to students, and provides recommendations and resources for teachers to meet the specific needs of all of our students.

While academic resources are important, we also know that students will not be able to perform academically if their other needs are not met. We have counselors and support staff who are trained to provide counseling and support to our students. We use the PBIS framework to support the needs of all of our students and this, combined with our MTSS referral process, helps us to assess the needs of all students and to allocate the appropriate resources needed for each student. We partner with Luminarious to provide counseling to our students and families, and we use Ripple effects to help students learn to strengthen their emotional and social intelligence. To further meet all the needs of all students, our school has been fortunate to be the recipient of two grants: the ELOP grant and the Community Schools grant. These grants will allow us to expand our extended learning programs before and after school, during breaks, and during the summer. Additionally, they will allow us to plan to meet the needs of families in addition to the needs of our students, thus increasing student potential for achievement.

**VERIFIED DATA**

12/14/2021

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website: <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

Also:

[Verified Data FAQ's](#)

Note: High Schools can opt to complete the Verified Data (Assessments) Section and/or Postsecondary Outcomes Section

**Verified Data (Assessments)**

1. Please complete the table below including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

**Verified Data (Assessments)**

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady Reading Diagnostic	5-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Administered 3 times per year
2. iReady Math Diagnostic	5-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Administered 3 times per year

VERIFIED DATA

12/14/2021

Diagnostic Status ▾



Subject: **Math** ▾ School: **Bert Corona Charter Middl...** ▾

Diagnostic: **D3 MS:** ▾  
04/26/22 - 05/11/22

Current Diagnostic Window: **D3 MS:: 04/26/22 - 06/10/22**

Students Assigned/Total: **340/340**

2%  
Not Started

2%  
In Progress

96%  
Completed

Diagnostic Status ▾



Subject: **Reading** ▾ School: **Bert Corona Charter Middl...** ▾

Diagnostic: **D3 MS:** ▾  
04/26/22 - 05/11/22

Current Diagnostic Window: **D3 MS:: 04/26/22 - 06/10/22**

Students Assigned/Total: **340/340**

1%  
Not Started

4%  
In Progress

95%  
Completed  
5 Rushed 10 Rushed

- If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate.

95% completion rate was met for the final assessment (taken in early May 2022). To hit this threshold, we simply discussed the importance of hitting 95% with the instructional team and asked teachers/proctors to follow up with their students to finish in the days following our iReady diagnostic. Teachers provided a quiet space during advisory classes to allow students to finish and our admin team supported by continually checking our completion rates and updating the entire team on our status as a school and by grade level.

- Please provide the publisher’s growth report (e.g., iReady provide iReady’s Typical Growth Measure; NWEA provide Measures of Academic Progress; etc). For a complete list of growth reports, please review the following CDE document: [November 2020 SBE Agenda Item 14](#) (pages 23-29). Based on the report(s), please provide the following:

VERIFIED DATA

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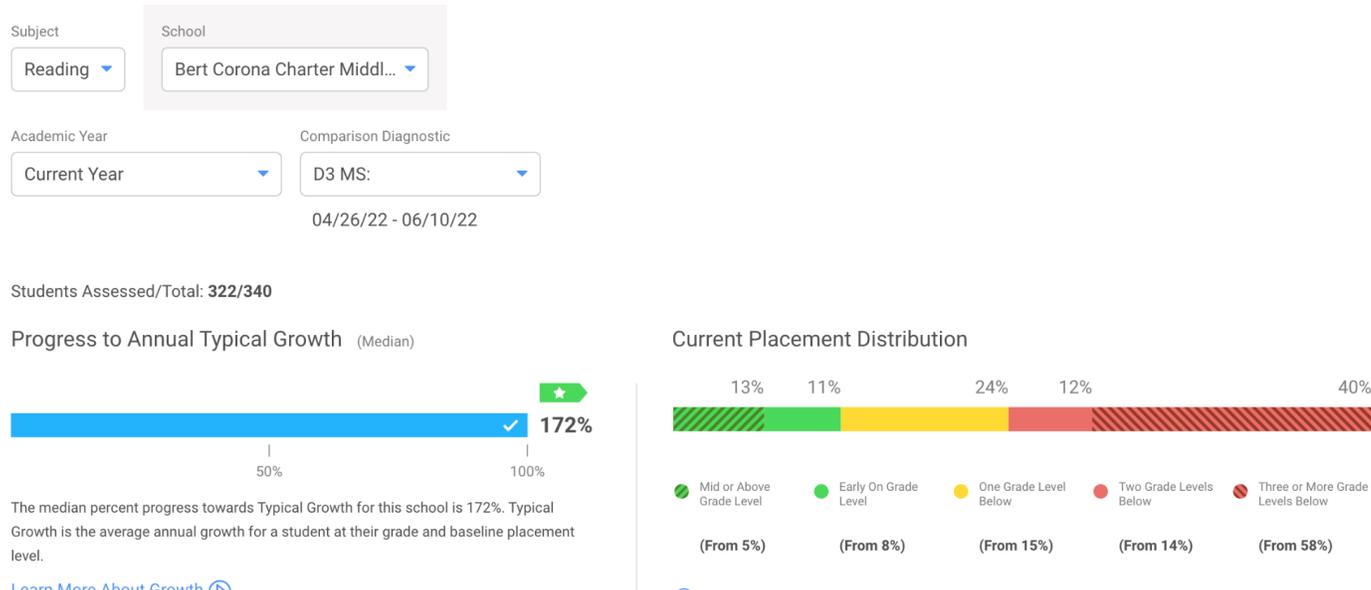
[This document provides a summary of the growth expected on the iReady diagnostics.](#) A more detailed and in-depth explanation of this information is provided below.

- a. School wide (if available) **and** disaggregated subgroup data.
  1. Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth?
  2. For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.

Our students demonstrated growth across the board this year. Each subgroup and grade level demonstrated growth on their diagnostic, and we are excited about the level of growth we are seeing from our students.

**Reading:**

**Diagnostic Growth**



As an entire school, our students’ median typical growth (the metric recommended by iReady for tracking group progress) was 172% of their annual typical growth expectations. Our students excelled at all grade levels, demonstrating growth from 165% to 200% growth. Moreover, our students moved up in their performance bands. We grew from 13% of students being on grade level to 24%, 15% of students one level below to 24%, and in the lowest performance bands, we dropped from 72% performing 2 or more levels below to only 52%. In the breakdown below, it is clear that all of our students surpassed our expectations and grew significantly.

## VERIFIED DATA

12/14/2021

Show Results By  
Grade

Showing 4 of 4

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
Grade 5	175%	82%	77%	24%	82%
Grade 6	200%	72%	71%	39%	66%
Grade 7	165%	63%	55%	28%	55%
Grade 8	167%	66%	59%	31%	63%

Our goal for iReady when we started the year was 100% typical growth and 50% stretch growth. Again, we surpassed this in all grade levels.

In addition to analyzing our schoolwide, it is also important to ensure we analyze how individual students and subgroups are performing. After each diagnostic, we break down how everyone is performing and meet with each teacher to discuss performance. As part of the subgroup analysis, we look at how our ELs and our Students with Special needs are performing in comparison with the general population. Schoolwide, our English Learners grew an average of 31 points on their diagnostic over the course of the year compared to 25 points of growth on average for our general population. Students with special needs increased 36 points on average compared to 25 points for the general population. This shows that although our student subgroups start at a lower scale score, our team and our students are making up the academic gap over the time they are with us at our school.

VERIFIED DATA

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D3 MATH SCALE SCORE ANALYSIS												
AVERAGE SCALE SCORE BY GL		AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL						
Grade	AVERAGE of D3 Scale Score May 2022	EL Status			SPED							
Grade		EL	Non-EL	Grand Total	Grade	N	Y	Grand Total				
5	546	5	511	565	546	5	543	566	546			
6	559	6	527	574	559	6	572	521	559			
7	565	7	508	593	565	7	578	520	565			
8	591	8	567	603	591	8	593	581	591			
<b>Grand Total</b>	<b>571</b>	<b>Grand Total</b>	<b>534</b>	<b>589</b>	<b>571</b>	<b>Grand Total</b>	<b>580</b>	<b>538</b>	<b>571</b>			

D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)												
AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL						
Grade	Average Growth	EL Status			SPED							
Grade		EL	Non-EL	Grand Total	Grade	N	Y	Grand Total				
5	29	5	17	35	29	5	28	34	29			
6	34	6	39	32	34	6	32	39	34			
7	21	7	22	21	21	7	21	24	21			
8	26	8	34	22	26	8	21	49	26			
<b>Grand Total</b>	<b>27</b>	<b>Grand Total</b>	<b>31</b>	<b>25</b>	<b>27</b>	<b>Grand Total</b>	<b>25</b>	<b>36</b>	<b>27</b>			

The image above represents performance on our final diagnostic using two metrics. First (in the boxes with the green title banners), we can see overall scale scores for groups of students by grade level. Scale scores are generated based on the correct and incorrect responses on the test. In the table below, you can see the breakdown of scale scores for each grade level. For a 6th grade student to score at the sixth grade level, they must have a scale score of 495 to 564.

**Overall—Mathematics (K–8 All and Integrated)**

Overall Placements

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A								
Grade K	362–454	347–401	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386
Grade 1	455–496	402–496	387–427	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412
Grade 2	497–506	497–506	428–506	413–448	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433
Grade 3	507–800	507–516	507–516	449–516	434–464	434–449	434–449	434–449	434–449	434–449	434–449	434–449	434–449
Grade 4	N/A	517–800	517–526	517–526	465–526	450–479	450–464	450–464	450–464	450–464	450–464	450–464	450–464
Grade 5	N/A	N/A	527–800	527–540	527–540	480–540	465–494	465–479	465–479	465–479	465–479	465–479	465–479
Grade 6	N/A	N/A	N/A	541–800	541–564	541–564	495–564	480–507	480–492	480–492	480–492	480–492	480–492
Grade 7	N/A	N/A	N/A	N/A	565–800	565–574	565–574	508–574	493–517	493–502	493–502	493–502	493–502
Grade 8	N/A	N/A	N/A	N/A	N/A	575–800	575–585	575–585	518–585	503–514	503–514	503–514	503–514
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	586–800	586–598	586–598	515–598	515–555	515–540	515–540
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	599–800	599–610	599–610	556–610	541–563	541–548
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	611–800	611–629	611–629	564–629	549–571
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	630–800	630–800	630–800	572–800

VERIFIED DATA

12/14/2021

Reading Placements—Overall

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A								
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–488	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473
Grade 2	537–560	537–560	489–560	474–510	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495
Grade 3	561–800	561–602	561–602	511–602	496–556	496–541	496–541	496–541	496–541	496–541	496–541	496–541	496–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

## VERIFIED DATA

12/14/2021

The average scale score schoowide was 571. As expected, our English learners and students with special needs did not score as high on their average scale score as the general education students. However, the exciting part of this data is the second section (under the orange title banners). This data shows average growth by subgroup and grade level. The numbers represent the total number of points students increased their scale scores over the course of the year. On this table we can see that EL student growth and growth for students with special needs exceeded that of our general population. This indicates that our students in special populations are not being left behind and they are making up the difference in their learning gap so they can catch up to their general population peers.

VERIFIED DATA

12/14/2021

Math:

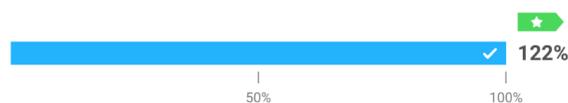
Diagnostic Growth

Subject: **Math** | School: **Bert Corona Charter Middl...**

Academic Year: **Current Year** | Comparison Diagnostic: **D3 MS:**  
 04/26/22 - 06/10/22

Students Assessed/Total: **325/340**

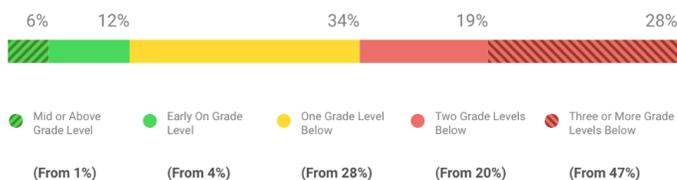
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 122%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Just as they did in reading, our student exceeded expectations in math. Schoolwide, our students hit 122% of their annual typical growth, and every grade level contributed that that overall success:

Show Results By: **Grade**

Showing 4 of 4

Grade	Annual Typical Growth <sup>i</sup>		Annual Stretch Growth® <sup>i</sup>		% Students with Improved Placement <sup>^</sup>
	Progress (Median) <sup>^</sup>	% Met <sup>^</sup>	Progress (Median) <sup>^</sup>	% Met <sup>^</sup>	
<b>Grade 5</b>	115%	65%	58%	12%	82%
<b>Grade 6</b>	121%	60%	58%	22%	66%
<b>Grade 7</b>	150%	66%	73%	37%	64%
<b>Grade 8</b>	108%	52%	42%	17%	51%

Again, our goal was to hit 100% typical growth and 50% stretch growth. Our students surpassed the typical growth goal and all grade levels but one passed the goal for stretch growth as well (8th grade was close with 42% stretch growth).

VERIFIED DATA

12/14/2021

Just as was discussed for reading, we also take careful steps to analyze performance across all student groups for our mathematics diagnostic. Our initial assessment indicated that a large percentage of students were performing below grade level. The great thing about the iReady assessment is the focus on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680, so we will continue to strive for a higher average scale score for each grade level. However, we are very proud of the growth our students have demonstrated and that our students exceeded typical growth expectations across the board. Schoolwide, our English Learners grew an average of 17 points on their diagnostic over the course of the year compared to 28 points of growth on average for our general population. Students with special needs increased 33 points on average compared to 22 points for the general population. In ELA, both of our these student subgroups out-performed their general education peers in terms of growth. In math, our students with special needs outgrew the general population, but our English Learners did not. This will be an area of growth for next year so our ELs grow as much in math as they do in ELA.

D3 MATH SCALE SCORE ANALYSIS												
AVERAGE SCALE SCORE BY GL			AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL					
Grade	Average Growth		EL Status				SPED					
			Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total		
5		457					5	455	471	457		
6		469	5	447	463	457	6	474	452	469		
7		483	6	451	477	469	7	490	455	483		
8		488	7	458	495	483	8	490	481	488		
<b>Grand Total</b>		<b>479</b>	8	477	493	488	<b>Grand Total</b>	<b>483</b>	<b>461</b>	<b>479</b>		
			<b>Grand Total</b>	<b>461</b>	<b>487</b>	<b>479</b>	<b>Grand Total</b>	<b>483</b>	<b>461</b>	<b>479</b>		

D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)												
AVERAGE GROWTH BY GL			AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL					
Grade	Average Growth		EL Status				SPED					
			Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total		
5		23					5	23	24	23		
6		23	5	27	21	23	6	18	38	23		
7		24	6	16	26	23	7	27	14	24		
8		26	7	18	27	24	8	22	52	26		
<b>Grand Total</b>		<b>24</b>	8	15	31	26	<b>Grand Total</b>	<b>22</b>	<b>33</b>	<b>24</b>		
			<b>Grand Total</b>	<b>17</b>	<b>28</b>	<b>24</b>	<b>Grand Total</b>	<b>22</b>	<b>33</b>	<b>24</b>		

Here, you can see again that our English learners and students with special needs do not have quite as high scale scores as the general population, but they are demonstrating growth across the board. Our students with special needs are exceeding the growth of the general population in most grade levels. Our English learners are growing in solid margins, but they are not quite keeping up with their peers. This year, we worked with our teachers to integrate ELD strategies and standards into their classrooms, and it worked very well for our reading results (this will be discussed more in depth in subsequent paragraphs). While we are proud of the growth our ELs demonstrated across the board, we will continue to work on integrating and implementing these strategies more effectively in our math classes.

- Were the assessments administered as intended, consistent with the test publishers' administration and test security procedures? Please describe the protocols used to ensure that the assessments were administered as intended.

## VERIFIED DATA

12/14/2021

Our assessments were all administered as intended. We run a testing schedule so students have ample time to complete their assessments. Prior to diagnostic testing, our teachers review student data and goals that were discussed after the previous diagnostic. All students are assigned their reading and math assessments through their advisory teacher and teachers monitor testing to ensure students are focused on their task. At our school, our teachers actively monitor by walking around, but they also use a program called Go Guardian that allows them to monitor student activity from their teacher computer. Any student who is flagged by the system as rushing will be pulled and talked to, and perhaps given a break so they can come back to the test when they are ready to focus. Once testing is completed, teachers provide a quiet activity so students can work quietly without distracting those who are still taking their test.

If the assessments were not administered as intended, please share the facts and how they will be addressed moving forward. (N/A)

5. If verified data is not submitted, please explain why. In addition, please provide a summary of student academic performance in ELA and/or Math if not included in your verified data responses. Provide school wide (if available) **and** disaggregated subgroup data.
  - a. Describe how the data submitted shows growth in student achievement.
  - b. What do you attribute that led to that growth?
  - c. For data that did not demonstrate growth, please provide a root cause analysis, and plans for improvement.

Verified data was submitted, so this question is not applicable.

# Coversheet

## Monseñor Oscar Romero Executive Administrator Report

**Section:** III. Items Scheduled for Information  
**Item:** C. Monseñor Oscar Romero Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** MORCS School Verified Data - May 2022.pdf  
MORCS Response to Guiding Questions 5.18.22.pdf

## 2.6 School Verified Data iReady



### Description of Verified Data

Our verified data is from Curriculum Associates’ i-Ready diagnostic assessments. Curriculum Associates has been recognized nationally for their dedication to providing excellent resources in order to drive learning in schools.

### i-Ready Typical Growth Metric

i-Ready provides a normed target known as the “Typical Growth” target based on students who placed similarly on the initial Diagnostic. Typical growth is the one year normed target growth for students. It is based on the average annual growth for a student at that particular chronological grade and initial placement level. Growth targets are normed but based on criterion growth. Subsequent Diagnostics measure students’ growth towards that goal. For more information on how typical growth data represents normed data, please see: [https://i-readycentral.com/download/?res=427&view\\_pdf=1](https://i-readycentral.com/download/?res=427&view_pdf=1).

### Summary Analysis of Results

For the 2021-22 school year, iReady diagnostics were administered in August 2021 and December 2021 (with the final diagnostic scheduled for May 2022). The growth measures shared here are based on half a school year of instruction, which makes the target metric for minimum expected growth 50%.

The summary median growth metrics schoolwide, and by significant subgroups are listed below:

	Math		Reading	
	mid-year	EOY projected	mid-year	EOY projected
<b>All Students</b>	71%	142%	92%	188%
<b>Socioeconomically Disadvantaged Students</b>	71%	142%	92%	188%
<b>Latino Students</b>	71%	142%	92%	188%
<b>English Learners</b>	99%	198%	122%	244%
<b>Students with Disabilities</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

Above average growth (greater than 50%) is indicated by blue shading. Significant growth is indicated by green shading (above 99%). **Based on these results we are on track to expect average growth of at least one-year schoolwide and for each subgroup of students.** We anticipate this will be verified by the May 2022 administration of the diagnostic.

The remainder of this report details the verified testing data further.

# Median Progress towards Annual Typical Growth (by grade level and subgroup)

## Median Progress towards Annual Typical Growth - **ALL STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	69%	138%	89%	178%
<b>7th Grade</b>	62%	124%	124%	248%
<b>8th Grade</b>	108%	216%	81%	162%
<b>All Students</b>	71%	142%	92%	184%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- Overall and at each grade level, students are projected to achieve over 100% growth by the end of the school year. In the case of 8th grade Math and 7th grade ELA, students are projected to achieve above 200% median growth by the end of the year!

#### GROWS:

- Students comparatively demonstrated lower growth in 6th and 7th grade math (although they are projected to go over 100% growth by the end of the year)

## Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	69%	138%	132%	264%
<b>7th Grade</b>	96%	192%	141%	282%
<b>8th Grade</b>	133%	266%	94%	188%
<b>All EL Students</b>	99%	198%	122%	244%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- Overall and at each grade level, English Learner students are projected to achieve over 100%

**growth by the end of the school year.** With the exception of 6th grade ELA, all grade levels are projected to achieve close to or above 200% median growth by the end of the year in Math and Reading!

- At each grade level, English Learners demonstrated **equal or more growth in math than All Students and Special Education Students**, in some cases significantly more growth (7th and 8th grade english learners were particularly successful)
- At 6th and 7th grade, English Learners demonstrated **over 100% growth and close to 100% growth in Reading** at the mid-year mark, projecting over 200% growth at the end of the school year

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	66%	132%	116%	232%
<b>7th Grade</b>	38%	74%	233%	466%
<b>8th Grade</b>	58%	116%	111%	222%
<b>All Resource Students</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

**ANALYSIS**

**GLOWS:**

- At 7th and 8th grade level, Special Education students demonstrated **more growth in Reading than English Learners and All Students** (note: 7th grade Special Education students demonstrated almost twice as much growth as the other groups!).
- At all grade levels, Special Education students demonstrated **growth of over 100% in Reading** (projecting growth of over 200% by the end of the school year)
- 8th grade students and English Learners **demonstrated significant growth in Math (over 100%) especially as compared to other grade levels** (projecting growth of over 200% by the end of the school year)
- 7th grade students, 7th grade English Learners, and 7th grade Special Education students **demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels**

**GROWS**

- Special Education students comparatively demonstrated **low growth in math at all grade levels.** Despite this, 6th and 8th grade are still projected to go over 100% growth by the end of the year.

# Percent of Students who Met Typical Growth, Met Stretch Growth, and Improved Placement

## Percent of Students who met Typical, met Stretch Growth, and Improved Placement in READING

	% Met Typical Growth		% Met Stretch Growth		% Improved Placement	
	Mid-year	EOY projection	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	48%	96%	15%	30%	54%	108%
<b>7th Grade</b>	55%	110%	21%	42%	48%	96%
<b>8th Grade</b>	47%	94%	19%	38%	43%	86%
<b>All Students</b>	49%	98%	18%	36%	48%	96%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- **98% of all students are projected to meet their typical growth** in Reading by the end of the school year
- **36% of all students are projected to meet their stretch growth** in Reading by the end of the school year
- **96% of all students are projected to improve their placement** in Reading by at least one band by the end of the school year

## Percent of Students who met Typical, met Stretch Growth, and Improved Placement in MATH

	% Met Typical Growth		% Met Stretch Growth		% Improved Placement	
	Mid-year	EOY projection	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	37%	74%	4%	8%	43%	86%
<b>7th Grade</b>	32%	64%	5%	10%	47%	94%
<b>8th Grade</b>	52%	104%	17%	34%	54%	108%
<b>All Students</b>	42%	84%	10%	20%	48%	96%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- **84% of all students are projected to meet their typical growth** in Math by the end of the school year

- **20% of all students are projected to meet their stretch growth** in Math by the end of the school year
- **96% of all students are projected to improve their placement** in Math by at least one band by the end of the school year

## **GROWS**

- **6th and 7th grade projected percentages of typical growth** by end of year are below 100%
- **6th and 7th grade projected percentages of stretch growth** are at 8% and 10% respectively, far short of where we would like these metrics to be



## Annual LAUSD Performance Oversight Visit Guiding Questions

5.18.22

### LINKS TO RESPONSES:

#### Guiding Questions

1. [Please share specific challenges and successes of in-person instruction given that we continue to be in a worldwide pandemic \(e.g., student achievement, student attendance, EL reclassification, LTEL, teacher attendance, etc.\)](#)
2. [Please 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 and 2021-22 school year, as applicable.](#)
3. [Considering Monseñor has been identified by the State as having Additional Targeted Support and Improvement \(ATSI\) status, please share any evidence-based intervention\(s\) that meet federal standards per ESSA currently being implemented and the success and/or challenges of the intervention\(s\).](#)
4. [Given that last school year's oversight report notes some areas for further growth and/or improvement \(e.g. Standards-based instruction, meeting the needs of all students, implementation of key features, student climate and discipline, stakeholder communication and involvement, etc.\), please share steps to improve in the identified areas.](#)
5. [Please share any areas of growth and/or improvement identified by the school leadership team during this academic school year and any action plans for improvement.](#)
6. [Please provide an update about Monseñor's implementation of its LCAP and describe what is working well and what areas need further growth and attention \(Please do not "cut and paste" directly from the LCAP\)](#)
7. [Does Monseñor have the resources necessary to implement the instructional programs necessary to attain high student academic achievement?](#)

#### Special Education

1. [Describe the process that the charter school uses to monitor IEP compliance, specifically related to IEP timelines, services, accommodations and/or modifications for Students with Disabilities \(SWD\), and how has this process improved the school's overall compliance.](#)
2. [Describe the charter school's system for monitoring and supporting the education program for students with disabilities at the school.](#)
3. [Describe the professional development provided to all staff in supporting students with disabilities.](#)
4. [Describe how the IEP is used to achieve instructional outcomes, social/emotional supports, communication skills and/or behavior supports, as appropriate.](#)
5. [Describe specific examples of student academic and behavior interventions implemented and delineate how they have been successful and unsuccessful.](#)

1. Please share specific challenges and successes of in-person instruction given that we continue to be in a worldwide pandemic (e.g., student achievement, student attendance, EL reclassification, LTEL, teacher attendance, etc.)

The COVID-19 global pandemic was a difficult time in education and for MORCS. The challenges and successes that we experienced in returning to in-person instruction following months of virtual instruction are outlined below:

### Challenges

- **Student Achievement:** Returning to in-person instruction has presented new challenges for our students and our instructional team. The percentage of ELs has increased significantly this year, with MORCS currently having a total of 40% ELs (compared to 21.3% at LAUSD and 19.1% at the state level). In addition, at the start of the year, about 54% of students were 2 or more grade levels behind in Math and 62% of students at MORCS were 2 or more grade levels behind in Reading. Historically, a majority of our students started at MORCS one or more grade-levels behind, and due to the pandemic, our baseline proficiency rates are even lower than they have been in the past.
- **Reclassification:** Last school year, a total of 0 students reclassified according to DataQuest (although we are currently investigating why the 7 students we reclassified weren't added to the 20-21 count); we attribute the low numbers to the limitations of being able to provide differentiated supports online (it was extremely difficult to engage ELs in conversation in this format for most of the year), combined with the difficulties associated with the online administration of the ELPAC. We find that direct interactions and opportunities to converse are core to academic and language success for ELs. Essentially, literacy levels are at an all-time low and currently, in our efforts to support reclassification during in-person instruction, we are faced with the challenge of catching or accelerating students in terms of literacy, work-habits, and motivation.
- **LTEs:** Along with the rising number of English Learners at MORCS, the percentage of LTEL students has been rising as well. In 2019-20, 15.6% of our English learners were LTELs. However, in 2020-21, that percentage jumped to 29.4%. This is due to the enrollment of additional English Learner / LTEL students at MORCS, but also because during the distance learning phase of the pandemic, many students did not make adequate progress in increasing English fluency, which elevated their status to LTEL. This is corroborated by the rise in state percentages of LTELs within that same timeframe from 8.9% in 2019-20 to 17.1% in 2020-21.
- **Student Attendance:** Additionally, although MORCS was opened for in-person instruction, student attendance during the 20-21 school year saw a significant drop as well, contributing to the learning gaps that grew due to the lack of in-person supports that many of our students needed at the

time. All of these data points indicate that there are significant gaps that need to be addressed to help students make academic progress this school year.

- **Teacher Attendance:** Teacher attendance during most of in-person learning has been steady, with the exception of January 2022, when the Omicron variant made its way through Los Angeles. During that month, a third to one half of our teaching staff were quarantining due to being COVID positive or COVID exposed. The administrative and support teams at MORCS, who were also impacted by the variant, spent a majority of the month subbing and supporting in classrooms while teachers were at home in isolation.

### **Successes**

- **SFA ELD Classes:** Returning to in-person instruction has allowed our instructional staff to provide much needed supports for our high-need students. English Learners are participating in leveled ELD classes where they receive instruction that is tailored to meet their needs. Additionally, our ELD team provides in-class supports and pull-out supports for high-need EL students to ensure that they are mastering key concepts and keeping up with assignments. Ensuring full implementation of the ELD program and monitoring student success at all levels of fluency.
- **Math, ELA, Science and History support classes** are in place during the school day, which allow teachers to provide targeted supports to students in their designated content areas. Non-ELD students engage in support classes where the purpose is to accelerate student learning that addresses any gaps in prior learning within the context of grade-appropriate assignments. Students are selected for each class based on grades and diagnostic scores.
- **Success For All** strategies are being implemented across the curriculum to enhance reading, writing, and collaboration skills for all students.
- **Diagnostic Growth:** Just before the mid-year mark, on the i-Ready Assessment, English Learners have demonstrated equal or more growth in Math than all students (in some cases significantly more growth). Also, at 6th and 7th grade, English Learners demonstrated over 100% typical growth and close to 100% typical growth in reading (see chart below).. At all grade levels, Special Education students demonstrated growth of over 100% in reading. At 7th and 8th grade level, Special Education students demonstrated more growth in Reading than All Students. i-Ready expects 50% typical growth. Again, these growth measures assess median annual growth, yet these scores were collected at the mid-year mark which is exciting to think that our students will achieve even higher growth by the end of the year!

Median Progress towards Annual Typical Growth - **ALL STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	69%	138%	89%	178%
<b>7th Grade</b>	62%	124%	124%	248%
<b>8th Grade</b>	108%	216%	81%	162%
<b>All Students</b>	71%	142%	92%	184%

*i-Ready Student Levels-Internal Assessment 2022*

Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	69%	138%	132%	264%
<b>7th Grade</b>	96%	192%	141%	282%
<b>8th Grade</b>	133%	266%	94%	188%
<b>All EL Students</b>	99%	198%	122%	244%

*i-Ready Student Levels-Internal Assessment 2022*

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	66%	132%	116%	232%
<b>7th Grade</b>	38%	74%	233%	466%
<b>8th Grade</b>	58%	116%	111%	222%
<b>All Resource Students</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

2. Please 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 and 2021-22 school years, as applicable.

The global pandemic wreaked havoc on the physical as well as socioemotional health of adults and children around the world. The specific challenges and successes MORCS experienced in terms of mental health and socioemotional well-being are articulated below:

**Challenges:**

Our team's primary challenge during the 2020-2021 school year was adjusting to the large increase in students in need of mental and social-emotional services, while not having the same range of in-person tools at our disposal. Due to safety considerations, we worked with partner organizations to provide virtual counseling for students, however soon realized how difficult it was for our students to have a quiet space to join their online sessions. We were able to get creative in finding private spaces for students as well as providing students with noise canceling headphones to ensure that a private discussion could take place with their therapists.

During the 2021-2022 school year the challenges remained the same. Our families faced the challenges of a pandemic, such as job losses, financial instability and death. Due to the overwhelming uncertainty that their parents faced, our students heavily relied on the support of their friends, teachers, tutors and school staff. With this in mind we continued offering meals and financial support, along with, mental and social-emotional support with the help of GRYD (Gang Reduction Youth Development) and Luminarias (counseling services).

**Successes:**

Our School Culture and Climate (SCC) team proudly spearheaded our social-emotional learning (SEL) program at MORCS during the 2020-2021 school year. We committed ourselves to the teachings of vulnerability, transparency and resiliency. This level of intentionality equipped our students with the tools to communicate their feelings, thoughts and ideas while exploring the concept of SEL teachings. As a team we took part in highlighting the significance of self-regulation, emotional intelligence and communication to all our students. Once the 2021-2022 school year began we continued practicing SEL by incorporating our Restorative Justice program. This gave our students the opportunity to begin resolving their conflicts by speaking with purpose, and by teaching them to seek to heal the harm their actions may have caused others rather than replicating or reflecting that harm back outward. We also incorporated weekly community circles for all students in advisory in order to build relationships, safety, and trust between students and with their teachers as well.

Throughout the year we continued exploring SEL practices and Restorative Justice teachings as a way to continue elevating our school culture.

Also, This past December our 6th graders participated in the “Don’t Forget to Like” presentation provided by Kaiser Permanente’s Education Theatre. Because our 7th and 8th graders received the same presentation last year, we scheduled a virtual presentation with the organization, Boo2Bullying, for mid May which will focus on LGBTQ-AI, issues, cyber-bullying and self-esteem.

**Planning Ahead:**

- For the 2022-2023 school year, we plan to review our “Riffles Effects” Program among others, to adopt the most effective SEL program YPICS wide, and are seeking to better implement schoolwide mental health screenings that will provide invaluable and actionable data, that will allow us to be able to proactively identify and effectively support mental health along with our mental health at MORCS.
- We are pairing with the D.A.R.E. organization and Didi Hirsch Mental Health Services for the upcoming school year to provide students with drug resistance and self-harm/suicide prevention and counseling.

3. Considering Monseñor has been identified by the State as having Additional Targeted Support and Improvement (ATSI) status, please share any evidence-based intervention(s) that meet federal standards per ESSA currently being implemented and the success and/or challenges of the intervention(s).

MORCS has been identified as having Additional Targeted Support and Improvement (ATSI) status for the reasons listed below. The following interventions (as well as successes and challenges) are articulated below in response to each ATSI status indicator.

Subgroup	ATSI factor	Intervention	Successes/Challenges
Socioeconomically Disadvantaged	All red and orange indicators in 2018	Multi-tiered systems of supports (MTSS)	<p>Successes: Meeting with grade-level teams consistently in order to discuss the high-level needs of students academically, behaviorally, and socio-emotionally.</p> <p>Challenges: Responding to the high volume of need, especially socio-emotionally. Many of the counseling resources that we offer to students are online or after school, which is not preferred by students and families. MORCS is in the process of hiring a counselor for the 22-23 school year, which will go a long way in being able to realistically provide in-person counseling for students.</p>
		Differentiated Instruction (iReady)	<p>Successes: Using iReady diagnostic results to clearly identify individual and group levels of proficiency and need in Math and Reading. Using iReady tools to identify specific subgroups of students as well as curriculum that will address the academic needs of that particular subgroup as well as providing curriculum to support students achieving above grade level. Data chats with students, so that they participate in setting goals for their work.</p>

			<p>Challenges: Finding and maintaining the time and energy to effectively differentiate for such a wide range of readiness levels in every class, every day. Our student proficiency levels in math and reading range widely from Kindergarten level to 9th and 10th grade, with these large gaps often present within the same classroom. Tools such as iReady go a long way to support students in this regard. The additional difficulty lies in motivating students who are discouraged by being so far behind in grade level as well.</p>
English Learners	all red but one indicator of any other color in 2019	EL teacher/tutors	<p>Successes: The hiring of our ELD teacher in 21-22. The opening of 7 ELD sections differentiated by literacy level, in 21-22.</p> <p>Challenges: Effectively providing all of these accommodations given the increased volume of English Learners at our site (40%), and the increase of LTELs (15.6% to 29.4%) from one year to the next. Differentiating for English Learners in every classroom. Finding the right balance of supporting each English Learner and providing support for ample fluency practice opportunities in classrooms (ie. providing translations can be helpful for newcomers and it helps LTELs develop better comprehension). Lastly, motivating LTELs who are not intrinsically motivated to improve in literacy is challenging for the adolescent learner.</p>
		EL Snapshots	<p>Successes: The implementation of EL snapshots to create individualized goals and accommodations for all English Learners.</p>

			<p>Challenges: Initially, due to the increased volume of English Learners (40%) and LTELs this year (29.4%), it was a challenge training all teachers to be aware of the specific literacy levels of each of their students, and to consistently provide differentiated instruction in order to effectively support and challenge each English Learner at their individual readiness level. We have invested ample time, support and training into this endeavor, and are happy to see the ELA proficiency scores for English Learners demonstrate the highest growth of any subgroup at MORCS! We will certainly continue to focus on the support for English Learners every year, given that this will likely always be a large part of our demographic.</p>
Students with Learning Disabilities	All red and orange indicators in 2018 all red but one indicator of any other color in 2019	Morning Resource Lab	<p>Successes: Creating a morning resource lab where students with IEPs have additional targeted support by the entire resource team.</p> <p>Challenges: Engaging the less motivated students. Helping students build confidence in working on grade-level standards.</p>
		Bi-weekly check-ins with resource team PLC	<p>Successes: Providing a consistent space for the resource team to check in and have discussions with the Executive Administrator (principal). Checking 200 and 300 reports bi-weekly with the principal to ensure provision of services for resource students.</p> <p>Challenges: Engaging the teaching team in supporting resource students and the resource team at a high level.</p>

4. Given that last school year’s oversight report notes some areas for further growth and/or improvement (e.g. Standards-based instruction, meeting the needs of all students, implementation of key features, student climate and discipline, stakeholder communication and involvement, etc.), please share steps to improve in the identified areas.

The Oversight Visit Feedback Report from the 2020-21 school year provided us with valuable feedback. Below the steps we have taken (and plan to take) regarding each area for growth are articulated:

Area for further growth & improvement	Steps to improve
CA School Dashboard ELA indicator: red (schoolwide & for subgroups)	<ul style="list-style-type: none"> <li>● Adoption of <u>resources and tools</u> to enhance grade-level instruction for all students and for subgroups, including:                             <ul style="list-style-type: none"> <li>○ iReady ELA curriculum to ensure daily rigorous standards-based instruction</li> <li>○ Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills</li> <li>○ use of No Red Ink program to support students in learning and practicing appropriate grammar</li> <li>○ use of NewsELA to provide rich and varied reading material for students to enhance their reading comprehension and critical thinking</li> </ul> </li> <li>● Creating <u>systems and practices</u> to enhance success:                             <ul style="list-style-type: none"> <li>○ weekly individualized instructional coaching for all teachers by the Instructional Leadership Team</li> <li>○ implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each english learner</li> <li>○ opened 7 new sections of targeted ELD instruction</li> <li>○ hiring of ELD teacher</li> <li>○ inclusion of morning resource lab to provide targeted support for resource students</li> </ul> </li> </ul>
CA School Dashboard Math indicator: red (schoolwide & for subgroups)	<ul style="list-style-type: none"> <li>● Adoption of <u>resources and tools</u> to enhance instruction for all students and for subgroups, including:                             <ul style="list-style-type: none"> <li>○ continued use of iReady Math curriculum to ensure daily rigorous standards-based instruction</li> <li>○ Success For All strategies across the curriculum to enhance critical thinking and problem solving skills</li> </ul> </li> <li>● Creating <u>systems and practices</u> to enhance success:</li> </ul>

	<ul style="list-style-type: none"> <li>○ weekly individualized instructional coaching for all teachers</li> <li>○ opened 5 math support sections for students in order to receive additional support time during the school day and in order to receive small group support and instruction</li> <li>○ inclusion of morning resource lab to provide targeted support for resource students</li> </ul>
<p>Suspension Rate and School Climate and Student Discipline System</p>	<p>In 2019, the suspension rate indicator was “yellow” reflecting an overall suspension rate of “12%”. This was an improvement from the previous year’s red indicator and rate of “15%”. In 2020 and 2021, the suspension rate has been reduced to 1.6% and 0%. These reductions were due to our investment in creating more structures within our student discipline systems, as well as investing in alternatives to suspension as outlined below:</p> <ul style="list-style-type: none"> <li>● The “essential 5” expectations for all students, which defines how students can stay safe, respectful and responsible</li> <li>● the implementation of PBIS (Positive Behavior Intervention Systems), which emphasizes teaching and rewarding positive student behaviors</li> <li>● the implementation of MTSS (Muti-Tiered Systems of Support) which allows team members to systematically identify and provide targeted supports for students in high need of support, academically, behaviorally, and/or socio emotionally</li> <li>● the implementation of restorative practices, which is aimed at building community within each classroom and teaching students to heal the harm that their participation in conflict has caused as opposed to reflecting that harm onto others</li> <li>● providing socioemotional learning during advisory time, using resources from Nearpod and other teacher-developed materials</li> </ul>
<p>Reclassification Rate</p>	<ul style="list-style-type: none"> <li>● implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each english learner</li> <li>● opened 7 new sections of targeted ELD instruction</li> <li>● hiring of ELD teacher</li> <li>● inclusion of morning resource lab to provide targeted support for resource students (most resource students are also english learners)</li> </ul>

	<ul style="list-style-type: none"> <li>● iReady ELA curriculum to ensure daily rigorous standards-based instruction</li> <li>● Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills</li> <li>● use of No Red Ink program to support students in learning grammar</li> <li>● use of NewsELA to provide rich and varied reading material for students to enhance their reading comprehension and critical thinking</li> </ul>
<p>Grade-level-appropriate standards based instruction</p>	<ul style="list-style-type: none"> <li>● use of iReady math and reading curriculum to ensure that teachers have the curricular resources to teach standards-based instruction every day</li> <li>● investing professional development time at the beginning of the school year to ensure that teacher prepare curriculum maps that cover all CA state standards for their subject areas while focusing on essential, power standards</li> <li>● Using critical friends groups protocols to tune up curriculum maps and plans for the year to ensure that they are rigorous, yet also realistic</li> </ul>
<p>Meeting the learning needs of all students</p>	<ul style="list-style-type: none"> <li>● Utilizing iReady tools for differentiated instruction based on individual readiness levels including: the online MyPath resource which provides students with practice in Math and Reading based on their individual diagnostic scores. The group need analysis tool which allows teachers to at-a-glance determine the instructional needs of small groups of students based also on diagnostic results</li> <li>● Ensuring that all students have the opportunity to benefit from a math or ELA support class during the school day based on their specific diagnostic results and academic needs profile</li> <li>● implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each english learner</li> <li>● opened 7 new sections of targeted ELD instruction</li> <li>● hiring of ELD teacher</li> <li>● inclusion of morning resource lab to provide targeted support for resource students</li> <li>● Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills</li> </ul>
<p>Implementing key</p>	<ul style="list-style-type: none"> <li>● provided more school-wide and organization-wide trainings</li> </ul>

<p>features of the education program</p>	<p>on Standards based grading and project based learning, using critical friends protocols to allows teachers to tune up their rubrics, lesson plans, and projects</p> <ul style="list-style-type: none"> <li>● train and coach staff on using research-based-strategies with a focus on using exemplars, providing structured checks-for-understanding, and providing effective assessments for students</li> <li>● provide targeted coaching on Success for All strategies across the curriculum, with consultation from Lilia Limon</li> <li>● providing professional development to all teachers on technology integration, using the TPACK model and training resources in collaboration with the School to Home organization</li> </ul>
<p>Stakeholder Communication and Involvement</p>	<ul style="list-style-type: none"> <li>● The LAUSD Oversight visiting team listed “Stakeholder Communication and Involvement” under Areas of Demonstrated Strength and/or Progress last year!</li> <li>● We intend to build upon the strengths of our systems by:             <ul style="list-style-type: none"> <li>○ Continuing to connect with parents on a monthly basis at Cafe con El Director, which is now also offered online, which provides an opportunity for parents to receive updates on school matters and to ask any and all questions they may have about any topic including safety, academics, and school events</li> <li>○ Continuing to publish a monthly parent calendar and newsletter articulating all the significant updates that parents and students need to be aware of</li> <li>○ Continuing to respond to parent concerns by having an administrator reach out within 24 hours in order to offer to investigate and address the concern over the phone or with an in-person meeting</li> <li>○ Continuing to gather rich feedback from students, parents and staff through our annual Youth Truth survey, which gathers valuable data and feedback on all aspects of the school including, academics, engagement, culture, safety, etc.</li> <li>○ Continuing to meet with parents, students, and staff through the School Advisory Council, giving all stakeholders the opportunity to discuss the school’s plan for academic excellence, how the school spends its budget, as well as any significant decisions that the school is considering regarding academics, safety, culture, etc.</li> </ul> </li> </ul>

5. Please share any areas of growth and/or improvement identified by the school leadership team during this academic school year and any action plans for improvement.

The MORCS leadership team has identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies which we have already articulated in previous questions. The challenge is in identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team and stakeholders in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf ) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.

Area of Growth	Data	Action Plan for Improvement
Math proficiency/growth (overall)	<p>In 2019, 10.98% of MORCS met or exceeded standard for math on the CAASPP compared with 39.73% for the state of CA.</p> <p>December 2021, 11% of MORCS students met or exceed standard for math on i-Ready.</p> <p>The median progress to annual growth on iReady was 73% for all math students in</p>	<p>Meet with Math and Resource teams in the spring of 2022. Use a strategic planning process to identify a specific vision and goal(s) for math proficiency (overall and for resource students) in 22-23. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>● How we will engage parents in workshops throughout the year in order to partner with families to ensure the success of our students in math</li> <li>● The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>

	December, compared with 97% in reading.	
Math proficiency/growth (with special education students)	The median progress to annual growth on iReady was 54% for resource students in math in December compared to 153% in reading.	<p>Meet with Math and Resource teams in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for math proficiency (overall and for resource students) in 22-23. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>• How we will engage parents in workshops throughout the year in order to partner with families to ensure the success of our resource students in math</li> <li>• The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>
Reclassification Rate	The reclassification rate for MORCS was 4.4% and 0% in 2019-20 and 2020-21 compared with 13.8% and 6.9% at the state level.	<p>Meet with ELA/ELD teams in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for reclassification and EL progress in 22-23. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>• The identification of an alternative Reading Inventory assessment that will support reclassification</li> <li>• How we will engage parents in workshops throughout the year in order to partner with families to ensure the success of our students in terms of EL Progress and reclassification</li> <li>• The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>
School Safety	On the November 2021 youth truth survey, students ranked the school in the 44th percentile	<ul style="list-style-type: none"> <li>• Poll staff, students and parents using targeted questions about school safety and culture in the spring of 2022.</li> <li>• Meet with School Culture and Climate team in the spring/summer of 2022.</li> </ul>

	<p>(compared with 52nd for CA schools). Staff ranked the school in the 27th percentile (compared with 48th for CA schools)</p>	<p>Use a strategic planning process to identify a specific vision and goal(s) for school safety in 22-23. The team will determine a detailed action plan, based on the survey data (and other SCC data) provided. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>○ How we will engage parents in workshops throughout the year in order to partner with families to ensure the bolstering of school safety at MORCS</li> <li>○ The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>
<p>School Culture</p>	<p>On the November 2021 youth truth survey, students ranked the school in the 49th percentile (compared with 65th for CA schools)</p>	<ul style="list-style-type: none"> <li>● Poll staff, students and parents using targeted questions about school safety and culture in the spring of 2022.</li> <li>● Meet with School Culture and Climate team in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for school culture in 22-23. The team will determine a detailed action plan, based on the survey data (and other SCC data) provided. The team will determine a detailed action plan including:             <ul style="list-style-type: none"> <li>○ How we will engage parents in workshops throughout the year in order to partner with families to ensure the enhancement of a positive school culture</li> <li>○ The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul> </li> </ul>

<p>Outreach and enrollment</p>	<p>Enrollment at MORCS has declined from 356 (2019-20), to 318 (2020-21), to 295 (2021-22).</p> <p>As of 5/6/2022 MORCS has enrolled 80 new 6th grade students for the 2022-23 school year, 20 student more than enrolled this time last year.</p>	<ul style="list-style-type: none"> <li>● Meet with the Operations team along with the YPICS Director of Marketing in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for outreach and enrollment in 22-23. The team will determine a detailed action plan including:                             <ul style="list-style-type: none"> <li>○ How we will engage parents in workshops throughout the year in order to partner with families to increase outreach efforts</li> <li>○ The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul> </li> </ul>
<p>Teacher retention</p>	<p>Retention for core-content teachers over the last three years was 50% (2018-19), 50% (2019-20), 100% (2020-21), and 50% (2021-22).</p>	<ul style="list-style-type: none"> <li>● Poll staff using targeted questions about teacher retention in the spring of 2022.</li> <li>● Meet with Administrative team in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for school culture in 22-23. The team will determine a detailed action plan, based on the survey data (and other data) provided. The team will determine a detailed action plan including the scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>

6. Please provide an update about Monseñor’s implementation of its LCAP and describe what is working well and what areas need further growth and attention (Please do not “cut and paste” directly from the LCAP)

The following areas of LCAP implementation have been working very well:

- Collection of **verified data** (using iReady diagnostics) demonstrating significant growth in reading and math over the last 3 years:

	<b>Median Math Growth</b>	<b>Median Reading Growth</b>
<b>Fall 2019 - Spring 2020</b>	127%	129%
<b>Fall 2020 - Spring 2021</b>	100%	129%
<b>Fall 2021 - Winter 2021*</b>	73% (mid-year)	97% (mid-year)
<b>Fall 2021 - Spring 2022*</b>	146% projected	194% projected

*i-Ready Student Levels-Internal Assessment 2022*

- **Utilizing research-based instructional strategies.** This year, our instructional team focused on the following strategies through professional development as well as coaching:
  - Sharing **exemplars** of high quality work in order to demonstrate high and clear expectations for academic excellence “in high definition”. Research shows that sharing exemplars of quality work is much more effective in communicating high academic expectations for an assignment compared with simply describing the high expectations or even sharing a finely tuned rubric.
  - Providing structured **checks for understanding** which allow the teacher to get a “snapshot” of students’ progress towards the learning objective. These class-wide “cfu”s allow the teacher to gather quickly gather actionable data which informs them if students are ready to move onto the next topic, if students need more clarification or practice, or if most of the class are confused and need to revisit the material from another lens.
  - Providing effective **assessments**, such as exit tickets or short quizzes at the end of a class period, so that they can ascertain with a high degree of clarity whether students met the learning objective for the day or not.
- Focusing on **English Learner progress**, by hiring an ELD teacher, opening up 2 leveled ELD support classes per grade level, implementing English

Learner Snapshots (which include goals and accommodations), and investing in classroom libraries with reading material appropriate to each group of learners. The following data demonstrates our successes in this endeavor:

	MORCS	LAUSD	State of CA
<b>EL Progress, 2019</b>	52.8%	45%	43%

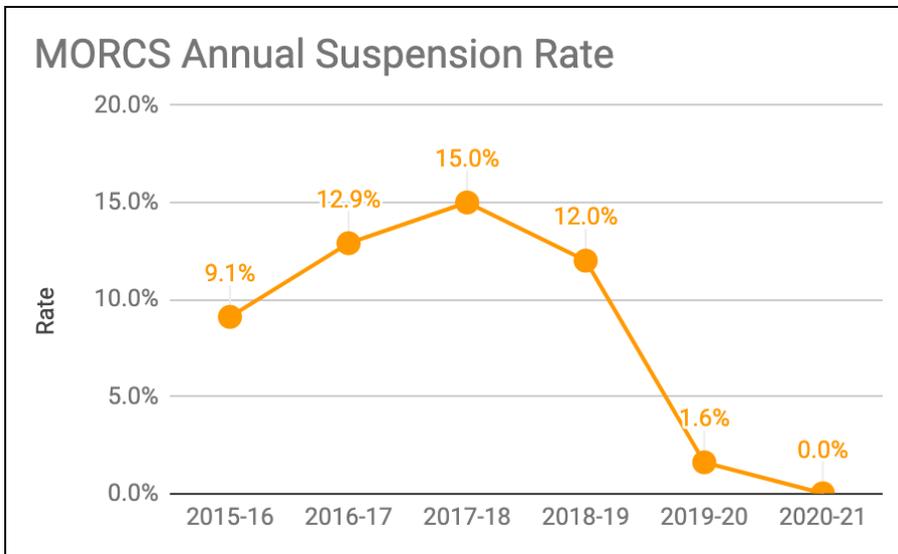
*DataQuest - CA Department of Education, 2019*

Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS, 2021**

	Reading (mid-year)	Reading (EOY Projected)
<b>6th Grade</b>	132%	264%
<b>7th Grade</b>	141%	282%
<b>8th Grade</b>	94%	188%
<b>All EL Students</b>	122%	244%

*i-Ready Student Levels-Internal Assessment 2022*

- Building a more **positive school culture** with students by implementing PBIS (positive behavior intervention systems), MTSS (multi-tiered systems of support), and restorative practices into student life, including our response to behaviors.
  - Through PBIS, we focus on teaching and rewarding positive student behaviors through explicit instruction, modeling, and a token system of “scholar dollars” to recognize students who are acting safely, responsibly, and respectfully
  - Through MTSS, we meet regularly with grade-level teams to identify high-need students and to determine and implement supports for these students, whether they are academic, behavioral, or socio-emotional.
  - Through restorative practices, we teach students how to heal the harm that their actions may have caused themselves, their peers, and/or their school community. We also have students and staff engage in community circles in order to build relationships and trust
  - These efforts have resulted in the following downward trend of suspensions:



DataQuest - CA Department of Education, 2022

The following areas of LCAP implementation need more growth and attention:

- **ELA and Math proficiency** on SBAC in 2019 was below the state average with:

2019	MORCS	LAUSD	State of CA
ELA - met or exceeded standard	22.19%	53.79%	49.01%
Math - met or exceeded standard	10.98%	29.27%	33.76%

CAASPP Website - CA Department of Education, 2019

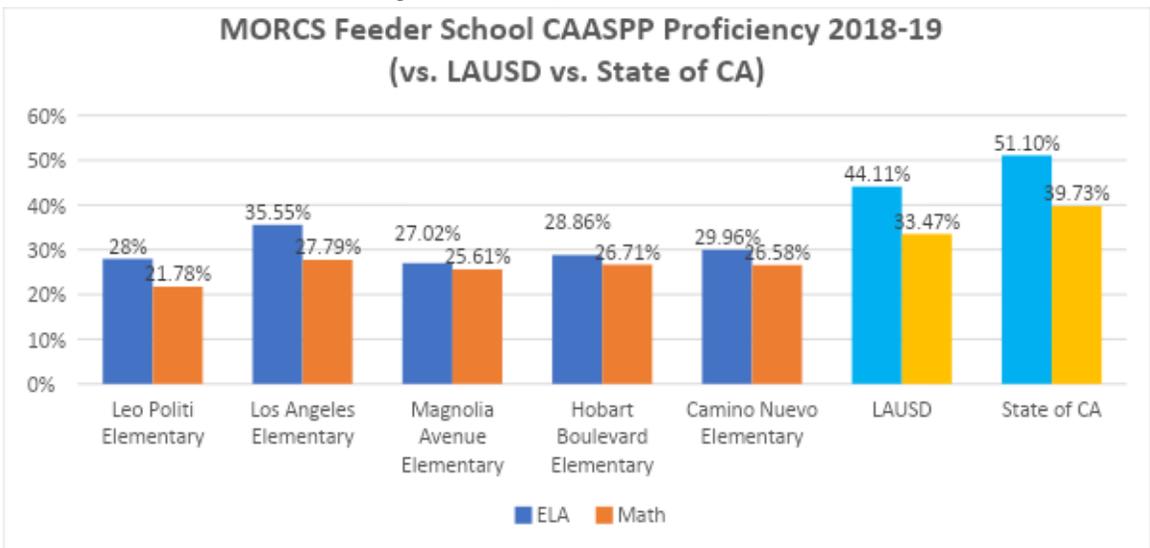
- It is important to note that the proportion of students who are socioeconomically disadvantaged and who are english learners (demographics which studies have demonstrated have a significant impact on academic achievement) also looks very different when compared to LAUSD and the state of CA:

2019	MORCS	LAUSD	State of CA
Percent of students who are Socioeconomically Disadvantaged	95.3%	80.8%	61.1%
Percent of students who are English Learners	26.6%	20.3%	19.3%

English Learners			
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DataQuest - CA Department of Education, 2019

- Also, the proficiency levels of students at the 5 major feeder schools to MORCS report achievement that is significantly behind grade level as compared to the state of CA, which is why the focus on growth levels rather than raw proficiency is more valuable to us in determining how to improve student achievement



CAASPP Website - CA Department of Education, 2019

- Another area of growth is our reclassification rate:

	2018-19	2019-20	2020-21
Reclassification Rate	16.7%	4.4%	0%

DataQuest - CA Department of Education, 2022

- while distance learning and the pandemic caused many difficulties in terms of providing adequate supports for student to get reclassified, now that in-person learning has resumed, we know that the effects of our ELD staff and support structures, as well as EL Snapshots, will result in increased reclassification rates for 2021-22

7. Does Monseñor have the resources necessary to implement the instructional programs necessary to attain high student academic achievement?

**Curricular resources**

For the 21-22 school year, MORCS has implemented academic programs to help students close learning gaps in all content areas. Teachers have been trained in how to use and implement academic programs (ex. iReady Reading, iReady Math, Mosa Mack, Thinking Nation, etc.) and have also engaged in TPACK brainstorms to determine the most appropriate ways to integrate tech-based curriculum into their weekly lesson plans. This has been particularly helpful as it has allowed teachers to reflect on their content knowledge, pedagogical approach, and technological knowledge that are necessary to ensure their lessons are pushing students to think critically as opposed to just working through lessons and activities.

**Programmatic resources**

This year we implemented support classes across the grade levels to allow teachers to have dedicated time to accelerate student learning in their given content area. Support classes are scheduled across the same period, and students are placed based on academic data (ie. state testing, diagnostic data, grades, etc) and needs. Teachers meet in grade level teams weekly to discuss student placements for support classes, and plan accordingly to ensure that students are engaging in mini-lessons, basic skills practice, and targeted support. The goal of support classes is to create a structured environment where students are able to engage in supplementary lessons and activities that will help them increase their knowledge in a content area. Teachers were provided with an overview of support classes and were assigned classes that ranged from 14-20 students to provide for a small environment that allows them to provide necessary supports and interventions to ensure student growth. Support classes include the following: Math Support, English Support, Science Support, History Support. Support classes typically take place at the same time as ELD classes, which allows us to place emphasis on the needs of all students in a small group setting.

**Staff Resources**

Academic aides are also a huge part of our on-site resources that help us promote growth within our student body. Currently, we have academic aides who serve our resource students and we also have academic aides who support our English Learners. Academic aides provide push-in supports and occasionally provide pull-out supports for high needs students (ex. newcomers). Having this team on site has given us the flexibility to target students who are struggling academically and gives them access to support systems both in and out of the classroom. Additionally, this year we have been intentional about creating a culture of collaboration within our teaching staff and have engaged in various sessions that have allowed teachers to share student work, rubrics, and exemplars with a small

group (Critical Friends Group) to problem solve, fill in gaps, or fine tune and calibrate to enhance their work. This has allowed our teachers to focus on rigor to make sure that they are creating tasks and assignments that challenge students to think critically and engage in tasks that are rich and engaging.

### **Special Education**

1. Describe the process that the charter school uses to monitor IEP compliance, specifically related to IEP timelines, services, accommodations and/or modifications for Students with Disabilities (SWD), and how has this process improved the school's overall compliance.

The Director of Special Education, along with the Resource Specialist teachers and the Executive Administrator (Principal) monitor IEP compliance. We use the Welligent system to monitor IEP timelines, specifically the SER200 timeline compliance report. To stay ahead of timelines, it is our practice to schedule IEPs a month early. This provides an adequate cushion to address any unforeseen scheduling conflicts.

We frequently monitor the SER300 service delivery report, which allows us to address any issues regarding RSP and related service provision. On a weekly basis, the Director of Special Education updates a compliance dashboard which provides a bird's eye view of sped compliance. All general education teachers are provided with IEP snapshots which lists all the pertinent IEP information such as accommodations and/or modifications.

On a bi-weekly basis, the Executive Administrator (Principal) meets with the resource team to review the SER200 and SER300 reports, to discuss any anomalies, and offer support in addressing any issues with IEP timelines or service provision.

## **Special Education**

2. Describe the charter school's system for monitoring and supporting the education program for students with disabilities at the school.

The school's system for monitoring and supporting the education program for students with disabilities includes frequent meetings between special education teachers and general education teachers to discuss and adjust accommodations when necessary. Specifically, special education teachers join the appropriate weekly grade-level meetings, professional learning communities during weekly professional development, as well as monthly Multi-tiered Systems of Support (MTSS) meetings with administration and the grade-level leads.

The team reviews each student's IEP to ensure supports and services are being delivered. Student services vary by need. The school provides a mixture of push-in support and/or pull-out support. The team also communicates the need for additional supplemental materials to support the academic and/or behavioral needs of students as well. These conversations occur during the resource team's bi-weekly check-in with the Executive Administrator.

## Special Education

3. Describe the professional development provided to all staff in supporting students with disabilities.

Several professional development opportunities are provided to teachers and support staff regarding students with disabilities. Topics include a review of student IEP snapshots, Special Education 101, and Verbal de-escalation strategies. At the beginning of the school year, professional development time is devoted to familiarizing teachers with all of the students with IEPs in their classrooms, with a focus on the necessary accommodations for these students. During the school year, teachers engage in Critical Friends Group protocols on a bi-weekly basis in order to tune up their lesson plans and instructional strategies with a focus on meeting the needs of all students, especially students with IEPs.

This school year, professional development for all teachers was focused on creating and using exemplars to communicate high expectations for students “in high definition”, in providing structured checks-for-understanding so that teachers gain valuable formative, real-time assessment data that they can use to ensure all students are progressing towards meeting the learning objective, and providing effective daily assessment in order to determine whether the learning objective was met each day, and what gaps still exist.

## **Special Education**

4. Describe how the IEP is used to achieve instructional outcomes, social/emotional supports, communication skills and/or behavior supports, as appropriate.

The IEP is the guiding document when supporting learning with special needs, including those that require behavior supports. All teachers are provided with an IEP snapshot which provides detailed information related to a student's primary disability, present level of performance, and annual goals and objectives. The information is used to guide instruction and supports and services for each student with an IEP. Our resource specialist teachers use that information to assess and monitor annual IEP goals. Our students with behavioral needs are provided all provisions within the IEP. Via the IEP snapshot, teachers are provided all relevant information to be able to prevent and, when necessary, address behavioral concerns that happen in the classroom.

## **Special Education**

5. Describe specific examples of student academic and behavior interventions implemented and delineate how they have been successful and unsuccessful.

One specific example of a student academic intervention is one in which students who are reading several years below grade level are assigned to an RSP teacher for intensive reading instruction as well as either a Math Support or ELA Support class during the school day based on their levels of need in each area. Teachers are able to gauge the success by increased reading comprehension and fluency scores per a DIBELS assessment as well as the iReady diagnostic assessments in Math and Reading.

Specific behavioral interventions include frequent student incentives such as a token economy (“scholar dollars”) in which students can earn access to preferred activities and tangible rewards through the MORCS Student Store. In addition, students participate in counseling and restorative justice circles to maintain appropriate peer-to-peer relationships.

# Coversheet

## Bert Corona Charter High School Executive Administrator Report

**Section:** III. Items Scheduled for Information  
**Item:** D. Bert Corona Charter High School Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Simonsen Copy of LAUSD Guiding Questions.docx.pdf  
2 Special Education Oversight Questions 2021-22.pdf  
BCCHS Verified Data DQs.docx.pdf

## Los Angeles Unified School District Charter Schools Division

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### Bert Corona Charter High School (BCCH) Annual Oversight Visit Date: May 24, 2022

#### Guiding Questions

1. Please share specific challenges and successes of in-person instruction given that we continue to be in a worldwide pandemic (e.g., student achievement, student attendance, EL reclassification, LTEL, teacher attendance, etc.).

#### **Successes**

Returning to in-person instruction has given our students the brain-boost they get from social connection. So much of distance learning was spent fighting fatigue and boredom. Being back together has allowed our kids to fire on all cylinders. Collaborative learning has been the most welcome change, with students being afforded the opportunity to talk directly to one another in groups and hear one another's voices in real time. This is critical for EL Learners.

Two of the most noticeable data sets that confirm the impact of learning context are the GPA and MAPS data of our students, specifically the Junior Class, who serve as our barometers for academic preparedness and college readiness. The Junior Class is currently 59% eligible for application to the CSU/UC system upon graduation. That is an 11% improvement over the class of 2022, and a 19% improvement over the class of 2021. This upward trend over the past 3 years is an immensely encouraging turn of events for our school, as our primary school wide outcome is college readiness.

Our Junior Class is also demonstrating noticeable improvement throughout the year in our periodic assessment data. The Northwest Education Association's Measure of Academic Progress assessments in reading and mathematics are used three times each year to determine grade-level proficiency in the areas of analytical reading and reading comprehension, as well problem solving ability and logical thinking. Our 11th grade cohort has grown from 40% to 43% of our student body performing on grade level in math from September to December, and from 50% to 57% performing on grade level in reading. Were these to be our SBAC scores, they would be the highest our school has ever received. This class is on pace to set new performance heights for our school in both college admissions and state test performance.

A third area of success for our entire school has been in the area of community service Project Based Learning projects. The vision of YPI Charter Schools is to graduate students who are college ready, active citizens (in service to their communities), and life-long learners. In order to equip students with the agency and resources to engage in community service projects, we created a structure within our academic program specifically for projects. Students have met with teams of teachers to get coaching and support as they envision projects that will allow them to give back to their communities. This is the first year that BCCHS has created this structure. During the 2020-2021 school year, students were asked to think about and plan out community service projects, but the reality of the limitations that the pandemic placed on actually interacting with others meant that these plans were really limited to just that, just plans. This year, students

## Los Angeles Unified School District Charter Schools Division

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have already been talking with community partners and reaching out to local businesses in an attempt to understand the needs of the community, and to learn how best to participate in acts of service that would make a sustained difference. For a school that has a significant EL and bilingual population and is designed to get students into their community as a foundational element of its instructional program, the pandemic and distance learning really shut down much of the collaborative energy that is supposed to sustain our efforts. Being back in person is showing us the extent to which this is true.

### Challenges

The most obvious and long-term noticeable impact that we see in our students since being back to the physical classroom is the loss of academic growth and acuity. This loss has taken months to remediate. Our students are ordinarily sharp, attentive, and engaged with us, eager to receive what we have to offer and try their hands at new skill sets. But life at home for a year was like mental novacaine; it seemed to numb the faculties necessary for engagement. In addition and closely related, we have been processing significant psychological trauma that students experienced while forced to be at home, indoors, and away from friends and teachers during a time in life when these people are the most important to them. Just watching students learn how to be with one another again has been both painful and beautiful to watch. Students really missed their friends, primarily for social reasons but also because learning with friends provides the courage to take intellectual risks. There has just been a whole lot of social, emotional, and intellectual recalibration happening this year, and it has caused progress to be delayed at best, arrested at worst. Getting all students back in the building was a challenge for most of the first semester, with an ADA that dipped into the 70%-80% range for a reporting period for the first time in our school's history. We learned that there was a significant mistrust of the vaccination process, and a fear for family health, both of which impeded the process of helping students return to as much of a sense of normalcy as is possible with masks and covid testing now creating the new normal.

Academically, we have seen that according to our primary valid data metric, our students with special needs and our students who continue to endeavor to learn English have been hit the hardest. Students within these two subgroups that are members of the junior class, again our bellwether cohort for measuring the long range impact of our efforts, experienced some growth but not enough to be performing at grade level according to the MAPS mathematics and reading assessments. EL learners in the junior class did experience a growth of 20% reaching grade-level reading performance, but EL math performance, as well as SpEd math and reading performance, saw no growth from August to December of this year.

During the 2020-2021 school year, we did not have to resort to suspension as a disciplinary strategy because the Ed Code was rarely violated to a degree that required it. Since we've been back to in-person instruction, it's been challenging for a number of our students to reestablish healthy relationships and healthy conflict resolution skills. Our suspension rate is now considered low to medium for high schools, at 5.8% for 2021-2022, according to the 2019 CA suspension reference grid.

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2. Please 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.

2020-2021 is and will be a surreal year that staff and students are slowly waking up from. I liken it to waking up from a deep nap, which for many people is a very unpleasant experience that results in moody and antisocial behavior until the mental fog lifts. It just isn't developmentally normal in any way for students in their teen years to be isolated from one another. Social grouping and norming behavior is of vital importance to them during this time period, and to be left "up in their own heads," as it were, was like watching a bad physical injury take place and trying to stay hopeful. Eventually, some students just couldn't manage to stay hopeful and disappeared. Those who kept showing up on Google Meets every day felt that it was vital for them to stay connected.

Some of the ways we tried to stay successfully connected and aware of student/staff need were:

### **Slack Culture**

Slack is a workplace communication platform that facilitates all forms of instant communication, including calls, video calls, social-media style instant messaging, and document sharing. To help our staff stay in sync with one another, connected professionally and socially, feel validated for their efforts and heard when things were difficult, we established morning and afternoon check-ins with a rich emoji and gif environment. It was a quickly adopted practice by everyone to share their current status using lots of emojis, gifs, and transparent language, which allowed peers to congratulate, comfort, consort, and celebrate with one another. We also made a habit of meeting at the end of a week to "shout out" one another's successes. It was definitely something to look forward to during a pretty bleak time.

### **A Commitment to Daily Family Communication**

A group of our support staff began making daily phone calls to families to look for students who had not made an appearance in distance learning spaces, but quickly found themselves serving as an ad-hoc mental health support team, checking in on how people were doing as the days began turning into weeks and months. This group, consisting of administrative leaders, became known as "Team Chancla," an affectionate reference to the loving nudge given by a mom, auntie or grandmother to motivate young people to "get with the program," as it were. While this team set out to look for lost students, they were typically the first group of people to learn that someone had lost working technology, or lost internet service, or was experiencing a family emergency or a personal crisis. Team Chancla was uniquely responsible for holding our school community together during those 17 months of relative isolation (March 2020 through July 2021). Their initiative, persistence, attentiveness to detail, compassionate listening, and quick action created a safety net of communication that allowed for students to feel as though they were well within the sight and grip of a supportive school community. Without the efforts of this group of committed team members, our school would likely have functionally gone silent throughout most of the distance learning diaspora, as many schools did. We, as a BCCHS community, owe them a debt of gratitude for any social, emotional and academic success we were able to have with our students and families during that time.

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### **Crisis Response Team**

Max Garcia, our Director of College Counseling Services and a trained MFT, in partnership with Luminarias, a mental health services team led by Dr. Jose Cardenas, was at the ready to support our students during the period they were away from campus. Our support staff would refer students whom they perceived to be in crisis, and these mental health professionals would immediately execute a plan of action that included assessments and scheduled check-ins to monitor mental health. In the span of time from March 2020 until the return to full-time in-person instruction for all students in August of 2021, this team did not report even one instance of an attempt at life-ending self-harm. This is a testament to YPICS wrap-around commitment to every facet of a student's well being.

### **Regular "Assemblies"**

Led by our Student Leadership facilitator ms. Gonzalez and our School Climate and Culture Director Ms. Fuentes, BCCHS staff sought to make regular efforts to gather students on school-wide Google Meet assemblies to publically share student successes and give encouragement. We gave out our monthly On F.I.R.E Awards to dozens of students (Focussed, Intentional, Reflective, Engaged), and shared our affirmations for student engagement and initiative. We also celebrated birthdays and special events in the lives of those in our community, disconnected physically though it was. Just hearing each other's voices and seeing one another all together gave everyone a big emotional lift, staff and students alike.

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3. Please share any areas of growth and/or improvement identified by the school leadership team during this academic school year and any action plans for improvement.

Since the opening of the 2021-2022 school year, BCCHS has undertaken several initiatives to create an improved social-emotional and academic program for our students. The following are major initiatives, but do not represent an exhaustive list:

### **Junior Seminar**

All 11th grade students are now enrolled in a course designed specifically to prepare them for the process of post-secondary transition and college/vocational program application and matriculation. We had seen a pattern of stress, panic and unpreparedness in our seniors in August of their final year with us, which is when college applications are supposed to be in full swing. We also noticed that many of our students were so unfamiliar with the process of thinking through college/vocational application and matriculation that some of them avoided the process altogether. To correct this pattern, we have implemented a course taught by UC graduates and mentored by our Director of College Counseling Services, which spends an entire year walking students through the process of thinking, discernment, preparation, and application to post-secondary educational institutions and programs.

### **Elimination of both D and F grades in our assessment and grading practices.**

BCCHS has never awarded D grades as they are not accepted by the UC or CSU system for determining offers of admission. However, although our students are programmed to repeat courses until such time as they earn a C or better, when an F grade is received, it temporarily lowers the cumulative GPA in such a dramatic fashion that deep and pervasive academic self-doubt ensues. To protect the cumulative GPA without compromising academic integrity, students now receive “i” marks for courses not passed successfully within the semester time limits. This “i” stands for “incomplete,” and indicates that the course must either be finished or retaken. In the meantime, while they are retaking or finishing the course, students do not experience the plummeting of their cumulative GPA. The YPICS School Board is following the lead of progressive urban school districts throughout California in this transformation.

### **Reading and Literacy Intervention Specialist**

BCCHS was given approval to hire a K-12 Literacy Specialist to support our students who are reading below middle school lexile norms. Using Achieve 3000 data as well as data from our MAPS periodic assessments, the most struggling readers in 9th, 10th and 11th grade have been identified for intensive reading intervention for a minimum of 80 minutes per week. In the short time she has been here, students in her program have grown anywhere from 1 to 4 grade levels in lexile reading performance. Ms. Miller, our K-12 Literacy Specialist, has determined that some students have significant gaps in their reading skills, but that these gaps are quickly remediated for students who successfully learned how to read in English in earlier grade levels. The gaps or misconceptions are easily identifiable as students read aloud, and in a safe, shame-free environment, are corrected and reading is strengthened. For other students, a lack of fluency is almost exclusively the result of insufficient time spent reading and acquiring new vocabulary.

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The 40 focused minutes for reading and vocabulary acquisition discussions, twice a week, are having an immediate impact on lexile performance.

### **New Career Technical Education Visual and Media Art Program Leadership**

BCCHS has invested enormous financial resources into industry-standard technologies that, in the hands of a knowledgeable mentor, can be used to equip our graduates with job skills for use in online content production, entertainment industry editing, or advertisement, just to name a few. For the first 6 years of the school's existence (including the 17 months spent in distance learning for most students), the instructor in charge of this program was not utilizing the program resources to their maximum potential, and ran more of a fine-art studio than a visual and media arts training environment. This year, BCCHS hired a veteran CTE expert to run the visual and media arts program. He is credentialed in 3 different CTE fields, including: Arts, Media and Entertainment, Information and Communication Technologies, and Manufacturing and Product Development. The difference is already striking. The types of media that our students are producing, from advertising tools to clothing to student portraiture to game products to short films (not an exhaustive list), is just categorically different from anything we've seen in past years. Mr. Benavides is already envisioning a robust Adobe Creative Suite training component to his courses next year, and with the school's powerful Mac Media Lab machines at our students' disposal, we anticipate amazing things!

Major planned areas of improvement for 2022-2023 include:

### **ESL**

We are hiring a language acquisition specialist to work with our EL/LTEL learners in course sections that are embedded in student schedules, in addition to the SDAIE and tutoring support they already receive as part of their daily instruction.

### **Advisory**

Our school has been very fortunate to have an Advisory Committee stewarding the design and implementation of our SEL-focused curriculum. Our challenge over this past year has been that our students are at very disparate places in their reentry to in-person learning and socializing. This has created a significant challenge for the teaching staff, specifically their capacity to successfully develop a multi-age, multi-grade, transparent and trusting community within each Advisory class. In order to meet this challenge, our Advisory Committee has already started to assemble and package a more heavily scripted, hands-on curriculum that allows students to safely do some reflection before engaging with peers around topics that can be challenging for any student to tackle, let alone students who have recently experienced the trauma of social isolation and fear. As a school, we have also noticed that scheduling Advisory class first thing in the morning is creating challenges for both students and staff to start the day with focused and intentional energy. Tardiness and lack of alertness are daily issues. We are looking for a time of day that will allow us to maximize energy, alertness, presence, and openness so as to finally leverage this important structure for all that it could produce on behalf of our very special climate and culture.

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### **Service Learning PBL**

In its very short life as a high school, just 7 years, BCCHS has established a rich tradition of giving back to the communities of Pacoima and greater Los Angeles. In the spirit of Señor Bert Corona, our Knights are taught, equipped, and supported to become Active Citizens (C.R.A.C.L.L) as an integral facet of what it means to be well educated. When students are given the opportunity to pursue service projects in areas of felt need that are important to them for very personal reasons, powerful learning and change happens. From caring for at-risk species in our local watershed, to caring for abandoned pets through local adoption agencies, or partnering with world-class NGO's to intervene in areas of starvation-prone food insecurity, and even making sure local elementary school students learn how to read well; BCCHS Knights have been giving back since the first semester we opened our doors. Project-based learning, or PBL, is not new to teachers and students at Bert Corona Charter HS, but the emphasis on community service PBL projects, conceived and driven by students, is a facet of our school that allows for unique training for life after high school. Authentic, rigorous, student-driven community service projects prepare our students to be California's future leaders. We are excited and eager for this tradition to continue now that we are back to in-person learning. In the past two years, we have experienced a significant regression in our students' understanding of the critical and powerful nature of PBL service learning opportunities, as well as their drive to participate in them. Our teachers have also not felt the energy or vision to lead this effort in a way that feels authentic. In the 2022-2023 school year, we hope to restructure our service learning PBL efforts to harness the energy of this school community and see it make significant impacts for social and environmental change in the San Fernando Valley.

### **ESL Reclassification**

BCCHS has a student population comprised of 20% EL learners, both recent arrivals and LTEL students. This is a big portion of our school, and it would be a huge subgroup for any high school. At this point in a student's K-12 career, having spent significant time in the CA public education system, they should have already reclassified. Knowing that we continue to serve a growing population of EL learners, we have made it a priority to hire another specialist to give each of these students up to 200 minutes per week of additional ESL instruction. Our hope is that this additional support will help EL students grow exponentially in their English language acquisition, and that our school will be able to reclassify significant numbers to RFEP each year.

### **Four Year Cohort Graduation Rate.**

Like many high schools in CA and around the country, the pandemic and distance learning gave rise to a pattern of several of our seniors going to work instead of finishing school. For the class of 2021, our 4 year cohort graduation rate slipped below 80% for the first time since we opened our doors. We have worked hard to raise this rate for the classes of 2022 and 2023, including class seminar time for each cohort in which A-G passage progress is closely monitored.

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4. Please provide an update about BCCH's implementation of its LCAP and describe what is working well and what areas need further growth and attention (Please do not "cut and paste" directly from the LCAP)

### **Access for All Students, Technology Integration: Chromebooks**

Between the fall of 2019 and the Spring of 2021, all students enrolled at BCCHS had their chromebook computers exchanged and updated to current year models. Every BCCHS student carries an updated chromebook with a home wifi hotspot provided if necessary. Student lesson expectations and assessment record keeping are managed exclusively through Google Classroom, and as such, chromebook access is essential for all students.

### **Access for All Students: Reading Specialist**

In the fall of 2021, BCCHS hired a K-12 literacy and reading specialist to support students reading below a 7th grade lexile level. At least 15% of our student body has been serviced by this initiative, and every one of them has shown lexile growth to date. Students are given the opportunity to choose their own works of fiction and nonfiction to read as part of this program, while simultaneously reading in small groups using both student and teacher selected works.

### **Access for All Students: Lending Library**

BCCHS received a \$2500 grant from Donors Choose to start a much needed lending library at our school. YPICS matched the grant amount, and created a startup lending library with approximately 250 volumes. Since that startup, we have added approximately 150 more volumes over the course of the 2021-2022 school year. Students now have access to literature from genres as diverse as current and popular YA (young adult) fiction, new canon works like Harry Potter, Percy Jackson, and Twilight series, and graphic novels in the tradition of Manga, as well as older classics such as the Lord of the Rings trilogy. All volumes are free to check out.

### **Student Mental Health: Luminarias**

BCCHS partnered with Luminarias Institute beginning in the 2019-2020 school year. The COVID pandemic created the necessity for students to enter telehealth counseling relationships with Luminarias staff in place of the on-campus services that were previously available to our teens. That said, Luminarias referrals have become a consistent facet of our multi-tiered system of support services for students with significant dysregulation behaviors and mental health crises. Luminarias also serves as the supervising partner of our own in-house MFT professional. We are deeply grateful for the expanded availability of these caring counselors.

### **College Access: Junior Seminar**

Over the course of our school's brief time in operation, BCCHS Juniors have demonstrated a pattern of inconsistent eligibility for 4-year undergraduate admission upon graduation from high school. 10th and 11th grade cumulative GPA is used to determine UC/CSU admission qualification. Our school's eligibility numbers by percent of cohort earning a 2.5 GPA or better at the end of their Junior year in high school (GPA used for college

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applications) is as follows for the first 5 graduating cohorts:

Class of 2018 - 50%  
 Class of 2019 - 40%  
 Class of 2020 - 44%  
 Class of 2021 - 40%  
 Class of 2022 - 48%

The inconsistency of these numbers, their lack of growth, and their persistent performance of under 50% of each cohort earning eligibility, all indicated to administration that something was missing in our students' understanding of what was necessary for qualification. In response to this need, we initiated a course called Junior Seminar for every 11th grade student at BCCHS. These courses are facilitated by teachers who are UC graduates, and with the support of our Director of College Counseling and our Gear Up grant staff, students are equipped with an understanding of the process of becoming CSU/UC students. After 1 year of the program's implementation, our CSU/UC eligibility number for the class of 2023 is as follows:

Class of 2023 - 59%

We hope to see similar growth going forward, for the sake of our students and their families and all they have invested in the dream of college admissions.

### **College Access: Los Angeles Mission College Concurrent Enrollment at BCCHS**

For the seventh consecutive year, students at Bert Corona Charter High School have been given the opportunity to take Los Angeles Mission College Courses on our campus during both academic semesters. All students in grades 10, 11, and 12 are afforded the opportunity to enroll. Students in grade 9 who demonstrate the capacity to perform on grade level through the first semester of their 9th grade year are extended an early enrollment opportunity.

### **CTE Pathway Access for All Students: New CTE Expert Instruction and Leadership**

As previously mentioned, BCCHS hired a veteran, experienced and multi-pathway credentialed CTE instructor to lead our CTE Visual and Media Arts Program. The difference has been striking. Every student at BCCHS is required to take all three courses of VMA (Visual and Media Arts), and our new instructor has improved the entire scope and sequence of the pathway. Students who leave our school as seniors after 4 years will be equipped with skills that make them employable in any number of entry-level entertainment industry jobs.

### **Valid Assessment: NWEA MAPS, 9-12**

Although the SBAC state assessment system is only for 11th grade students, we implement the Northwest Education Association's MAPS test three times a year for all students. Students are given information about their growth with respect to grade level for reading and mathematics performance, as the test is norm referenced. Students having an understanding of their true performance as compared to typical grade level

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performance for all students who take the test nationally, supports the school's efforts to improve academic self-perception and helps students deconstruct narratives that only wealthy and white students can be academically successful in high school and college.

5. Does BCCH have the resources necessary to implement the instructional programs necessary to attain high student academic achievement?

The most significant resource that our school needs in order to successfully implement its instructional programs is trained staff. We are very fortunate to have a veteran teaching team on deck for the 2022-2023 school year. Our most significant instructional need is a multi-year deficit in reading capacity for a majority of our students. While math scores are our lowest performance area, much of this problem is owed to the inability of our students to determine what is expected of them when they try to read their textbooks and test questions. So, the investment of resources into a K-12 literacy specialist this year, and an ESL specialist to focus on LTELS beginning in the fall of 2022, is strategic and budgeted! Thanks to our COO and ExEd finance manager, BCCHS has always had what it needs by way of curricular resources, be they text or technology in nature. We are a resource-rich school in this sense, with all computer and text resources distributed at 1:1 ratios.

One of the only inconsistencies in program resources has been Gear Up tutor availability. Gear Up grants do not serve every class of students; the cohorts are intermittent. Also, there is turnover in these positions every year. If there were to consistently be a second full-time adult in every math and English classroom on our campus, in the form of a highly educated tutor, the impact would be immediately measurable in our periodic assessment data.

## **Oversight Guiding Questions Special Education**

### **Annual Performance-Based Oversight Visit**

1. Describe the process that the charter school uses to monitor IEP compliance, specifically related to IEP timelines, services, accommodations and/or modifications for Students with Disabilities (SWD), and how has this process improved the school's overall compliance.

*The Director of Special education, along with the Lead Resource Specialist Teacher monitor IEP compliance. We use the Welligent system to monitor IEP timelines– specifically the SER200 timeline compliance report. To stay ahead of timelines, it is our practice to monitor the Master Calendar Report and schedule IEPs a month early. This provides an adequate cushion to address any unforeseen scheduling conflicts. Frequently monitoring the SER300 service delivery report allows us to address any issues regarding RSP and related service provision. All general education teachers are provided with IEP snapshots which list all the pertinent IEP information such as accommodations and/or modifications. The director of special education has also created a compliance dashboard which provides a bird's eye view of SPED compliance. This dashboard is updated weekly.*

2. Describe the charter school's system for monitoring and supporting the education program for students with disabilities at the school.

*The school's system for monitoring and supporting the education program for students with disabilities include programming each student in a course of study that includes a resource period. Depending on the needs of the student, push-in support is provided in the general education classroom. The special education teachers and general education teachers meet frequently to discuss and adjust accommodations when necessary. The team reviews each student's IEP, along with service delivery reports to ensure related services are being delivered. Student services vary by need. The team also communicates the need for additional supplemental materials to support the academic and/or behavioral needs of students as well.*

3. Describe the professional development provided to all staff in supporting students with disabilities.

*Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, Review of the DVR Process, and Writing Present Level of Performance for IEP meetings.*

*All staff members have access to LAUSD's MyPLN to participate in professional development provided by the District.*

4. Describe how the IEP is used to achieve instructional outcomes, social/emotional supports, communication skills and/or behavior supports, as appropriate.

*The IEP is the guiding document when supporting learners with special needs, including those who require behavior support. All teachers are provided with an IEP snapshot which provides detailed information related to a student's primary disability, present level of performance, and annual goals and*

## **Oversight Guiding Questions Special Education**

### **Annual Performance-Based Oversight Visit**

*objectives. The information is used to guide instruction, ensure proper supports are in place, and implement the services for each student with an IEP. Our resource specialist teacher uses that information to assess and monitor annual IEP goals. Our students with behavioral needs are provided all provisions within the IEP. Via the IEP snapshot, teachers are provided all relevant information to be able to prevent and, when necessary, address behavioral concerns that happen in the classroom.*

5. Describe specific examples of student academic and behavior interventions implemented and delineate how they have been successful and unsuccessful.

*Students are provided a plethora of resources to access, be involved with, and experience success in their academics. General education teachers provide small group instruction and conference with students to gauge their understanding of their academic assignments. Students receive push-in services from our special education staff who work closely with general education teachers to ensure that accommodations and differentiating is taking place where needed. All students with disabilities have access to the resource room for support. Students who require pull out minutes are scheduled into a resource block which ensures that they do not miss core instruction. Students who require behavior support such as BII have a person assigned to support with any behavior challenges that may arise. Our staff strives to be proactive in our approach to supporting our students who may need academic and behavior interventions.*

## Bert Corona Charter High School School Verified Data Guiding Questions

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website:

<https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

Also:

[Verified Data FAQ's](#)

Note: High Schools can opt to complete the Verified Data (Assessments) Section and/or Postsecondary Outcomes Section

### Verified Data (Assessments)

1. Please complete the table below including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA MAPS (Reading)	11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3x per school year
2. NWEA MAPS (Math)	11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3x per school year

2. If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate. **Achieved**
3. Please provide the publisher’s growth report (e.g., iReady provide iReady’s Typical Growth Measure; NWEA provide Measures of Academic Progress; etc). For a complete list of growth reports, please review the following CDE document: [November 2020 SBE Agenda Item 14](#) (pages 23-29). Based on the report(s), please provide the following:
  - a. School wide (if available) **and** disaggregated subgroup data.

Fall ‘21:

<https://drive.google.com/file/d/1yhzFlqVfm9qVA5M8YC4419OeLb1pev9o/view?usp=sharing>

Winter ‘21:

<https://drive.google.com/file/d/1UJKHfNAnqsbm3A3-jyIPc4PiSL4tsOxs/view?usp=sharing>

Spring '22:

<https://drive.google.com/file/d/1PMmsErDnfr7hR2t2nQDZ7g1toNcYJZr1/view?usp=sharing>

- Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth?

The 11th grade cohort for 2021-2022 maintained or increased its participation percentage beyond the expected 95% threshold for the final verified data periodic assessment of this school year. In addition, their results demonstrate sustained growth in both reading and K-12 mathematics. The Special Education Cohort, which tested at 92% (12 out of 13 students with IEP in the 11th grade cohort of 50 students), also grew significantly. We just finished the final assessment administration last week, May 16-20, so we are continuing makeup testing this week for the 2 students in the EL cohort (10 students in the 11th grade) who did not yet finish their subtests.

Observed growth is attributed to sustained emphasis on mastery over work completion, a commitment to depth over coverage, and a consistent effort to “shrink the classroom” through pedagogy that focuses on personalization; small group differentiated instruction and support, and conferencing with individual students. In addition, our students complete “student-led” conferences twice yearly in which they give a thoughtful explanation of their growth or the lack thereof to their family members. This process requires significant reflection and ownership, which leads to growth.

<b>NWEA MAPS Assessment</b>	<b>11th SpEd on or ^GL</b>	<b>11th ELL on or ^GL</b>	<b>11th Grade on or ^GL</b>	<b>Participation Rate for Each Subtest</b>
Fall Math - Sept	10%	0%	40%	94%
Winter Math - Dec	10%	0%	43%	96%
Spring Math - May	<b>18%</b>	(still testing)	<b>50%</b>	<b>96%</b>
Fall Reading - Sept	0%	0%	50%	94%
Winter Reading - Dec	0%	20%	57%	92%
Spring Reading -	<b>33%</b>	(still testing)	<b>61%</b>	<b>98%</b>

NWEA MAPS Assessment	11th SpEd on or ^GL	11th ELL on or ^GL	11th Grade on or ^GL	Participation Rate for Each Subtest
May				

For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.

All current data demonstrates growth; waiting on EL/LTEL students to finish testing.

5. If verified data is not submitted, please explain why. In addition, please provide a summary of student academic performance in ELA and/or Math if not included in your verified data responses. Provide school wide (if available) **and** disaggregated subgroup data.
  - a. Describe how the data submitted shows growth in student achievement.
  - b. What do you attribute that led to that growth?
  - c. For data that did not demonstrate growth, please provide a root cause analysis, and plans for improvement.

Verified growth data has been submitted, as well as an explanation of variables to which the growth is attributable.

**For High Schools Only: Postsecondary Outcomes** ([November 2020 SBE Agenda Item 14](#) pages 16-22)

1. What state-approved postsecondary indicator(s) is the school using for postsecondary outcomes? (see [November 2020 SBE Agenda Item 14](#) page 21)
2. Does the postsecondary data include the results of at least 95% of eligible students? Please provide the number of: (a) eligible students, (b) participating students and (c) missing students. If not, please explain what the school’s plan is to increase participation rates to at least 95% of eligible students.
3. Please provide an analysis of your school’s postsecondary data to similar peers (which may include, but are not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4. If postsecondary outcome data is not submitted, please explain why.

BCCHS was opened in the fall of 2015 with a 9th grade cohort of 60 students. Our first full-cohort graduation was held in the spring of 2019. This cohort is still working their way through college. Our methods of grad tracking to date have been colloquial in nature, and have included

asking our college-enrolled alumni to come back to our campus and address successive generations of BCCHS students about what it means to be “college ready.”

Now that the first alumni from our school are within a year or two of graduating from college, we are in a process of formalizing our tracking protocols and methods. The tracking databases provided in SBE Agenda Item 14 are slated for discussion in relation to our Logic Model for BCCHS College Readiness and Success.

# Coversheet

## Chief Operation Officer's Report - Salary Table and Pay Raises

**Section:** III. Items Scheduled for Information  
**Item:** E. Chief Operation Officer's Report - Salary Table and Pay Raises  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board informative- 22-23 salary tables (6.56%).pdf



June 13, 2022

**TO:** YPICS Board of Directors

**FROM:** Ruben Duenas, Chief Operations Officer

**SUBJECT:** Board informative- 22-23 6.56% Salary Table increase and 3.44% one time retention bonus

**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 and we have open positions for the 22-23 school year. UTLA is negotiating for a 20% on the table increase over the next two years (10% then 10%). At the last board meeting, the board generously approved a 5% table increase and 2% one time retention bonus for the 22-23 school year based on the information given in the Governor’s Janaury budget proposal. Per the Governor’s May Revise, the cost of living adjustment at 6.56%.

**RECOMMNEDATION**

After reviewing the Legislature’s counter to the Governor’s May Revise, staff is recommending that the YPICS Board of Directors approves a 6.56% table increase to match the COLA and 3.44% one time retention bonus for all staff to continue to be competitive with LAUSD.

Credentialed Salary Table Comparison		
	YPICS 22-23	LAUSD 21-22
<b>Starting Salary</b>	\$58,182	\$56,107
<b>Top Salary</b>	\$88,759	\$89,245

6.56% Table Summary		
<b>Average Table Increase</b>	\$4,095	
<b>Average Pay Raise</b>	\$5,846	8.92%
<b>Minimum Raise</b>	\$3,742	6.43%
<b>Maximum Raise</b>	\$10,873	13.10%

**2022-2023 YPICS Credentialed Teacher Salary Table (6.56%) (Pending Approval)**

Level	Semester Units/ Years	1	2	3	4	5	6	7	8	9	10
20	14 Units or less	\$58,182	\$58,342	\$58,501	\$58,768	\$59,141	\$59,674	\$60,057	\$60,739	\$62,306	\$64,078
21	More than 14 Units	\$58,342	\$58,501	\$58,768	\$59,141	\$59,674	\$60,637	\$61,460	\$62,928	\$64,739	\$66,894
22	More than 28 Units	\$58,501	\$58,768	\$59,141	\$59,674	\$60,367	\$61,461	\$63,536	\$65,387	\$67,264	\$70,370
23	More than 42 Units	\$58,768	\$59,141	\$59,674	\$60,367	\$61,196	\$63,575	\$66,021	\$67,912	\$69,894	\$74,098
24	More than 56 Units	\$59,141	\$59,674	\$60,367	\$61,196	\$63,575	\$66,061	\$68,599	\$70,569	\$72,988	\$77,708
25	More than 70 Units	\$59,674	\$60,367	\$60,852	\$64,343	\$66,841	\$69,459	\$71,256	\$73,465	\$76,320	\$81,396
26	More than 84 Units	\$60,637	\$61,143	\$62,928	\$66,906	\$69,511	\$72,234	\$74,046	\$76,624	\$79,665	\$85,005
27	More than 98 Units	\$60,746	\$63,563	\$65,413	\$69,590	\$72,300	\$75,129	\$76,927	\$79,836	\$82,996	\$88,759
Level	Semester Units/Years	1	2	3	4	5	6	7	8	9	10

**2022-2023 YPICS Non-Credentialed Teacher Salary Table (6.56%) (Pending Approval)**

Level	Semester Units/Years	1	2	3	4	5	6	7	8	9	10
20	<14 points	\$45,858	\$45,858	\$45,858	\$46,655	\$49,060	\$49,570	\$51,103	\$52,823	\$55,253	\$57,707
21	> 14 points	\$45,858	\$45,858	\$46,256	\$48,075	\$49,982	\$51,838	\$53,807	\$55,751	\$57,658	\$60,238
22	> 28 points	\$45,858	\$45,858	\$48,150	\$50,294	\$52,325	\$54,468	\$56,512	\$58,705	\$60,761	\$63,365
23	> 42 points	\$46,256	\$48,112	\$50,294	\$52,474	\$54,817	\$57,072	\$59,316	\$61,534	\$63,789	\$66,730
24	> 56 points	\$48,112	\$49,957	\$52,325	\$54,817	\$57,172	\$59,627	\$62,057	\$64,412	\$66,929	\$69,982
25	> 70 point	\$49,782	\$51,876	\$54,518	\$57,072	\$59,639	\$62,244	\$64,848	\$67,365	\$69,969	\$73,296
26	> 84 points	\$51,764	\$53,807	\$56,524	\$59,316	\$62,057	\$64,861	\$67,552	\$70,257	\$73,048	\$76,562
27	> 98 points	\$53,271	\$55,751	\$58,705	\$61,534	\$64,437	\$67,403	\$70,269	\$73,197	\$76,100	\$79,939
Level	Semester Units/Years	1	2	3	4	5	6	7	8	9	10

**2022-2023 YPICS Credentialed Teacher Salary Table (5%)**

**Approved April 2022**

Level	Semester Units/Years	1	2	3	4	5	6	7	8	9	10
20	<14 points	\$57,330	\$57,488	\$57,645	\$57,908	\$58,275	\$58,800	\$59,178	\$59,850	\$61,394	\$63,139
21	> 14 points	\$57,488	\$57,645	\$57,908	\$58,275	\$58,800	\$59,749	\$60,560	\$62,007	\$63,791	\$65,915
22	> 28 points	\$57,645	\$57,908	\$58,275	\$58,800	\$59,484	\$60,561	\$62,605	\$64,430	\$66,279	\$69,340
23	> 42 points	\$57,908	\$58,275	\$58,800	\$59,484	\$60,300	\$62,644	\$65,054	\$66,918	\$68,871	\$73,014
24	> 56 points	\$58,275	\$58,800	\$59,484	\$60,300	\$62,644	\$65,094	\$67,595	\$69,536	\$71,920	\$76,570
25	> 70 point	\$58,800	\$59,484	\$59,961	\$63,401	\$65,862	\$68,442	\$70,213	\$72,389	\$75,202	\$80,204
26	> 84 points	\$59,749	\$60,248	\$62,007	\$65,927	\$68,493	\$71,177	\$72,962	\$75,502	\$78,498	\$83,761
27	> 98 points	\$59,857	\$62,632	\$64,456	\$68,572	\$71,242	\$74,029	\$75,801	\$78,667	\$81,781	\$87,460
Level	Semester Units/ Years	1	2	3	4	5	6	7	8	9	10

**2022-2023 YPICS Non-Credentialed Teacher Salary Table (5%)**

**Approved April 2022**

Level	Semester Units/Years	1	2	3	4	5	6	7	8	9	10
20	<14 points	\$ 45,186	\$ 45,186	\$ 45,186	\$ 45,972	\$ 48,341	\$ 48,845	\$ 50,355	\$ 52,050	\$ 54,444	\$ 56,863
21	> 14 points	\$ 45,186	\$ 45,186	\$ 45,579	\$ 47,371	\$ 49,250	\$ 51,080	\$ 53,019	\$ 54,935	\$ 56,814	\$ 59,356
22	> 28 points	\$ 45,186	\$ 45,186	\$ 47,445	\$ 49,558	\$ 51,559	\$ 53,671	\$ 55,684	\$ 57,845	\$ 59,871	\$ 62,438
23	> 42 points	\$ 45,579	\$ 47,408	\$ 49,558	\$ 51,706	\$ 54,014	\$ 56,237	\$ 58,447	\$ 60,633	\$ 62,855	\$ 65,753
24	> 56 points	\$ 47,408	\$ 49,225	\$ 51,559	\$ 54,014	\$ 56,335	\$ 58,754	\$ 61,148	\$ 63,469	\$ 65,950	\$ 68,957
25	> 70 point	\$ 49,053	\$ 51,117	\$ 53,720	\$ 56,237	\$ 58,766	\$ 61,333	\$ 63,899	\$ 66,379	\$ 68,945	\$ 72,223
26	> 84 points	\$ 51,007	\$ 53,019	\$ 55,697	\$ 58,447	\$ 61,148	\$ 63,911	\$ 66,563	\$ 69,228	\$ 71,979	\$ 75,441
27	> 98 points	\$ 52,491	\$ 54,935	\$ 57,845	\$ 60,633	\$ 63,493	\$ 66,416	\$ 69,240	\$ 72,126	\$ 74,986	\$ 78,769
Level	Semester Units/Years	1	2	3	4	5	6	7	8	9	10

# Coversheet

## Executive Director's Report

**Section:** III. Items Scheduled for Information  
**Item:** F. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** EXECUTIVE DIRECTOR Report June 13, 2022.pdf  
May Revise 2022.pdf



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

**June 13, 2022**

*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.*

### **State:**

#### ***From California Association of School Business Officials***

**“Governor Newsom Releases the May Revision Budget - State Surplus of \$97 Billion, Economic Growth Expected to Continue at Slower Rate Than Projected in January”**

posted May 13, 2022

Today, May 13, 2022, Governor Newsom released the May Revision, which projects revenues nearly \$55 billion above his January budget proposal. Additionally, economic growth is expected to continue at a slightly slower rate than was projected at the time of the governor’s January budget proposal. For the 2022-23 fiscal year, General Fund revenues are expected to total \$219 billion. The Legislature has until June 15, 2022, to adopt a state budget. To read the full Governor’s May Revision 2022-23 Budget Report, click [here](#).

Additional details will be released as part of the trailer bill language in the coming days and weeks. CASBO will analyze the Newsom Administration’s latest budget proposals and provide recommendations and position statements during this final phase of the budget deliberation process. Below you will find additional materials.

### **Materials**

[Department of Finance: May Revision](#)

[Department of Finance: Trailer Bill Language](#)

## General Fund Revenue Sources

(Dollars in Millions)

	2021-22	2022-23	Change from 2021-22	
			Dollar Change	Percent Change
Personal Income Tax	\$136,397	\$137,454	\$1,057	0.8%
Sales and Use Tax	32,750	33,991	1,241	3.8%
Corporation Tax	46,395	38,464	-7,931	-17.1%
Insurance Tax	3,468	3,667	199	5.7%
Alcoholic Beverage Taxes and Fees	430	435	5	1.2%
Cigarette Tax	54	49	-5	-9.3%
Motor Vehicle Fees	36	37	1	2.8%
Other	13,108	8,493	-4,615	-35.2%
<b>Subtotal</b>	<b>\$232,638</b>	<b>\$222,590</b>	<b>-\$10,048</b>	<b>-4.3%</b>
Transfer to the Budget Stabilization Account/Rainy Day Fund	-5,682	-2,958	2,724	-47.9%
<b>Total</b>	<b>\$226,956</b>	<b>\$219,632</b>	<b>-\$7,324</b>	<b>-3.2%</b>

Note: Numbers may not add due to rounding.

### Proposition 98

The budget projects Proposition 98 funding levels from the 2020-21 through 2022-23 fiscal years to increase by \$19.6 billion over the level estimated in the governor's proposed budget. Test 1 is projected to be operative for those fiscal years. The governor's budget had proposed re-benching the Test 1 percentage due to the expansion of transitional kindergarten (TK) and expected increase in enrollment. The May Revision updates the increased Test 1 percentage from approximately 38.4% to approximately 38.3%.

The significant increase in state revenues projected for 2020-21, 2021-22 and 2022-23 results in a corresponding increase in resources for K-14 schools. Proposition 98 is estimated to be:

- \$96.1 billion in 2020-21,
- \$110.2 billion in 2021-22, and
- \$110.3 billion in 2022-23.

As noted above, this represents a three-year increase in the minimum guarantee of \$19.6 billion over the level estimated in the governor's budget. These funding levels include property tax decreases of \$32 million in 2020-21, \$659 million in 2021-22 and \$804 million in 2022-23.

**Proposition 98 Funding  
2011-12 to 2022-23  
(Dollars in Billions)**



Source: Governor's 2022-23 May Revision Proposal

**Proposition 98 Rainy Day Fund and Local District Cap on Reserves**

The May Revision updates the projected total payments to the Public School System Stabilization Account between 2020-21, 2021-22 and 2022-23 from the Governor's Budget total of \$9.7 billion to \$9.5 billion. The decrease is due to the decrease in capital gains revenues as a share of total funds.

The statutory cap of 10% on school district reserves will become effective beginning in 2022-23. The cap applies in fiscal years immediately succeeding those in which the balance in the account is equal to or greater than 3% of the total K-12 share of the Proposition 98 Guarantee. The balance of \$7.3 billion in 2021-22 triggers school district reserve caps beginning in 2022-23.

**School System Fiscal Stability**

**Local Control Funding Formula (LCFF)**

The May Revision acknowledges the costs associated with the policies below are estimated to be \$3.3 billion ongoing Proposition 98 General Fund and \$463 million one-time Proposition 98 General Fund:

- Updates the cost-of-living (COLA) adjustment to 6.56% for 2022-23.
- Includes \$2.1 billion ongoing Proposition 98 General Fund to increase LCFF base funding to help address the fiscal impacts of rising pension obligations, increased costs for goods and services, and other ongoing local budget concerns.
- Includes \$101.2 million ongoing Proposition 98 General Fund to augment LCFF funding for county offices of education (COEs), which face similar cost pressures to school districts and charter schools.

- Includes further fiscal protections for schools that experienced significant attendance declines in 2021-22 due to the impacts of the delta and omicron surges.
- Proposes allowing all classroom-based local education agencies (LEAs) to be funded at the greater of their current year average daily attendance (ADA) or their current year enrollment adjusted for pre-COVID-19 absence rates in the 2021-22 fiscal year, enabling LEAs to use a modified version of 2021-22 ADA to determine their 2021-22 LCFF allocations.
- Proposes further modifying the three-year rolling average to conform with the adjustment.

### **Discretionary Block Grant**

The May Revision includes \$8 billion one-time Proposition 98 General Fund in discretionary funds to address increased operational costs and respond to external pressures. These funds are allocated on a per-pupil basis. There is also specified intent that these funds will be used for purposes that include, but are not limited to, protecting staffing levels, addressing student learning challenges, and supporting the mental health and wellness needs of students and staff. It is not clear if these funds will go to only school districts or if to charter schools and COEs.

### **Student Centered Schools**

#### **Expanded Learning Opportunity Program (ELOP)**

The May Revision adds \$403 million ongoing Proposition 98 General Fund, bringing the ongoing ELOP to \$4.8 billion and full funding implementation (four years ahead of schedule) of \$2,500 for every low-income, English-language-learner and foster-care youth student in the state.

#### **Community Engagement Initiative**

The May Revision adds \$100 million one-time Proposition 98 General Fund to expand the program to additional LEAs.

#### **Community Schools Partnership Program**

The May Revision proposes adding an additional \$1.5 billion one-time Proposition 98 General Fund to expand access to the community school grants to every eligible LEA that opts to apply on behalf of its high-need schools.

#### **Pre-Kindergarten (PK) Education**

The May Revision includes the following investment and programmatic changes:

- **State Preschool Family Fee Waivers:** Provides \$10.8 million one-time Proposition 98 General Fund for the 2022-23 school year and \$10.8 million one-time non-Proposition 98 General Fund to waive the family share of cost for children participating in the State Preschool Program.
- **State Preschool Funding Hold Harmless:** Allows State Preschool Program contractors to receive full funding allocated to them pursuant to their contracts, regardless of student attendance.
- **State Preschool Program Adjustment Factors for Students With Disabilities and Dual Language Learners:** Adds \$4 million for a total of \$201.8 million Proposition 98 General Fund and adds \$30 million for a total of \$140.6 million General Fund.

- **Local Assignment Option for TK Teachers:** Temporarily allows qualified teachers to teach TL until June 30, 2026. Qualified means:
  - holds a preschool teaching permit,
  - holds a bachelor's degree,
  - meets basic skills requirement, and
  - is enrolled in coursework leading to assignment as the teacher of record in a credential.

The May Revision also adjusts the cost to expand eligibility for TK from \$639.2 million to \$614 million General Fund, creating a \$25.2 million reduction.

### **Child Nutrition**

The May Revision adds \$611.8 million ongoing Proposition 98 General Fund for the state meal reimbursement rate to maintain reimbursement rates beginning in 2022-23. It also shares that if the federal waiver is extended, any unused state funding for rate increases in 2022-23 would instead be made available for school kitchen infrastructure grants.

### **Well-Prepared Educator Workforce Investments**

#### **Teacher and School Counselor Residencies**

The May Revision provides \$500 million one-time Proposition 98 General Fund to expand residency slots for teachers and school counselors. It also proposes a statute to expand eligibility for the Golden State Teacher Grant Program to school counselor, social worker and psychologist candidates.

#### **Educator Support for Science, Technology, Engineering and Mathematics (STEM) Instruction**

The May Revision includes \$85 million one-time Proposition 98 General Fund to create PK through grade 12 educator resources and professional learning to implement STEM instruction and support the alignment of other state STEM educator support initiatives. It also includes \$300 million one-time Proposition 98 General Fund for LEAs to prioritize STEM educator support and professional learning through the Educator Effectiveness Block Grant.

The May Revision also provides, over a three-year period, \$15 million one-time General Fund to continue the work focused on computer science and \$15 million one-time Proposition 98 General Fund focused on support for special education and English-language-learner students in the Educator Workforce Investment Grant Program.

#### **Developmental Disabilities Screening**

The May Revision provides a reminder of the creation of the dyslexia screening tool. Once these tools have been validated, the Newsom Administration intends for all educators across the state to have access to them, be broadly utilized, and be trained in how to use them appropriately to identify students with dyslexia and other processing disorders.

### **K-12 School Facilities**

#### **K-12 Facilities**

The May Revision adds \$1.8 billion General Fund to support new construction and modernization projects through the School Facility Program with the following allocation:

- \$2.2 billion one-time General Fund in 2021-22,
- \$1.2 billion one-time General Fund in 2023-24, and
- \$625 million one-time General Fund in 2024-25.

The new \$1.8 billion would begin in 2023-2024, assuming the \$3.9 billion is sufficient to be sustained for 2021-22 and 2022-23.

The May Revision also includes approximately \$1.8 billion one-time Proposition 98 General Fund for deferred maintenance and assumes the Office of Public School Construction continues to process applications according to its existing capacity. Every district or charter school that is in a district-owned facility would get a minimum of \$100,000 and the remainder would be distributed to LEAs and county offices based on unduplicated pupil counts.

**Major K-12 Budget Adjustments**

This section highlights the budget’s significant adjustments to various educational programs outside of LCFF.

Issue	Proposal
Local Property Tax Adjustment	Decrease: \$127.8 million ongoing Proposition 98 General Fund for school districts and COEs in 2021-22, and a decrease of \$1.4 billion ongoing Proposition 98 General Fund for school districts and COEs in 2022-23, as a result of increased offsetting property taxes.
COLA	Increase: \$295 million ongoing Proposition 98 General Fund to reflect a 5.33% COLA for categorical programs that remain outside of LCFF.
Model Curriculum	Increase: \$14 million one-time Proposition 98 General Fund to support COEs in developing model curricula related to various ethnic studies.
COEs	Increase: \$11.5 million ongoing Proposition 98 General Fund to reflect a 5.33% COLA and ADA changes applicable to LCFF.
Agricultural Career Technical Education Incentive Grant	Increase: \$2 million ongoing Proposition 98 General Fund to support an augmentation to the grant program.
Instructional Quality Commission	Increase: \$246,000 one-time General Fund for the Instructional Quality Commission to continue its work on curriculum frameworks.

### Other Significant Adjustments

Issue	Proposal
Classified School Employee Summer Assistance Program	Increase: \$80 million ongoing Proposition 98 General Fund for this program which provides supplemental pay for classified staff during intersessional months when they are not employed.
ELOP	Increase: \$63 million one-time Proposition 98 General Fund to integrate arts and music programming into the enrichment options for students.
Categorical Program COLAs	Increase: \$62.1 million Proposition 98 General Fund to selected categorical programs for 2022-23 to reflect a change in COLA.
K-12 Teacher Residency Program Technical Assistance Center	Increase: \$20 million one-time Proposition 98 General Fund to support a technical assistance center.
Accelerated Reading Support	Increase: \$15 million one-time Proposition 98 General Fund over three years to support 6,000 teachers in completing the coursework necessary to receive a supplementary state certification in reading and literacy.
Center on Teaching Careers	Increase: \$1.7 million one-time Proposition 98 General Fund to Tulare COE to support the educator recruitment.
California School for the Deaf, Riverside: Athletic Complex Replacement and Expansion	Increase: \$2.5 million General Fund for the study and preliminary plans phases of an overall \$43.1 million General Fund project to replace all outdoor sports fields and add a stand-alone practice soccer field at the Riverside School for the Deaf.

### **Child Care**

The May Revision includes \$6.3 billion (\$2.7 billion General Fund) for child care programs, including continued support for a multi-year commitment to rate increases and supplemental funding to providers in the first collective bargaining contract ratified last year. It also continues the commitments to expand child care access by 200,000 slots by 2025-26 by including:

- \$270 million for 36,000 additional subsidized slots compared to 2021-22.
- \$413 million to support a full year of rate increases while striving toward a single reimbursement rate structure while supporting positive learning and developmental outcomes for children.

**Temporary Extension of Child Care and Preschool Family Fee Waivers**

The May Revision includes \$136 million one-time federal funds for the California Department of Social Services and \$21.3 million one-time General Fund (\$10.8 million Proposition 98 General Fund, \$10.5 million General Fund) for the California Department of Education to waive family fees for state-subsidized preschool and child care and development services from July 1, 2022, through June 30, 2023.

**Significant Adjustments**

Issue	Proposal
Child Care and Development Infrastructure Grant Program Augmentation	\$200.5 million (\$100 million General Fund, \$100.5 million federal funds) in 2022-23 for minor renovation and repair focused on child care deserts and low-income communities.
Hold Harmless: Reimbursement for Authorized Hours of Care	Reimburse voucher-based child care providers and preschool providers for authorized hours of care, who otherwise would be reimbursed for actual hours of care, from July 1, 2022, through June 30, 2023, with \$114 million (\$6 million General Fund, \$108 million federal funds).
Alternative Payment Program (APP) Capacity Grant.	\$20 million General Fund to assist APPs in developing capacity to serve additional slot commitments.

**Youth Behavioral Health**

**Addressing Needs and Emergent Issues in Children’s Behavioral Health**

The May Revision includes \$290 million General Fund one-time investments to implement a multi-pronged approach to address the urgent youth mental health crisis. The funding will also establish a center for innovative new technologies to improve youth mental health.

**Youth Suicide Prevention Program**

The May Revision includes \$40 million General Fund to develop and implement a data-driven, targeted and community-based youth suicide prevention program for those at increased risk.

**Crisis Response**

The May Revision includes \$50 million to provide grants to pilot school and community-based crisis response and supports following a youth suicide or attempt, as well as pilot a new approach of designating youth suicide and attempts as a reportable public health event, which would trigger screening and resource connections at the local level.

**Support Wellness and Build Resilience of Children, Youth and Parents**

The May Revision includes the following programs and investments to support wellbeing:

Issue	Proposal
Wellness and Mindfulness Programs	\$85 million, over two years, for grants for wellness and mindfulness programs in schools and communities and expansion of parent support and training programs.
Video Series	\$15 million to develop and distribute a video series for parents to build their knowledge, tools and capacity to support the behavioral health of their children.
Career Development	\$25 million to identify and support the early career development of 2,500 highly talented and culturally diverse high school students interested in mental health careers.
Assessment and Intervention	\$75 million for next-generation digital supports for remote and metaverse-based mental health assessment and intervention.
LGBTQ+ Youth	\$5 million for grants to county behavioral health and experienced community-based organizations to partner to improve capacity, training and culturally responsive care to the unique needs and protections of LGBTQ+ youth.

**Other**

**Extreme Heat**

The May Revision informs that the Extreme Heat Action Plan, as part of the Climate Resilience Package enacted in the 2021 Budget Act, was released in April 2022. Of the \$300 million proposed allocation outlined in the action plan, \$220 million, over two years, is to support cooling of communities at schools and through resilience centers.

**Vaccine Testing**

As part of the SMARTER Plan, the May Revision includes \$530 million in 2022-23 to support school testing with end-to-end vendors and laboratory network costs and continue rapid testing and treatment sites.

**K-12 and Interpretive Program Enrichment**

The May Revision provides \$15 million one-time General Fund for outdoor environmental education and access programming through the expansion of existing K-12 programs for underserved youth statewide.

**K-12 ADA**

The May Revision shows a percentage growth of 1.55% up from January’s percentage growth of 0.03%.

**School Buses**

The May Revision does not mention the \$1.5 billion in Proposition 98 General Fund for school buses, so it is assumed that there are no changes to the program as it was seen in the Governor’s January Proposal. We anticipate seeing additional information on this through trailer bill language

**YPICS:**

All YPICS schools completed their LAUSD Oversight visits on the following dates:

- MORCS: May 18, 2022
- BCCHS: May 24, 2022
- BCCS: May 31, 2022

We are thankful for the support of Board Members (Board Chair, Mary Keipp; Board Treasurer, Michael Green; and Board Secretary, Sandra Mendoza) who attended the visits alongside the schools. Additionally, we are deeply appreciative of Yolanda Jordan, LAUSD Specialists for taking on the YPICS schools due to the leave by the regular CSD Specialists. The Board can expect to receive the school reports in July. The CSD team has 6 weeks to complete reports.

**Distance Learning**

Last year, the Board of Directors approved a contract with Edgenuity to serve up to 20% of our students remotely through an Independent Study. The 2020-21 school year ended with half of our students electing to return for in-person instruction. In the beginning of the 2021-22 school year, it was unknown how many students would choose to return to in-person instruction. In August 2021, YPICS had about 32 students enrolled with Edgenuity.

Currently, YPICS has 20 students enrolled online. The minimum number of students one teacher can service is 24 students.

At this time, the future of distance learning is unknown. With the state and LAUSD extending the deadline for student COVID-19 vaccinations, it is likely the demand for distance learning will be low. Public health numbers continue to be low, but a spike over the summer is possible following historical trends. A decision on the future of distance learning will be made over the next couple of weeks.

**COVID-19 Testing**

The Health Resources and Services Administration (HRSA) Uninsured Program (UIP) stopped accepting claims due to a lack of sufficient funds on March 22, 2022. Based on the number of students that were uninsured at that time.

As of June 6, 2022, YPICS has not received a bill for COVID-19 testing from CoVerfiy. It appears that despite losing Federal funding, [California is still testing uninsured residents for COVID-19 for the time being](#). It appears the state has funding set aside for uninsured Californians and school testing. The demand for testing has also dropped considerably across the state with the improved public health conditions. As part of the SMARTER Plan, the May Revision of the Governor's budget includes \$530 million in 2022-23 to support school testing with end-to-end vendors and laboratory network costs and continue rapid testing and treatment sites.

**LCAP Update**

Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (LEAs) to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022. The LCAP Update was presented to the board during the February 28, 2022 board meeting.



## YPI CHARTER SCHOOLS

June 13, 2022

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

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

**SUBJECT: Governor's May Revision**

### BACKGROUND

*From "The Budget Process: A Citizen's Guide to Participation" -*

The legislative review of the state budget begins in January with the Governor's proposal for the new fiscal year. The State Constitution requires the Governor to submit a balanced budget proposal to the legislature by January 10<sup>th</sup> of each year. The proposal details the state's spending plan for the fiscal year beginning on July 1.

The Constitution requires that the Governor's proposal be introduced in both the Assembly and the Senate as identical budget bills.

A large portion of state spending is constrained by the Constitution or Court action. Many of these constraints have been imposed by the voters through the initiative process. Proposition 13 of 1978 limits the amount of property tax that can be levied and increases state control over local finances; Proposition 4 of 1979 limits the amount of money that the state can appropriate; Proposition 98 of 1988 mandates funding levels from pre-kindergarten to community college.

A new budget is adopted for the state every year. The fiscal year runs from July 1 through June 30.

After its introduction, the legislature has until June 15 to pass the budget. This five-month period – a comparatively short time frame for consideration and passage of the state's multi-billion-dollar general fund budget – is the critical period for public comment on the state's spending priorities.

The Legislative Analyst's Office (LAO), the legislature's nonpartisan fiscal advisor, publishes a series of reports that review the Governor's budget proposal, starting in January. The LAO's

analyses are typically incorporated in the budget discussion in both houses of the legislature. The reports include program background information, economic projections and recommended revisions to the governor's budget proposal.

In each house, the budget committee reviews the bill through May. During the subcommittee hearings, the legislature has its broadest discussion of budget alternatives and makes many changes to the original proposed budget.

By May 14, the Governor will announce an updated revenue forecast, which accounts for any changes in revenues since January. Currently, the Governor proposes more changes to his budget proposal. This update is known as the "May Revise" or "May Revision". The legislative subcommittees have about a week to consider the changes proposed.

## **ANALYSIS**

The Governor has released the May Revise. ExED will continue to update us on the details and final fiscal impact.

## **RECOMMENDATION**

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

# Coversheet

## Consent Items

**Section:** V. Consent Agenda

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

1. Recommendation to Approve Board Nominating Committee.pdf
- 2a. Board Brief Recommendation to approve renewal contract Infinite Campus.pdf
- 2b. Infinity Campus Agreement and Invoice for 2022 2023.pdf



## YPI CHARTER SCHOOLS

June 13, 2022

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

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

**SUBJECT: Recommendation to approve Ad Hoc Board Member Nominating Committee to review expiring board terms and recommend slate of directors for the 2022-2023 school year**

### BACKGROUND

Terms of office for the following board members will expire on June 30, 2022:

Dean Cho  
Sandra Mendoza  
Walter Njboke

### ANALYSIS

Each year, the Board has established an Ad Hoc Nominating Committee to identify prospective board members and establish a recommended slate of members for the new school year. The board chair and vice chair are typically part of this committee, along with faculty and classified representatives.

### RECOMMENDATION

It is recommended that the Board of Directors appoint Board Chair Mary Keipp as the chair of the Ad Hoc Board Nominating Committee. Additionally, it is recommended the Board appoint Executive Director King-Berg to the Ad Hoc Committee.

It is further recommended that the Board request the committee convene remotely prior to June 13<sup>th</sup> to discuss recommendations to be presented to the Board on June 27, 2022 for formal approval. Board officers for the new school year will be elected at the first meeting of the 2022-2023 school year.



## YPI CHARTER SCHOOLS

June 13, 2022

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

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

**SUBJECT: Recommendation to approve renewal of contract with Infinite Campus**

### BACKGROUND

Last year YPICS had to decide to use a new SIS system due to Illuminate's decision, our former provider, to close this service to all schools. The Infinite Campus was introduced as a possible choice to provide Student Information Systems (SIS) software and other related support during the 2020-21 school year. The program was selected and began to provide SIS support during the 2021-22 school year.

### ANALYSIS

The use of Infinite Campus began during the pandemic and the re-opening of our schools to in-person instruction provided critical support for our data team. Consistency and reliability are key components to the software programs, and Infinite Campus has proved to be an effective tool.

For the 2022-2023 school year, the Executive Director recommends the continued purchase of both software programs and related support services. Contract and invoice for the company are attached.

The costs are listed below.

**Infinite Campus - \$24,253.15**

### RECOMMENDATION

It is recommended that the Board of Directors approve the contract and purchase of software and related services with Infinite Campus.

**Attachments:** Infinite Campus Contract



## INFINITE CAMPUS END USER LICENSE AGREEMENT

This Infinite Campus End User License Agreement (“**Agreement**”) is made between **Infinite Campus, Inc.**, a Minnesota corporation located at 4321 109th Ave NE, Blaine, MN 55449-6794 (“**Company**”) and **YPI Charter Schools with offices located at 10660 White Oak Ave STE B101 Granada Hills, CA 91344** (“**Licensee**”).

### RECITALS

- A. Company has developed certain proprietary student information software and as updated and revised by Company from time to time (the “Infinite Campus Product”), and Company has licenses from third parties or developed other products and services as offered by Company and as amended by Company from time to time (the “Infinite Campus Additional Products”). The Infinite Campus Product, and the Infinite Campus Additional Products are collectively referred to as the “Infinite Campus Products”;
- B. Company or a Company authorized service provider provides certain services for the Infinite Campus Products, including software implementation services, software maintenance services, training services, product support services, technical support services and application hosting services (the “Infinite Campus Services”);
- C. Company and Licensee desire to enter into this Agreement for the purpose of facilitating the licensing of certain Infinite Campus Products, and delivery of certain Infinite Campus Services, subject to the terms and conditions of this Agreement.

NOW, THEREFORE, for and in consideration of the terms and conditions hereinafter stated, it is agreed as follows:

### 1.0 Grant of License

- 1.1 Type of License. Subject to the terms and conditions hereof, Company agrees to grant Licensee a non-exclusive, non-transferable, non-sublicensable, non-perpetual, right and license to the Infinite Campus Products and the related documentation (“Documentation”) identified on the Order and Pricing Schedule(s) attached hereto. Licensee shall install and use the Infinite Campus Products and the Documentation solely for its own internal use and for the purposes for which such Infinite Campus Products and Documentation were designed.
- 1.2 Initial Term and Fees. Upon the Term Start Date indicated on the duly executed Order and Pricing Schedule(s) attached hereto, Company shall provide Licensee with the Infinite Campus Products and Infinite Campus Services and any associated Documentation (defined as users’ manuals, reference guides, programmers’ guides and/or system guides, as applicable) as indicated on the Order and Pricing Schedule(s). The fees for the licenses shall be valid from the Term Start Date until months thereafter (the “Initial Term”).
- 1.3 Recurring Annual Fees. Following the Initial Term, for each 12 month period thereafter (the “Subsequent Term”), Licensee shall pay annual fees according to the then current license fees for the licensed Infinite Campus Products (the “Recurring Annual Fees”). Company shall review the number of students enrolled as certified by the state in which the Licensee resides, and, in the event that the total number of enrolled students has increased or decreased, Company may increase or decrease the Recurring Annual Fees according to the then current fees for the licensed Infinite Campus Products and Services.



## 2.0 Ownership and Protection of Infinite Campus Products

- 2.1 Title: Ownership. Licensee acknowledges that the Infinite Campus Products; all source code, object code, class libraries, user interface screens, algorithms, development frameworks, repository, system designs, system logic flow, and processing techniques and procedures related thereto; the Documentation, any system user documentation, or other documentation related thereto; any copies and derivatives of any of the foregoing, in whole or in part; as well as all copyright, patent, trademark, trade secret and other proprietary rights in any of the foregoing; are and shall remain the sole and exclusive confidential property of Company or Company licensor. Licensee further acknowledges that any reports or other data generated by the Infinite Campus Products regarding traffic flow, feature use, system loads, product installation, and/or similar information, are the exclusive property of Company and may be used, and Licensee hereby specifically authorizes the use of such reports and/or other data, by Company in any manner that it deems to be appropriate.
- 2.2 Protection of Infinite Campus Products and Documentation. Licensee shall not allow, and shall not allow any third party to:
- 2.2.a adapt, modify, change, maintain, translate, decompile, disassemble, reconstruct, or reverse engineer the Infinite Campus Products or the Documentation, or any portion thereof;
  - 2.2.b identify or discover any source code of the Infinite Campus Products;
  - 2.2.c distribute, sell or sublicense copies of the Infinite Campus Products or the Documentation or any portion thereof;
  - 2.2.d create copies of the Infinite Campus Products or the Documentation except to make a copy of any program which is required as an essential step in its utilization or to make an archival or back-up copy of the Infinite Campus Products; or
  - 2.2.e incorporate any portion of Infinite Campus Products into or with any other Infinite Campus Products or other products, or create any derivative works of the Infinite Campus Products or Documentation.
- 2.3 Confidentiality. Licensee agrees that the Infinite Campus Products contain proprietary information, including trade secrets, know-how and confidential information that are the exclusive property of Company or Company licensor. During the period this Agreement is in effect and at all times after its termination, Licensee and its employees and agents shall maintain the confidentiality of this information and not sell, license, publish, display, distribute, disclose or otherwise make available this information to any third party nor use such information other than to inform permitted users of the conditions and restrictions on the use of the Infinite Campus Products or the Documentation set, and to the extent permitted by law, Licensee will not disclose the terms and conditions of this Agreement without the prior written consent of Company.

## 3.0 Payment

- 3.1 Payment Terms. Licensee shall pay Company or Company's Authorized Channel Partner the Fees as provided in the Order and Pricing Schedule(s) attached hereto.
- 3.2 Taxes. All amounts set forth for payment are exclusive of applicable sales and similar taxes and it shall be Licensee's responsibility to add to the amounts payable, and to pay all such taxes, if applicable.



**4.0 Indemnification; Warranties**

**4.1 Indemnifications**

- 4.1.a If Licensee notifies Company in writing and gives Company sole control over the defense and all related settlement negotiations, Company will defend, hold harmless and indemnify Licensee against any damages finally awarded, or amounts paid in settlement as a result of any claim or threat of claim brought by a third party against Licensee to the extent based on an allegation that: (i) Products for which Licensee has licensed from Company infringes any U.S. patent, copyright, trademark, trade secret or other proprietary right of a third party, or (ii) a defective Product directly caused death or personal injury; provided that Licensee did not alter, modify, or otherwise change the Product or software that gave rise to such claim.
- 4.1.b To the extent permitted by law, Licensee will defend, hold harmless and indemnify Company against any claim or threat of claim brought by a third party against Company arising out of the acts or omissions of Licensee or its employees, excluding acts or omissions expressly required or prescribed by this Agreement.
- 4.1.c If either party seeks indemnification provided for in this Section, each party seeking indemnification will cooperate with and provide reasonable assistance in the defense or settlement of any claim or legal proceeding. Licensee and Company will not make public any terms, or the mere existence, of any settlements.
- 4.1.d THE FOREGOING STATES THE ENTIRE LIABILITY AND OBLIGATION OF COMPANY WITH RESPECT TO ANY INFRINGEMENT OR CLAIMS OF INFRINGEMENT BY THE INFINITE CAMPUS PRODUCTS OR ANY PART THEREOF, OF ANY PATENT, COPYRIGHT, TRADE SECRET OR OTHER PROPRIETARY RIGHT.

**4.2 Warranties**

- 4.2.a Operational Warranty. Company warrants that, during the ninety (90) day period (the “Warranty Period”) commencing on the delivery date of the Infinite Campus Product to Licensee, the Infinite Campus Products will operate in substantial conformity with the Documentation when used in strict compliance therewith. This warranty is contingent upon Licensee’s installation of all corrections, enhancements, updates and new releases provided by Company to Licensee and the absence of damage or abuse to the Infinite Campus Products.
- 4.2.b Breach of Operational Warranty. Notwithstanding the foregoing, Licensee acknowledges that it is solely responsible for having the appropriate compatible network(s) and operating system environment(s), and as Licensee’s sole and exclusive remedy for any breach of this warranty, Company shall, at its sole option, within a reasonable period of time, provide all reasonable programming services to correct programming errors in the Infinite Campus Products, replace the Infinite Campus Products or terminate this Agreement and refund to the Licensee the license fees paid to Company under this Agreement for the defective Infinite Campus Products, as set forth in section 6.2(c) of this agreement, refunding the unamortized portion (assuming straight line amortization) of the annual license fees paid. Any professional services provided under this Agreement are provided “as is” without representation or warranty of any kind or nature.
- 4.2.c Limitation. EXCEPT AS EXPRESSLY SET FORTH IN THIS PARAGRAPH 4, COMPANY MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR



PURPOSE, AND ANY WARRANTIES OF QUALITY OR PERFORMANCE, OR AS A RESULT OF A COURSE OF DEALING OR USAGE OF TRADE, WITH RESPECT TO THE INFINITE CAMPUS PRODUCTS AND ANY MAINTENANCE, SUPPORT OR OTHER SERVICES.

**5.0 Limitations of Liability**

EXCEPT TO THE EXTENT INCLUDED IN AN AWARD SUBJECT TO COMPANY’S INDEMNITY OBLIGATION, IN NO EVENT WILL COMPANY BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, INDIRECT, PUNITIVE OR SPECIAL DAMAGES OF ANY NATURE, SUCH AS LOST BUSINESS PROFITS. COMPANY’S TOTAL LIABILITY WILL BE LIMITED TO THE LICENSE FEES ACTUALLY PAID BY LICENSEE TO INFINITE CAMPUS FOR THE APPLICABLE INFINITE CAMPUS PRODUCTS, SUBJECT HOWEVER TO A TWELVE (12) MONTH STRAIGHT LINE DEPRECIATION COMMENCING ON THE DATE OF DELIVERY OF SUCH INFINITE CAMPUS PRODUCTS.

**6.0 Agreement Term and Termination**

6.1 Agreement Term. The term of this Agreement (the “Agreement Term”) shall begin Mar 16, 2021 (“Effective Date”), and shall remain in effect until terminated pursuant to Section 6.2.

6.2 Agreement Termination. This Agreement may be terminated as follows:

- 6.2.a either party may terminate this Agreement, with or without cause, with no less than thirty (30) days written notice.
- 6.2.b either party may terminate this Agreement if one party’s actions expose the other party to any violation of law and fails to cure such actions within 15 days of notice thereof;
- 6.2.c either party may terminate this Agreement and any other active agreement with the other party if the other party fails to fully perform any material obligation under this Agreement with thirty (30) days to cure;
- 6.2.d notwithstanding the foregoing, if the Licensee violates the provisions of Sections 2.0 of this Agreement the Company may terminate this Agreement immediately without notice.

In the event of termination of this Agreement by the Company pursuant to Section 6.2(a) prior to an anniversary date the Company shall refund the unamortized portion (assuming straight line amortization) of the annual license fees paid. In the event of termination of this Agreement by the Company pursuant to Sections 6.2(b), 6.2(c) or 6.2(d) prior to an anniversary date, the Company shall be entitled to prepaid license fees for the balance of the year of termination.

In the event of termination of this Agreement by the Licensee pursuant to Section 6.2(a) prior to an anniversary date the Company shall be entitled to prepaid license fees for the balance of the year of termination. In the event of termination of this Agreement by the Licensee pursuant to Section 6.2(b) or 6.2(c) Company shall refund the unamortized portion (assuming straight line amortization) of the annual license fees paid.

6.3 Responsibilities in the Event of Termination.

- 6.3.a Upon any termination of this Agreement and/or the license to use any Infinite Campus Products, Licensee shall cease to use the Infinite Campus Products and shall return to Company the Infinite Campus Products and all copies thereof and all proprietary and confidential property of Company. Licensee shall expunge all copies of the Infinite Campus Products from its computer(s) and server(s). Failure to comply with this Section shall constitute continued use of the Infinite Campus



Products. Licensee shall provide a certificate from an officer of Licensee stating compliance with this Section. Company shall also have such other legal and equitable rights and remedies to which it may be entitled with respect to Licensee's failure to comply with the provisions of this Agreement.

6.3.b Upon 90 business days following the termination of this Agreement, or sooner at the request of the Licensee, Company warrants that the original and all copies of Licensee information, educational records and pupil records as such terms are defined by the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99, "FERPA"), and any other State or Federal law relating to the protection of confidential student information, will be returned to the Licensee or destroyed in such a manner that such information cannot be read, executed, viewed or in any way accessed when destroyed. Nothing herein, however, prohibits Company from continuing to possess and use any reports or other data generated by the Infinite Campus Products or Infinite Campus Services regarding traffic flow, feature use, system loads, product installation, and/or similar information.

6.4 No Liability for Termination. Except as provided for in this Agreement, neither party shall be liable to the other for damages of any kind, including incidental or consequential damages, damages for loss of prospective business or loss of continuing business, or otherwise which arise due to the expiration or termination of this Agreement. This does not relieve either party from responsibility for damages caused by its actions or breaches of the Agreement, but only for damages related to or resulting from the expiration or termination of the business relationship.

6.5 Survivorship. Those sections that by their nature survive expiration or termination of this Agreement will survive such expiration or termination.

**7.0 Software Support**

Company and Licensee agree to the terms and conditions of the Software Support Services Agreement, which is attached hereto and fully incorporated herein. Licensee shall be billed for the Infinite Campus Services, as described in the Software Support Services Agreement, in accordance with the payment terms set forth in Section 3.0 of this Agreement.

**8.0 Application Hosting**

Company and Licensee agree to the terms and conditions of the Cloud Hosting Services Agreement, which is attached hereto and fully incorporated herein. Licensee shall be billed for the Infinite Campus Services, as described in the Cloud Hosting Services Agreement, in accordance with the payment terms set forth in Section 3.0 of this Agreement.

**9.0 Training, Data Conversion and Project Management Services**

Training Services, Data Conversion Services, or Project Management Services requested by Licensee during the Initial Term or following the Initial Term shall be provided for an additional charge, in accordance with an Implementation Services Agreement provided by Infinite Campus or authorized service partner.

**10.0 General Terms and Conditions**

10.1 Assignment. Licensee shall not, voluntarily or involuntarily, sublicense, sell, assign, give or otherwise transfer this Agreement. Any such transfer or attempted transfer shall be null and void. Company has the right to assign or otherwise transfer its rights and obligations under any of this Agreement, whether voluntarily, involuntarily, or by operation of law.

10.2 Governing Law. This Agreement will be governed and interpreted under the



laws of the state of Minnesota, U.S.A, without regard to its conflict of law's provisions. Any action arising out of or related to this Agreement must be brought within one (1) year from the first date such action could have been brought, despite any longer period provided by statute. If a longer period is provided by statute, the parties hereby expressly waive it.

- 10.3 Amendments; Waiver. This Agreement shall not be amended or modified except in writing by duly authorized representatives of the parties that refer specifically to this Agreement. The failure of either party to enforce at any time or for any period of time the provisions hereof shall not be construed to be a waiver of such provisions or of the right to enforce each and every such provision.
- 10.4 Severability. If a court of competent jurisdiction holds that any provision of this Agreement is invalid or unenforceable, the remaining portions of this Agreement will remain in full force and effect, and the parties will replace the invalid or unenforceable provision with a valid and enforceable provision that achieves the original intent of the parties and economic effect of the Agreement.
- 10.5 Headings and Construction. Paragraph headings are for reference only and will not be considered as parts of this Agreement. Wherever the singular is used, it includes the plural, and, wherever the plural is used, the singular is included.
- 10.6 Force Majeure. Except for the obligation to make payments, neither party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including acts of war, acts of God, acts of terrorism, earthquake, flood, embargo, riot, sabotage, labor shortage or dispute, governmental act or failure of the Internet (not resulting from the actions or inactions of Company), provided that the delayed party: (i) gives the other party prompt notice of such cause, and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance.
- 10.7 Entire Agreement. This Agreement supersedes all previous agreements and representations of, between or on behalf of the parties in regard to the subject matter herein. Any document, instrument, or agreement issued or executed contemporaneous or subsequent to this Agreement shall not alter the terms and conditions of this Agreement. This Agreement contains all of Company's and Licensee's agreements, warranties, understandings, conditions, covenants and representations in regard to the subject matter herein. Neither Company nor Licensee will be liable for any warranties, understandings, conditions, covenants or representations not expressly set forth or referenced in this Agreement. Licensee acknowledges that Company reserves the right to refuse any different or additional provisions in purchase orders, invoices or similar documents, and such refused provisions will be unenforceable.
- 10.8 Notices. Any notice under this Agreement must be in writing and will be deemed given upon the earlier of actual receipt or ten (10) days after being sent by first class mail, return receipt requested, to the address set forth below for Company and to the address designated on page one (1) of this Agreement by Advocate for receipt of notices, or as may be provided by the parties.



Infinite Campus, Inc.	YPI Charter Schools
Sales Contracts Management	Ruben Dueñas
4321 109 <sup>th</sup> Ave NE	10660 White Oak Ave STE B101
Blaine, MN 55449-6794	Granada Hills, CA 91344

Either party may give notice of its change of address for receipt of notices by giving notice in accordance with this section.

10.9 Applicable Law. Company complies and shall comply with applicable laws governing online privacy and student data privacy, including the Child Privacy Protection and Parental Empowerment Act, FERPA, the Children’s Online Privacy Protection Act, and state laws. Licensee may review these laws and their related regulations by logging on to the U.S. Federal Trade Commission’s website at <http://www.ftc.gov>.

10.9.a. In the course of providing services during the term of this Agreement, Company may have access to student education records that are subject to FERPA. Such information is considered confidential and is protected. To the extent that Company has access to “education records” under this Agreement, it is deemed a “school official,” as each of these terms are defined under FERPA. Company shall use education records only for the purposes of fulfilling its duties under this Agreement. In order to continuously improve the products and services it provides hereunder, Company may use anonymized or de-identified, non-PII data, as well as seek input from the Licensee and its employees regarding use of the Infinite Campus Products and Infinite Campus Services. Except as required by law or court order, Company shall not disclose or share education records with any third party unless: (i) permitted by the terms of this Agreement, (ii) directed to do so, in writing, by Licensee, or (iii) to subcontractors who have agreed to maintain the confidentiality of the education records to the same extent required of Company under this Agreement.

10.9.b. In the event any third party seeks to access education records that are subject to FERPA beyond the access that is provided to Company affiliated individuals for purpose of providing the services under the Agreement, whether said third party request is in accordance with FERPA or other Federal or relevant State law or regulations, Company shall immediately inform Licensee of such request in writing, if it is allowed to do so. Company shall not provide direct access to such data or information or respond to said third party requests, unless compelled to do so by court order or lawfully issued subpoena from any court of competent jurisdiction. Should Company receive a court order or lawfully issued subpoena seeking the release of such data or information, Company shall provide immediate notification, along with a copy thereof, to Licensee prior to releasing the requested data or information, if allowed by law or judicial and/or administrative order/subpoena.

10.9.c. If Company experiences a security breach concerning any education record covered by this Agreement, Company shall immediately notify Licensee and take immediate steps to limit and mitigate such security breach to the extent possible. The Parties agree that any material breach by Company of the confidentiality obligation set forth in this Agreement may, at Licensee’s discretion, result in cancellation of this Agreement and the eligibility for Company to receive any information from Licensee for a period of not less than five (5) years. The Parties further agree to indemnify and hold each other harmless for any loss, cost, damage or expense suffered by the non-breaching Party, including but not limited to the



cost of notification of affected persons, as a direct result of the breaching Party's unauthorized disclosure of education records that are subject to FERPA, or any other confidentiality/privacy provision, whether federal, state or administrative in nature.

- 10.9.d. Upon termination of this Agreement, Company shall return and/or destroy all education records that it received from Licensee hereunder as, and in accordance with, Section 6.3.b of this Agreement. Company shall not knowingly retain copies of any education records received from Licensee once Licensee has directed Company as to how such information shall be returned and/or destroyed. Furthermore, Company shall ensure that it disposes of any and all education records received from Licensee in a commercially reasonable manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).
- 10.10 Export Rules. Licensee agrees that the Infinite Campus Products will not be shipped, transferred or exported into any country or used in any manner prohibited by the United States Export Administration Act or any other export laws, restrictions or regulations (collectively the "Export Laws"). In addition, if the Infinite Campus Products are identified as export controlled items under the Export Laws, Licensee represents and warrants that Licensee is not a citizen, or otherwise located within, an embargoed nation (including without limitation Iran, Iraq, Syria, Sudan, Libya, Cuba, North Korea and Serbia) and that Licensee is not otherwise prohibited under the Export Laws from receiving the Infinite Campus Products. All rights to use the Infinite Campus Products under this Agreement are granted on the condition that such rights are forfeited if Licensee fails to comply with the terms of this Section 10.10.
- 10.11 U.S. Government End-Users. Each component licensed under this Agreement that constitute the Infinite Campus Products and Services is a "commercial item" as that term is defined at 48 C.F.R. 2.101, consisting of "commercial computer software" and/or "commercial computer software documentation" as such terms are used in 48 C.F.R. 12.212. Consistent with 48 C.F.R. 12.212 and 48 C.F.R. 227.7202-1 through 227.7202-4, all end users acquire the Infinite Campus Products and Services with only those rights set forth herein.
- 10.12 Electronic Signatures; Counterparts. This Agreement may be executed in any number of counterparts, each of which when so executed will be deemed to be an original and all of which when taken together will constitute one Agreement. The parties agree that the electronic signature of a party to this Agreement shall be as valid as an original signature of such party and shall be effective to bind such party to this Agreement. The parties agree that any electronically signed document shall be deemed (a) to be "written" or "in writing," (b) to have been signed and (c) to constitute a record established and maintained in the ordinary course of business and an original written record when printed from electronic files. Such paper copies will be admissible as between the parties to the same extent and under the same conditions as other original business records created and maintained in documentary form. Neither party shall contest the admissibility of true and accurate copies of electronically signed documents on the basis of the best evidence rule or as not satisfying the business records exception to the hearsay rule. For purposes hereof, "electronic signature" means a manually



signed original signature that is then transmitted by electronic means; “transmitted by electronic means” means sent in the form of a facsimile or sent via the internet as a “pdf” (portable document format) or other replicating image attached to an e mail message; and, “electronically signed document” means a document transmitted by electronic means and containing, or to which there is affixed, an electronic signature.

- 10.13 Purchase of Online Registration. by agreeing to purchase Online Registration, Licensee is also agreeing to use Infinite Campus Digital Repository Services whose terms are governed by the terms and conditions linked here: [Digital Repository Services: Terms of Service](#)

**IN WITNESS WHEREOF**, this Infinite Campus End User License Agreement has been executed by the duly authorized representative of Company and Licensee.

**Infinite Campus, Inc.**

YPI Charter Schools

By:   
Stephanie Svoboda (Mar 11, 2021 15:09 CST)

By:   
Ruben Dueñas (Mar 16, 2021 13:23 PDT)

Name: Stephanie Svoboda

Name: Ruben Dueñas

Its: Authorized Signer

Its: Chief Operations Officer

## EXHIBIT A CLOUD HOSTING SERVICES AGREEMENT

### 1.0 Reference to Agreement

This Cloud Hosting Services Agreement is subject to and incorporates all of the provisions stated in the End User License Agreement between **Infinite Campus, Inc.**, ("**Company**") and YPI Charter Schools, ("**Licensee**") as of the Effective Date.

### 2.0 Initial Term and Fees

Upon the Term Start Date indicated on the Order and Pricing Schedule attached hereto Company shall provide Licensee with the Infinite Campus Cloud Hosting Services according to the quantity indicated on the Order and Pricing Schedule. The quantity of shall be valid from the Term Start Date until 12 months thereafter (the "Initial Term").

### 3.0 Recurring Annual Fees

Following the Initial Term, for each 12 month period thereafter (the "Subsequent Term"), Licensee shall pay annual fees according to the then current license fees for the licensed Infinite Campus Products (the "Recurring Annual Fees"). Company shall review the number of students enrolled as certified by the state in which the Licensee resides, and, in the event that the total number of enrolled students has increased or decreased, Company may increase or decrease the Recurring Annual Fees according to the then current fees for the licensed Infinite Campus Products and Services.

### 4.0 Services

During each term of the License, and subject to payment of the fees for the Infinite Campus Products and the fees for the Infinite Campus Services, Company shall provide the following services (the "Cloud Hosting Services" or the "Cloud Choice Hosting Services") to Licensee:

#### 4.1 Included Services

4.1.a System Access. Company shall provide remote access to a digital information processing, transmission and storage system (the "System Hardware") enabling Licensee to perform operations using a single, Production instance of the Infinite Campus Products. Computing hardware, system software, database software and database storage shall be located at Company's facilities.

4.1.b Additional Software and Middleware. Company will provide all additional required middleware and software necessary for the Product ("Middleware"), including installation and licensing of Window OS, Windows SQL Server, Apache Tomcat, Sun Microsystems Java, drivers, and SSL certificate(s).

In accessing Middleware, Licensee may use software and related documentation developed and owned by Microsoft Corporation or its licensors (collectively, the "Microsoft Software"). If Licensee chooses to use the Microsoft Software, Microsoft and its licensors require that Licensee agree to these additional terms and conditions:

- The Microsoft Software is neither sold nor distributed to Licensee and Licensee may use it solely in conjunction with the Infinite Campus Services.

©2021 Infinite Campus, Inc. All Rights Reserved

- Licensee may not transfer or use the Microsoft Software outside the Infinite Campus Services.
- Licensee may not remove, modify or obscure any copyright, trademark or other proprietary rights notices that are contained in or on the Microsoft Software.
- Licensee may not reverse engineer, decompile or disassemble the Microsoft Software, except to the extent expressly permitted by applicable law.
- Microsoft disclaims, to the extent permitted by applicable law, all warranties by Microsoft and any liability by Microsoft or its suppliers for any damages, whether direct, indirect, or consequential, arising from the Services.
- Microsoft is not responsible for providing any support in connection with the Infinite Campus Services. Do not contact Microsoft for support.

4.1.c Application Updates. Company will support the Infinite Campus Products through implementation of vendor-provided modifications including remedial "Patches" addressing reported performance or functionality problems, and "Updates" or "Upgrades" consisting of a new releases or versions of the Infinite Campus Products or supporting Middleware issued by the vendor. Company will implement Patches, Updates and Upgrades in accordance with the Change Management Section set forth herein. Company is responsible for procuring and administering vendor-provided maintenance for any Middleware or Product supplied by Infinite Campus.

4.1.d Backup. Company shall create and maintain a backup plan whereby Licensee Content is backed up. Company shall retrieve each business day an electronic backup of the Licensee Content, as defined below, for the purpose of archival storage in the case of Disaster Recovery.

4.1.e Disaster Recovery. Company shall maintain backup servers and data communications connections to such servers and maintain backups of Licensee Content on such backup servers such that Company shall be capable of providing Cloud Hosting Services on and from such backup servers within twenty-four (24) hours of any catastrophic disruption of Cloud Hosting Services ("Disaster Recovery").

4.1.f ODBC Access. Company will provide ODBC access to a designated employee of the Licensee, upon completion of the ODBC Access Request Form.

4.1.g Test and Training Environment. For Licensee selecting Cloud Choice Hosting Services, in addition to the single "Production" system environment, Company will provide an additional Test and Training Environment ("Staging") for the purpose of testing upcoming updates or code changes, training end users in a non-production environment and other non-production uses upon the request of the Licensee.

#### 4.2 Excluded Services

- (a) Support of Client Desktops
- (b) Support or diagnosis of Local Area Network connectivity
- (c) Local Area Network device configuration such as proxy servers

### 5.0 **Availability of Services**

Subject to the terms and conditions of this Agreement, Company shall use its best commercial efforts to provide the Cloud Hosting Services for twenty-four (24) hours a day, seven (7) days a week throughout the term of this Agreement.

## 5.1 Downtime

Licensee agrees that from time to time the Infinite Campus Services may be inaccessible or inoperable for various reasons, including (i) equipment malfunctions; (ii) periodic maintenance procedures or repairs which Company may undertake from time to time; or (iii) causes beyond the control of Company or which are not reasonably foreseeable by Company, including interruption or failure of telecommunications or digital transmission links, hostile network attacks, network congestion or other failures (collectively "Downtime").

## 5.2 Advance Notice

Company shall provide twenty-four (24) hour advance notice to Licensee in the event of any scheduled Downtime.

## 6.0 **Security**

Company shall operate and maintain the System Hardware in good working order with access restricted to authorized employees of Company and persons specifically designated by Licensee. Company shall maintain systems consistent with security controls as described in the National Institute of Standards and Technology (NIST) Standards Publication (SP) 800-26, Security Self-Assessment Guide for Information Technology Systems. Company shall undertake to perform reasonable measures to ensure the security, confidentiality and integrity of all Licensee Content and other proprietary information transmitted through or stored on the System including:

- (a) firewall protection of the Remote Data Center;
- (b) maintenance of independent archival and backup copies of the Infinite Campus Products and Licensee Content; and
- (c) protection from network attack or other malicious harmful or disabling data, work, code or program.

## 7.0 **Change Management**

7.1 For all Production Environments, Company will follow "Change Management Procedures" in completing changes in the Products or product release levels used in the Service and in implementing Patches and Upgrades (collectively "Change Events").

7.1.a Change Management Procedures will in all cases provide for the following:

- (a) advance notification to the Licensee of the Change Event, its nature and expected timetable;
- (b) pre-testing of changes in Company or Licensee non-Production testing environments; and
- (c) coordination of the implementation of the Change Event with the Licensee.

7.1.b Product Version. Product Version. Licensee selecting Standard Cloud Hosting Services will receive Updates Change Events made available by Company which shall be applied with 30 days of its General Availability at such a date determined solely by the Company. Licensee selecting Cloud Choice Hosting Services may coordinate the Update Change Event date with Company.

## 8.0 **Licensee Proprietary Rights**

8.1 Licensee Content. Licensee shall be solely responsible for providing, updating, uploading and maintaining the Site and any and all files, pages, data, works, information and/or materials on,

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- within, displayed, linked or transmitted to, from or through the Site, including without limitation, trade or service marks, images, photographs, illustrations, graphics, audio clips, video clips, e-mail or other messages, metatags, domain names, software and text (the "Licensee Content"). The Licensee Content shall also include any registered domain names provided by Licensee or registered on behalf of Licensee in connection with the Cloud Hosting Services.
- 8.2 Grant of Use. In consideration of Company's satisfactory performance of all obligations of this Agreement, for the term of this Agreement, Licensee grants to Company a nonexclusive, worldwide and royalty-free "Grant of Use" to copy, display, use and transmit on and via the Internet the Licensee Content, solely for the benefit of Licensee and in accordance with Company's performance or enforcement of this Agreement. Nothing herein, however, prohibits Company from continuing to possess and use any reports or other data generated by the Infinite Campus Products or Infinite Campus Services regarding traffic flow, feature use, system loads, product installation, and/or similar information.
- 8.3 Alterations. Except as provided herein, in the Agreement, or by law, Company may not alter, modify, change, remove or disable access to all or any portion of the Site or Licensee Content stored on the Server.
- 8.4 Ownership of Licensee Content. Company acknowledges that the Licensee Content is owned solely by the Licensee. Within five (5) days of any termination of the Agreement, Licensee shall remove or request that the Company remove on a fee-for-service basis all Licensee Content from Infinite Campus Products.
- 8.5 Warranty of Licensee. Licensee warrants that the Site and Licensee Content do not and shall not contain any content, materials, data, work, trade or service mark, trade name, link, advertising or services that violate any applicable law or regulation or infringe or misappropriate any proprietary, intellectual property, contract or tort right of any person; and Licensee owns the Licensee Content and all proprietary or intellectual property rights therein, or has express written authorization from the owner to copy, use and display the Licensee Content on and within the Site.
- 8.6 Disclosure. Company may not disclose Licensee Content to any third party except: (i) its employees, consultants, and subcontractors who need access to such information and solely for purposes of providing services to Licensee under the Agreement, provided that such recipients are bound by confidentiality provisions no less restrictive than those set out in the Agreement; (ii) to the extent it was already capable of being known by or in the possession of the third party without restriction on use or disclosure; or (iii) to the extent compelled to do so by court order or lawfully issued subpoena from any court of competent jurisdiction, provided that Company shall provide immediate notification, along with a copy thereof, to Licensee prior to releasing the requested data or information, if allowed by law or judicial and/or administrative order/subpoena.
- 8.7 Hold Harmless. Licensee will defend and hold harmless Company against any claim or threat of claim brought by a third party against Company to the extent based on an allegation that Licensee Content infringes any U.S. patent, copyright, trademark, trade secret or other proprietary right of a third party.

## **EXHIBIT B**

# **SOFTWARE SUPPORT SERVICES AGREEMENT**

### **1.0 Reference to Agreement**

This Software Support Services Schedule is subject to and incorporates all of the provisions stated in the End User License Agreement between **Infinite Campus, Inc.**, ("**Company**") and YPI Charter Schools, ("**Licensee**") as of the Effective Date.

### **2.0 Initial Term and Fees**

Upon the Term Start Date indicated on the Order and Pricing Schedule attached hereto Company shall provide Licensee with the Infinite Campus Software Support Services according to the fees indicated on the Order and Pricing Schedule. The quantity of shall be valid from the Term Start Date until 12 months thereafter (the "Initial Term").

### **3.0 Recurring Annual Fee**

Following the Initial Term, for each 12 month period thereafter (the "Subsequent Term"), Licensee shall pay annual fees according to the then current license fees for the licensed Infinite Campus Products (the "Recurring Annual Fees"). Company shall review the number of students enrolled as certified by the state in which the Licensee resides, and, in the event that the total number of enrolled students has increased or decreased, Company may increase or decrease the Recurring Annual Fees according to the then current fees for the licensed Infinite Campus Products and Services

### **4.0 Infinite Campus Services**

During the term of the License, and subject to payment of the fees for the Infinite Campus Products and the fees for the Infinite Campus Services, Infinite Campus shall provide the following Infinite Campus Services (the "Software Support Services") to Licensee:

#### 4.1 Software Maintenance

Updates to the licensed Infinite Campus Products, electronic manuals, training modules, tech notes.

#### 4.2 E-Support Services

Reponses to Licensee's Authorized Representatives technical and products questions of the licensed Infinite Campus Products via the Infinite Campus support website.

#### 4.3 Telephone Support Services

Reponses to Licensee's Authorized Representatives technical and products questions of the licensed Infinite Campus Products via telephone.

### **5.0 Hours of Service**

Company personnel shall be normally available either via phone or via e-mail Monday through Friday, 6:00 a.m. to 6:00 p.m., Central Standard Time. Company's offices are closed in observance of the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the day after Thanksgiving Day, the day Before Christmas Day, Christmas Day and New Year's Eve Day.

## 6.0 Authorized Contact Personnel

Licensee shall identify up to three (3) authorized support contacts. Two (2) of the contacts will be responsible for functional issues experienced by end users and one (1) will serve as the technical contact. Licensee understands and acknowledges that no more than the number of authorized contact personnel may be in communication with Company at any one time. Licensee shall provide Company with a written list of such authorized personnel within thirty (30) days of the execution of this Agreement. Licensee further agrees to keep Company informed of changes made to this authorization list as they take place.

## 7.0 Payment

### 7.1 Adjustment of Support Fees

Company may change the Support and site service fees provided under this Agreement at any time by providing thirty (30) days prior written notice to Licensee.

### 7.2 Costs Related to Modified Software

If Company corrects defects or problems attributable to errors made by Licensee or corrections or modifications made by Licensee, Licensee agrees to pay Company the Company's then current standard rates.

### 7.3 Diagnostic Expenses

In the event Company performs services to diagnose a defect that Licensee claims exists in the Infinite Campus Products and Company subsequently demonstrates the Infinite Campus Products conforms to specifications as described in Section 4.2 of the Infinite Campus End User License Agreement, Licensee will reimburse Company for such services in accordance with this Agreement, or otherwise at then-current rates.

## 8.0 Major Alarm

### 8.1 Definition of a Major Alarm

A "Major Alarm" is defined as one of the following: (i) a complete failure of the Infinite Campus software system that results in the inability by Licensee to use the Infinite Campus software, (ii) the loss, corruption or unintended migration of Infinite Campus SIS data, (iii) the loss of an Infinite Campus function that supports an urgent business process (i.e. report card issuance), or (iv) an Infinite Campus interface failure that results in the inability by the Licensee to use the Infinite Campus software.

### 8.2 Definition of Response

"Response" is defined as contacting the Licensee in response to receipt of a trouble ticket and working with Licensee to solve the problem. Once a trouble ticket has been documented, updates will be provided to the Licensee a minimum of twice a day until a Major Alarm has been resolved or the urgency level associated with the trouble ticket has been downgraded by the Licensee. Company will work diligently to solve all Licensee problems; however, Company cannot provide any guarantee as to when a Major Alarm will be resolved.

### 8.3 Response Time for a Major Alarm.

**8.3.1** E-support response time – within two (2) hours.

**8.3.2** Phone support – within one (1) hour.

## **9.0 Non-Major Alarm**

### **9.1 Definition of Response**

“Response” is defined as contacting the Licensee in response to receipt of a trouble ticket and working with the Licensee to solve the problem. Once a trouble ticket has been documented, updates will be provided to the Licensee on a reasonable ongoing basis until a Non-Major Alarm is resolved. Company will work diligently to solve all Licensee problems; however, Company cannot provide any guarantee as to when a Non-Major Alarm will be resolved.

### **9.2 Response Time for a Non-Major Alarm**

**9.1.1** E-support response time – within two (2) business days.

**9.1.2** Phone support – within one (1) business day.

## **10.0 Proprietary Rights**

Licensee acknowledges and agrees that corrected or replacement Software and associated Documentation remain the property of Company and constitute a trade secret of Company. Licensee further agrees that corrected or replacement Software and associated Documentation are subject to the terms of the License Agreement and shall be delivered to Licensee only after Licensee executes a subsequent license agreement with Company governing its use, unless Company, at its option, waives this requirement for the execution of a subsequent license agreement.

## **10.0 Modifications Excluded**

Company shall not be obligated to provide maintenance services pursuant to this Agreement with respect to any modifications to the Software made by Licensee or to any computer program incorporating all or any part of the Software.

## **11.0 Access to Data and Computer**

On request, Licensee agrees to provide Company with printouts of the Software or of data in storage that shows evidence of a programming error. Licensee further agrees to provide Company with access to Licensee’s computer and further agrees to provide sufficient computer time to enable Company to duplicate the problem, determine that it results from the Software, and, after corrective action or replacement has taken place, determine that the problem has been alleviated.

## **12.0 Warranty Provisions**

Replaced or corrected Software shall be subject to the warranties, warranty remedies and warranty limitations or disclaimers set forth in the License Agreement pursuant to which Licensee acquired the original Software for the period designated therein. The warranty provisions contained in that License Agreement are incorporated herein by reference.

# INFINITE CAMPUS IMPLEMENTATION SERVICES AGREEMENT

This Infinite Campus Implementation Services Agreement (“**Agreement**”) is made between **Infinite Campus, Inc**, a Minnesota corporation located at 4321 109<sup>th</sup> Avenue NE, Blaine, MN 55449-6794 (“**Company**”) and YPI Charter Schools with offices located at 10660 White Oak Ave STE B101 Granada Hills, CA 91344 (“**Licensee**”).

## RECITALS

- A. Licensee finds that the Company is willing to perform certain work hereinafter described in accordance with the provisions of this Agreement; and
- B. Licensee finds that the Company is qualified to perform the work, all relevant factors considered, and that such performance will be in furtherance of Licensee's business.
- C. Company has developed certain proprietary (i) student information software and as updated and revised by Company from time to time (the “**Infinite Campus Product**”), and (ii) such other products and services as offered by Company and as amended by Company from time to time (the “**Infinite Campus Additional Products**”). The Infinite Campus Product, and the Infinite Campus Additional Products are collectively referred to as the “**Infinite Campus Products**”;
- D. Company or a Company authorized service provider provides certain services for the Infinite Campus Products, including project management, data conversion and training services, (the “**Infinite Campus Services**”);
- E. Company and Licensee desire to enter into this Agreement for the purpose of facilitating the implementation of certain Infinite Campus Products subject to the terms and conditions of this Agreement.

NOW, THEREFORE, for and in consideration of the terms and conditions hereinafter stated, it is agreed as follows:

### 1.0 Infinite Campus Services, Fees

During the Term of this Agreement, Company shall provide Licensee with Infinite Campus Services according to the fees described in the Order and Pricing Schedule.

### 2.0 Agreement Term and Termination

#### 2.1 Agreement Term

The term of this Agreement (the “Term”) shall begin on the Effective Date of this Agreement, and remain in effect until completed or terminated pursuant to Section 2.2

#### 2.2 Agreement Termination

This Agreement may be terminated as follows:

- 2.2.a either party may terminate this Agreement, with or without cause, with no less than thirty (30) days written notice.

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2.2.b either party may terminate this Agreement and any other active agreement with the other party if the other party fails to fully perform any material obligation under this Agreement with 30 days to cure.

2.3 No Liability for Termination

Except as provided for in this Agreement, neither party shall be liable to the other for damages of any kind, including incidental or consequential damages, damages for loss of prospective business or loss of continuing business, or otherwise which arise due to the expiration or termination of this Agreement. This does not relieve either party from responsibility for damages caused by its actions or breaches of the Agreement, but only for damages related to or resulting from the expiration or termination of the business relationship.

2.4 Survivorship

Those sections that by their nature survive expiration or termination of this Agreement will survive such expiration or termination.

3.0 Payment Terms

3.1 Payment Terms

Licensee will pay Company the Fees and Expenses net 30 days from date of invoice.

3.1.a The SIS Implementation Service Fees will be billed using a Milestone billing arrangement. The Milestone billing arrangement will consist of three (3) phases in equal amounts, listed below:

- Payment 1: Due immediately after contract execution
- Payment 2: Due at first Data Conversion
- Payment 3: Due at Production URL delivery

This does not include SIS expenses. Please see the Business Expense Policy, Attachment 1 to this Agreement for terms.

3.1.b The Premium Product Service Fees will be invoiced monthly as incurred.

3.2 Taxes

All amounts set forth for payment are exclusive of applicable sales and similar taxes and it shall be Licensee 's responsibility to add to the amounts payable, and to pay all such taxes if applicable.

3.3 Travel Expenses

Licensee agrees to pay Company for all travel and other incidental expenses, including, but not limited to, meals, telephone charges, and shipping costs incurred in connection with Company's performance of its duties under this Agreement, as applicable. Such expenses shall be incurred in accordance with the Business Expense Policy attached hereto.

4.0 Limitations of Liability

EXCEPT TO THE EXTENT INCLUDED IN AN AWARD SUBJECT TO COMPANY'S INDEMNITY OBLIGATION, IN NO EVENT WILL COMPANY BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, INDIRECT, PUNITIVE OR SPECIAL DAMAGES OF ANY NATURE, SUCH AS LOST BUSINESS PROFITS. COMPANY'S TOTAL LIABILITY WILL BE LIMITED TO THE LICENSE FEES ACTUALLY PAID BY LICENSEE TO INFINITE CAMPUS FOR THE APPLICABLE INFINITE CAMPUS

PRODUCTS, SUBJECT HOWEVER TO A TWELVE (12) MONTH STRAIGHT LINE DEPRECIATION COMMENCING ON THE DATE OF DELIVERY OF SUCH INFINITE CAMPUS PRODUCTS.

## 5.0 General Terms and Conditions

### 5.1 Performance

Company represents and warrants that, (a) the work to be performed and services to be provided by it under this Agreement will be rendered using sound, professional practices and in a competent and professional manner by knowledgeable, trained and qualified personnel; (b) the work will be configured using commercially reasonable technical specifications; (c) the work will operate in conformance with the terms of this Agreement; (d) the work to be performed by it under this agreement will not violate any law, statute, ordinance or regulation (including without limitation the laws and regulations governing export control, unfair competition, anti-discrimination or false advertising; (e) the work to be performed by it under this Agreement will not be defamatory, trade libelous, unlawfully threatening or unlawfully harassing; (f) the work to be performed by it under this Agreement will not be obscene, child pornographic, or indecent; and (g) the work to be performed by it under this agreement will be free of any software disabling devices, internal controls, or computer programming routines that are intended to damage, detrimentally interfere with, surreptitiously intercept or expropriate any system, data or personal information.

### 5.2 Assignment

Licensee shall not, voluntarily or involuntarily, sublicense, sell, assign, give or otherwise transfer this Agreement. Any such transfer or attempted transfer shall be null and void. Company has the right to assign or otherwise transfer its rights and obligations under any of this Agreement, whether voluntarily, involuntarily, or by operation of law.

### 5.3 Governing Law and Jurisdiction

This Agreement will be governed and interpreted under the laws of Minnesota, U.S.A, without regard to its conflict of laws provisions. Any litigation between the parties will take place in the state or federal courts in Minnesota, and both parties waive any objection to the jurisdiction of and venue in such courts. Any action arising out of or related to this Agreement must be brought within one (1) year from the first date such action could have been brought, despite any longer period provided by statute. If a longer period is provided by statute, the parties hereby expressly waive it.

### 5.4 Amendments; Waiver

This Agreement shall not be amended or modified except in writing by duly authorized representatives of the parties that refer specifically to this Agreement. The failure of either party to enforce at any time or for any period of time the provisions hereof shall not be construed to be a waiver of such provisions or of the right to enforce each and every such provision.

### 5.5 Severability

If a court of competent jurisdiction holds that any provision of this Agreement is invalid or unenforceable, the remaining portions of this Agreement will remain in full force and effect, and the parties will replace the invalid or unenforceable provision with a valid and enforceable provision that achieves the original intent of the parties and economic effect of the Agreement.

5.6 Headings and Construction

Paragraph headings are for reference only and will not be considered as parts of this Agreement. Wherever the singular is used, it includes the plural, and, wherever the plural is used, the singular is included.

5.7 Force Majeure

Except for the obligation to make payments, neither party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including acts of war, acts of God, earthquake, flood, embargo, riot, sabotage, labor shortage or dispute, governmental act or failure of the Internet (not resulting from the actions or inactions of Company), provided that the delayed party: (i) gives the other party prompt notice of such cause, and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance.

5.8 Entire Agreement

This Agreement supersedes all previous agreements and representations of, between or on behalf of the parties in regard to the subject matter herein. Any document, instrument, or agreement issued or executed contemporaneous or subsequent to this Agreement shall not alter the terms and conditions of this Agreement. This Agreement contains all of Company's and Licensee's agreements, warranties, understandings, conditions, covenants and representations in regard to the subject matter herein. Neither Company nor Licensee will be liable for any warranties, understandings, conditions, covenants or representations not expressly set forth or referenced in this Agreement. Licensee acknowledges that Company reserves the right to refuse any different or additional provisions in purchase orders, invoices or similar documents, and such refused provisions will be unenforceable.

5.9 Notices

Any notice under this Agreement, including notices of changes in the Specifications and Practices and Procedures, must be in writing and will be deemed given upon the earlier of actual receipt or ten (10) days after being sent by first class mail, return receipt requested, to the address set forth below for Company and to the address designated on page one (1) of this Agreement by Advocate for receipt of notices, or as may be provided by the parties

Infinite Campus, Inc.	YPI Charter Schools
Sales Contracts Management	Ruben Dueñas
4321 109 <sup>th</sup> Ave NE	
Blaine, MN 55449-6794	

Either party may give notice of its change of address for receipt of notices by giving notice in accordance with this section.

5.10 Applicable Laws

Company complies with applicable laws governing online privacy, including the Child Privacy Protection and Parental Empowerment Act, the Family Educational Right to Privacy Act and the Children's Online Privacy Protection Act. Licensee may review these laws and their related regulations by logging on to the U.S. Federal Trade Commission's website at <http://www.ftc.gov>.

5.10.a. In the course of providing services during the term of this Agreement, Company may

have access to student education records that are subject to FERPA. Such information is considered confidential and is protected. To the extent that Company has access to “education records” under this Agreement, it is deemed a “school official,” as each of these terms are defined under FERPA. Company shall use education records only for the purposes of fulfilling its duties under this Agreement. In order to continuously improve the products and services it provides hereunder, Company may use anonymized or de-identified, non-PII data, as well as seek input from the Licensee and its employees regarding use of the Infinite Campus Products and Infinite Campus Services. Except as required by law or court order, Company shall not disclose or share education records with any third party unless: (i) permitted by the terms of this Agreement, (ii) directed to do so, in writing, by Licensee, or (iii) to subcontractors who have agreed to maintain the confidentiality of the education records to the same extent required of Company under this Agreement.

5.10.b. In the event any third party seeks to access education records that are subject to FERPA beyond the access that is provided to Company affiliated individuals for purpose of providing the services under the Agreement, whether said third party request is in accordance with FERPA or other Federal or relevant State law or regulations, Company shall immediately inform Licensee of such request in writing, if it is allowed to do so. Company shall not provide direct access to such data or information or respond to said third party requests, unless compelled to do so by court order or lawfully issued subpoena from any court of competent jurisdiction. Should Company receive a court order or lawfully issued subpoena seeking the release of such data or information, Company shall provide immediate notification, along with a copy thereof, to Licensee prior to releasing the requested data or information, if allowed by law or judicial and/or administrative order/subpoena.

5.10.c. If Company experiences a security breach concerning any education record covered by this Agreement, Company shall immediately notify Licensee and take immediate steps to limit and mitigate such security breach to the extent possible. The Parties agree that any material breach by Company of the confidentiality obligation set forth in this Agreement may, at Licensee’s discretion, result in cancellation of this Agreement and the eligibility for Company to receive any information from Licensee for a period of not less than five (5) years. The Parties further agree to indemnify and hold each other harmless for any loss, cost, damage or expense suffered by the non-breaching Party, including but not limited to the cost of notification of affected persons, as a direct result of the breaching Party’s unauthorized disclosure of education records that are subject to FERPA, or any other confidentiality/privacy provision, whether federal, state or administrative in nature.

5.10.d. Upon termination of this Agreement, Company shall return and/or destroy all education records that it received from Licensee hereunder as, and in accordance with Section 6.3.b of the End User License Agreement. Company shall not knowingly retain copies of any education records received from Licensee once Licensee has directed Company as to how such information shall be returned and/or destroyed. Furthermore, Company shall ensure that it disposes of any and all education records received from Licensee in a commercially reasonable manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

**IN WITNESS WHEREOF**, this Infinite Campus Implementations Services Agreement has been executed by the duly authorized representative of Company and Licensee as of the Effective Date below.

Infinite Campus, Inc.

YPI Charter Schools

By:   
Stephanie Svoboda (Mar 11, 2021 15:09 CST)

By:   
Ruben Dueñas (Mar 16, 2021 13:23 PDT)

Name: Stephanie Svoboda

Name: Ruben Dueñas

Its: Authorized Signer

Its: Chief Operations Officer

# Attachment 1

## POLICY 314

### BUSINESS EXPENSE POLICY

#### POLICY:

Occasionally, during the course of business employees will incur expenses on behalf of the Company. It shall be the policy of Infinite Campus to reimburse employees for the cost of these expenses if they are properly authorized and documented in accordance with the following procedures:

#### Auto Expenses:

The company will assume or reimburse the employee for all reasonable personal automobile expenses incurred in carrying out work assignments.

#### Guidelines:

Reimbursement for the use of the employee's own car will only be made if prior approval for the car's use has been given by the appropriate supervisor and documentation that the employee has appropriate auto insurance coverage is on file.

To receive reimbursement for miles driven on Company business, the employee must complete the mileage portion of the expense form. All mileage for the calendar month must be reported on a single expense report.

Mileage expense shall be reimbursed monthly at current IRS mileage rates.

In the event that multiple vehicles are traveling to the same destination, employees will use all reasonable effort to carpool. If an employee chooses not to carpool, based on personal discretion, Company reserves the right to not reimbursement for miles driven.

#### Travel Expenses:

The company will assume or reimburse the employee for reasonable business expenses incurred in carrying out work assignments away from their primary location.

#### Airfare

When reasonable to do so, employees should use the Company provided travel agent for booking airfare. Only coach-class tickets are reasonable, and the company will not reimburse business- or first-class tickets or upgrades.

#### Ground Transportation

When reasonable to do so, employees should use the Company provided travel agent or direct contracts for reserving auto rentals. When appropriate, employees shall use public transportations (taxi, train, or shuttle).

#### Meals and Incidentals (M&IE)

The employee will be reimbursed for meal and incidental expenses at a rate set forth by the US General Services Administration's Domestic Per Diem Rates:

[http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA\\_BASIC](http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA_BASIC)

M&IE amounts are calculated on a "per trip" basis. As an example, an employee traveling for three days to a location with a \$44 M&IE rate would have an amount of \$132 for the trip (\$44\*3). A full day of travel will be reimbursed if the travel day begins prior to 7:00 a.m., and is completed after 7:00 p.m. Partial days will be reimbursed using the GSA Meals and Incidental Expense (M&IE) Breakdown for partial days.

When an employee is on a trip that lasts seven or more days, reasonable laundry and valet costs will be reimbursed if documented by the proper receipts.

# Infinite Campus Agreement YPI Charter Schools SIS

Final Audit Report

2021-03-16

Created:	2021-03-11
By:	Peter Fox (peter.fox@infinitecampus.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAYR9sT9q90VaJAN9caMh-TgXXFbPNxJFN

## "Infinite Campus Agreement YPI Charter Schools SIS" History

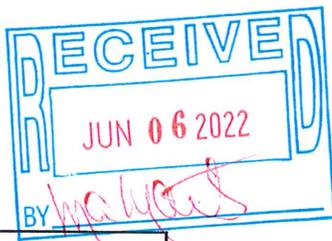
-  Document created by Peter Fox (peter.fox@infinitecampus.com)  
2021-03-11 - 8:59:41 PM GMT- IP address: 13.110.6.8
-  Document emailed to Stephanie Svoboda (Stephanie.Svoboda@infinitecampus.com) for signature  
2021-03-11 - 8:59:58 PM GMT
-  Email viewed by Stephanie Svoboda (Stephanie.Svoboda@infinitecampus.com)  
2021-03-11 - 9:07:40 PM GMT- IP address: 174.219.141.140
-  Document e-signed by Stephanie Svoboda (Stephanie.Svoboda@infinitecampus.com)  
Signature Date: 2021-03-11 - 9:09:08 PM GMT - Time Source: server- IP address: 174.219.141.140
-  Document emailed to Ruben Dueñas (rduenas@coronacharter.org) for signature  
2021-03-11 - 9:09:09 PM GMT
-  Email viewed by Ruben Dueñas (rduenas@coronacharter.org)  
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Signature Date: 2021-03-16 - 8:23:22 PM GMT - Time Source: server- IP address: 173.196.184.50
-  Agreement completed.  
2021-03-16 - 8:23:22 PM GMT



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Adobe Sign

**Infinite Campus**  
**NW 6022**  
**PO Box 1450**  
**Minneapolis MN 55485-1450**  
**(651) 631-0000 Ext. 0000**

Invoice	ANNUAL038364
Date	6/1/2022
Page	1



**Bill To:**

YPI Charter Schools, Inc.  
 Attn: Accounts Payable  
 10660 White Oak Avenue, Suite B101  
 Granada Hills CA 91344

**Ship To:**

YPI Charter Schools  
 Attn: Accounts Payable  
 10660 White Oak Avenue, Suite B101  
 Granada Hills CA 91344

Purchase Order No.		Customer ID	Salesperson ID	Payment Terms		
-		YPI001		Net 60		
Ordered	Shipped	Item Number	Description	Unit Price	Ext. Price	
841	841	0027	License: SIS (8/22-7/23)	\$6.00	\$5,046.00	
841	841	0029	License: Messenger (8/22-7/23)	\$0.90	\$756.90	
841	841	0102	License: Campus Learning - District (8/22-7/23)	\$2.00	\$1,682.00	
841	841	0052	Support: SIS (8/22-7/23)	\$3.00	\$2,523.00	
841	841	0054	Support: Messenger (8/22-7/23)	\$0.25	\$210.25	
1	1	0015	Cloud Choice Application Hosting: (8/22-7/23)	\$2,000.00	\$2,000.00	
1	1	0005	Data Change Tracker (8/22-7/23)	\$1,000.00	\$1,000.00	
1	1	0086	Campus Passport (8/22-7/23)	\$1,000.00	\$1,000.00	
1	1	125	Online Registration Prime: (8/22-7/23)	\$7,500.00	\$7,500.00	
1	1	115	Multi-Language Editor Tool (8/22-7/23)	\$1,500.00	\$1,500.00	
3	3	0115	Telecom Annual Fee: Messenger (8/22-7/23)	\$345.00	\$1,035.00	

<b>Subtotal</b>	\$24,253.15
<b>Tax</b>	\$0.00
<b>Total</b>	\$24,253.15

**Infinite Campus is now collecting Shoutpoint fees on their behalf so customers only have to pay Infinite Campus for Messenger. This has been added to the invoice as Telecom Annual Fee.**

# Coversheet

## YPICS April 2022 Financials and Check Registers

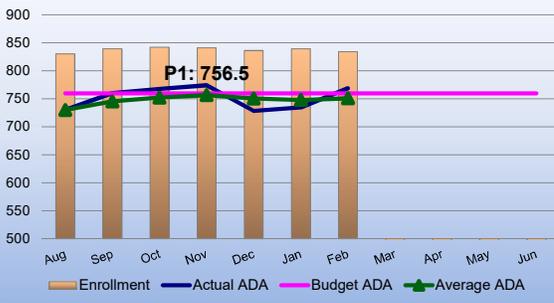
**Section:** VI. Items Scheduled For Action  
**Item:** A. YPICS April 2022 Financials and Check Registers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 21-22 YPICS Financials Board Packet 04.22.pdf

# YPI CHARTER SCHOOLS - Financial Dashboard (April 2022)

## 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

### FY21-22 Hold Harmless Provision

BCCS - \$508,699  
 MORCS - \$822,892  
 BCHS - \$210,819

Cash on hand at June 30, 2021 is forecasted to be \$6M which represents 37.1% of total expenses.

## 3 Average Daily Attendance Analysis

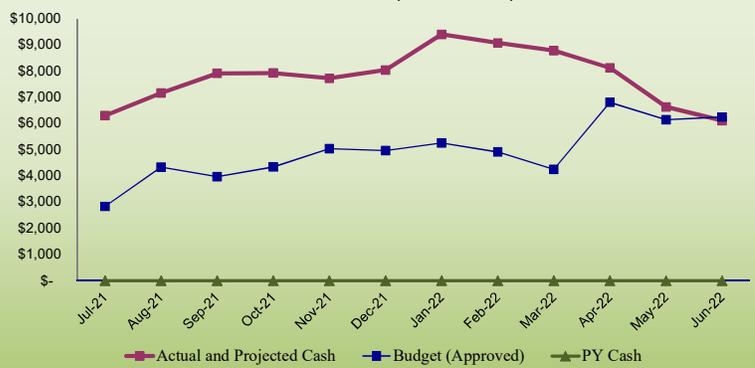
Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	834	832	793	39	837	704
ADA %	90.0%	90.0%	90.0%	0.0%	89.2%	95.0%
Average ADA	750.81	749.87	759.80	(9.93)	746.29	668.80

## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	88.0%	89.4%	1.4%	91.9%
3-Year Average %	89.9%	90.3%	0.4%	89.1%
District UPP C. Grant Cap	85.1%	85.1%	-0.0%	85.1%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 04/30/22	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	10,625,806	8,911,034	1,714,772	9,083,396	1,542,410	7,100,777	7,137,131	(36,354)	9,729,105	9,678,468
Federal Revenue	3,942,326	4,481,227	(538,901)	3,995,333	(53,008)	1,328,723	3,196,292	(1,867,569)	3,574,745	2,456,659
State Revenue	735,702	1,368,656	(632,954)	1,002,213	(266,512)	826,923	1,044,090	(217,168)	700,580	640,244
Other Local Revenue	2,497,304	558,426	1,938,877	2,491,828	5,475	2,257,521	495,981	1,761,541	672,847	710,870
Grants/Fundraising	107,169	-	107,169	102,666	4,503	107,168	-	107,168	22,402	63,155
<b>TOTAL REVENUE</b>	<b>17,908,307</b>	<b>15,319,344</b>	<b>2,588,963</b>	<b>16,675,438</b>	<b>1,232,869</b>	<b>11,621,112</b>	<b>11,873,494</b>	<b>(252,382)</b>	<b>14,699,678</b>	<b>13,549,396</b>
Total per ADA	23,882	20,162	3,720	22,238	1,644				21,979	15,389
w/o Grants/Fundraising	23,739	20,162	3,577	22,101	1,638				21,946	15,317
Certificated Salaries	4,742,213	4,483,834	(258,379)	4,743,613	1,400	3,768,267	3,671,845	(96,422)	3,929,911	3,675,713
Classified Salaries	1,987,474	1,928,374	(59,100)	2,013,266	25,791	1,600,173	1,578,303	(21,870)	1,721,444	2,151,200
Benefits	2,045,949	2,113,860	67,910	2,016,733	(29,217)	1,669,344	1,760,163	90,819	1,764,328	1,819,970
Student Supplies	1,526,159	1,167,552	(358,607)	1,742,210	216,051	1,016,345	1,000,789	(15,556)	1,177,030	1,131,811
Operating Expenses	6,020,589	5,267,593	(752,996)	5,827,630	(192,959)	3,181,698	4,405,240	1,223,542	4,872,782	4,329,654
Other	1,108,590	1,130,328	21,738	1,108,679	89	917,928	944,614	26,686	1,308,038	1,229,834
<b>TOTAL EXPENSES</b>	<b>17,430,975</b>	<b>16,091,541</b>	<b>(1,339,433)</b>	<b>17,452,130</b>	<b>21,155</b>	<b>12,153,755</b>	<b>13,360,954</b>	<b>1,207,199</b>	<b>14,773,534</b>	<b>14,338,181</b>
Total per ADA	23,245	21,179	(2,067)	23,274	(28)				22,090	16,285
<b>NET INCOME / (LOSS)</b>	<b>477,332</b>	<b>(772,198)</b>	<b>1,249,530</b>	<b>(776,692)</b>	<b>1,254,024</b>	<b>(532,644)</b>	<b>(1,487,460)</b>	<b>928,130</b>	<b>(73,856)</b>	<b>(788,786)</b>
<b>OPERATING INCOME</b>	<b>1,446,327</b>	<b>203,454</b>	<b>1,242,873</b>	<b>192,392</b>	<b>1,253,936</b>	<b>275,835</b>	<b>(672,010)</b>	<b>947,845</b>	<b>1,068,220</b>	<b>363,965</b>
<b>EBITDA</b>	<b>1,585,922</b>	<b>358,131</b>	<b>1,227,791</b>	<b>331,986</b>	<b>1,253,936</b>	<b>385,284</b>	<b>(542,846)</b>	<b>928,130</b>	<b>1,234,183</b>	<b>441,048</b>

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



Year-End Cash Balance		
Projected	Budget	Variance
6,110,686	6,248,328	(137,642)

## 7 Balance Sheet

Balance Sheet	6/30/2021	3/31/2022	4/30/2022	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	6,561,532	8,781,260	8,123,679	6,110,686
Cash, Restricted	0	0	0	0
Accounts Receivable	3,974,739	315,581	315,581	3,870,389
Due From Others	115,362	7,666	7,666	7,666
Other Assets	208,509	28,997	50,437	341,063
Net Fixed Assets	27,913,430	27,202,269	27,126,309	26,965,792
<b>Total Assets</b>	<b>38,773,573</b>	<b>36,335,774</b>	<b>35,623,673</b>	<b>37,295,597</b>
<b>Liabilities</b>				
A/P & Payroll	2,452,366	1,464,134	1,518,890	1,606,359
Due to Others	473,102	471,292	470,817	1,086,036
Deferred Revenue	881,492	879,003	879,003	879,003
Total Debt	9,054,588	7,390,381	7,375,582	7,334,841
<b>Total Liabilities</b>	<b>12,861,547</b>	<b>10,204,810</b>	<b>10,244,292</b>	<b>10,906,240</b>
<b>Equity</b>				
Beginning Fund Bal.	26,025,315	25,912,026	25,912,026	25,912,026
Net Income/(Loss)	(113,289)	218,939	(532,644)	477,332
<b>Total Equity</b>	<b>25,912,026</b>	<b>26,130,965</b>	<b>25,379,382</b>	<b>26,389,358</b>
<b>Total Liabilities &amp; Equity</b>	<b>38,773,573</b>	<b>36,335,774</b>	<b>35,623,673</b>	<b>37,295,597</b>
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	176	194	180	135
Cash Reserve %	48.1%	53.3%	49.3%	37.1%

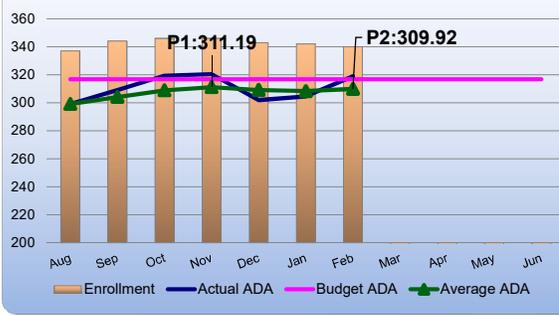


# BERT CORONA CHARTER SCHOOL - Financial Dashboard (April 2022)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

P2 ADA was 309.92. ADA through Month 8 was 309.92 or 90.5% with ending enrollment of 340 students.

Based on May Revised, charter schools will be included in the Hold Harmless provision for FY21-22. This means that LCFF will be calculated based on prior year ADA of 356.16.

Net Income is forecasted to be \$340K, \$332K better than budgeted.

Revenue is projected to be higher than budgeted by \$859K primarily due to PPP Revenue and Hold Harmless provision.

Expense is projected to be higher than budget by \$527K.

- Salaries \$168K
- Nutrition Expense \$283K
- Vendor Repairs \$100K

Cash on hand at June 30, 2021 is forecasted to be \$2.4M which represents 31.3% of total expenses.

## 3 Average Daily Attendance Analysis

Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	340	340	330	10	340	371
ADA %	90.5%	90.0%	96.0%	-6.0%	91.0%	96.0%
Average ADA	309.92	309.40	316.80	(7.40)	309.40	356.16

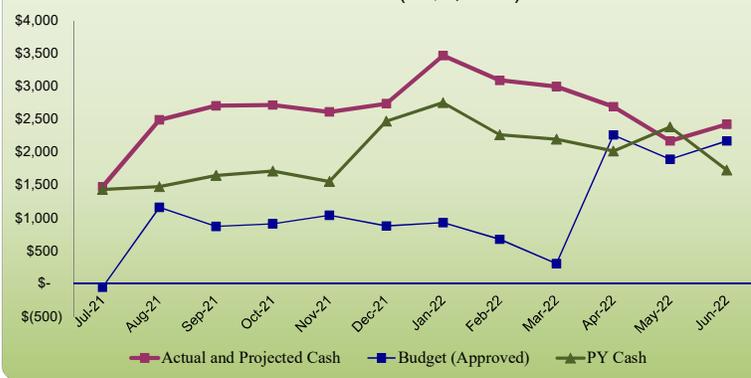
## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	84.8%	84.3%	-0.5%	88.8%
3-Year Average %	84.9%	84.8%	-0.2%	83.5%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

## 5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 04/30/22	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	4,038,591	3,502,671	535,920	3,529,892	508,699	2,720,157	2,789,603	(69,446)	3,693,874	3,683,607
Federal Revenue	2,828,282	3,039,984	(211,702)	2,876,223	(47,941)	554,813	2,233,606	(1,678,793)	2,386,358	1,752,401
State Revenue	382,635	578,073	(195,438)	512,553	(129,918)	375,223	399,952	(24,729)	384,903	376,784
Other Local Revenue	911,225	218,244	692,982	902,287	8,938	855,895	192,932	662,964	283,291	272,418
Grants/Fundraising	36,957	-	36,957	36,956	1	36,956	-	36,956	15,000	36,500
<b>TOTAL REVENUE</b>	<b>8,197,690</b>	<b>7,338,972</b>	<b>858,718</b>	<b>7,857,911</b>	<b>339,780</b>	<b>4,543,045</b>	<b>5,616,094</b>	<b>(1,073,049)</b>	<b>6,763,426</b>	<b>6,121,710</b>
<i>Total per ADA</i>	<i>26,495</i>	<i>23,166</i>	<i>3,329</i>	<i>25,397</i>	<i>1,098</i>				<i>18,990</i>	<i>17,280</i>
<i>w/o Grants/Fundraising</i>	<i>26,376</i>	<i>23,166</i>	<i>3,210</i>	<i>25,278</i>	<i>1,098</i>				<i>18,948</i>	<i>17,177</i>
Certificated Salaries	1,550,071	1,448,481	(101,591)	1,545,045	(5,027)	1,248,540	1,187,400	(61,140)	1,399,355	1,248,899
Classified Salaries	723,228	656,994	(66,234)	719,634	(3,593)	570,235	524,992	(45,242)	581,292	964,766
Benefits	684,395	698,283	13,887	673,081	(11,314)	557,893	579,999	22,106	608,949	680,531
Student Supplies	734,701	485,400	(249,302)	739,821	5,119	454,078	432,979	(21,099)	478,901	518,477
Operating Expenses	4,064,352	3,932,114	(132,238)	4,038,206	(26,145)	1,991,612	3,284,920	1,293,307	3,423,537	2,787,938
Other	100,805	109,452	8,647	101,067	262	84,635	93,282	8,647	265,986	267,045
<b>TOTAL EXPENSES</b>	<b>7,857,552</b>	<b>7,330,723</b>	<b>(526,830)</b>	<b>7,816,855</b>	<b>(40,697)</b>	<b>4,906,993</b>	<b>6,103,571</b>	<b>1,196,578</b>	<b>6,758,019</b>	<b>6,467,657</b>
<i>Total per ADA</i>	<i>25,396</i>	<i>23,140</i>	<i>(2,256)</i>	<i>25,265</i>	<i>132</i>				<i>18,975</i>	<i>18,256</i>
<b>NET INCOME / (LOSS)</b>	<b>340,138</b>	<b>8,250</b>	<b>331,889</b>	<b>41,056</b>	<b>299,082</b>	<b>(363,948)</b>	<b>(487,477)</b>	<b>114,883</b>	<b>5,408</b>	<b>(345,947)</b>
<b>OPERATING INCOME</b>	<b>440,943</b>	<b>117,701</b>	<b>323,242</b>	<b>142,123</b>	<b>298,820</b>	<b>(279,313)</b>	<b>(394,195)</b>	<b>114,883</b>	<b>271,394</b>	<b>(84,586)</b>
<b>EBITDA</b>	<b>440,943</b>	<b>117,701</b>	<b>323,242</b>	<b>142,123</b>	<b>298,820</b>	<b>(279,313)</b>	<b>(394,195)</b>	<b>114,883</b>	<b>271,394</b>	<b>(78,902)</b>

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



Year-End Cash Balance		
Projected	Budget	Variance
2,424,851	2,171,756	253,096

## 7 Balance Sheet

Balance Sheet	6/30/2021	3/31/2022	4/30/2022	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	1,729,523	2,998,652	2,692,881	2,424,851
Cash, Restricted	0	0	0	0
Accounts Receivable	2,212,545	305,736	305,736	1,971,399
Due From Others	3,892	7,086	7,086	7,086
Other Assets	70,843	8,788	17,607	127,122
Net Fixed Assets	304,397	227,923	224,322	208,152
<b>Total Assets</b>	<b>4,321,200</b>	<b>3,548,186</b>	<b>3,247,633</b>	<b>4,738,611</b>
<b>Liabilities</b>				
A/P & Payroll	1,194,099	435,739	453,515	969,453
Due to Others	38,963	72,866	72,416	343,371
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>799,619</b>	<b>816,945</b>	<b>1,603,838</b>
<b>Equity</b>				
Beginning Fund Bal.	2,789,227	2,794,635	2,794,635	2,794,635
Net Income/(Loss)	5,408	(46,068)	(363,948)	340,138
<b>Total Equity</b>	<b>2,794,635</b>	<b>2,748,567</b>	<b>2,430,688</b>	<b>3,134,773</b>
<b>Total Liabilities &amp; Equity</b>	<b>4,321,200</b>	<b>3,548,186</b>	<b>3,247,633</b>	<b>4,738,611</b>
Days Cash on Hand	97	142	127	114
Cash Reserve %	26.6%	38.9%	34.7%	31.3%





## BERT CORONA CHARTER SCHOOL

### Financial Analysis

### April 2022

#### Net Income

Bert Corona Charter School is projected to achieve a net income of \$340K in FY21-22 compared to \$8K in the board approved budget. Reasons for this positive \$332K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of April 30, 2022, the school's cash balance was \$2.69M. By June 30, 2022, the school's cash balance is projected to be \$2.42M, which represents a 31% reserve.

As of April 30, 2022, the Accounts Receivable balance was \$306K, down from \$306K in the previous month, due to the receipt of revenue earned in FY20-21.

As of April 30, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$454K, compared to \$436K in the prior month.

As of April 30, 2022, BCCS had zero debt balance.

#### Income Statement

##### *Revenue*

Total revenue for FY21-22 is projected to be \$8.20M, which is \$859K or 11.7% over budgeted revenue of \$7.34M.

**LCFF Revenue** – is projected to be above budget by \$536K if Hold Harmless provision for FY21-22 is approved

**Child Nutrition Federal Revenue** – is projected to be above budget by \$332K 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 \$543K due to moving ESSER II and III funds into the future years.

**Other State Revenue** - is projected to be under budget by \$238K due to moving AB 86 funds into the future years.

**Other Local Revenue** - is projected to be over budget by \$623K due to forgiveness of PPP Loan.

##### *Expenses*

Total expenses for FY21-22 are projected to be \$7.86M, which is \$527K or 7.2% over budgeted expenditures of \$7.33M.

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



**Certificated Salaries** are projected to be higher than budget by \$102K

**Classified Salaries** are projected to be higher than budget by \$66K

**Nutrition Program Food Supplies** are projected to be higher than budget by \$307K due to higher participation rates for the nutrition program

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

**Intra-Agency Fees** are projected to be lower than budget by \$84K due to moving some of the salaries directly to the schools

## **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 309.40 based on an enrollment of 340 and a 90.0% attendance rate.

In Month 7, ADA was 318.89 with 340 students enrolled at the end of the month and a 93.8% ADA rate.

Average ADA for the year (through Month 7) is 309.92 (a 90.5% ADA rate for the year to date).

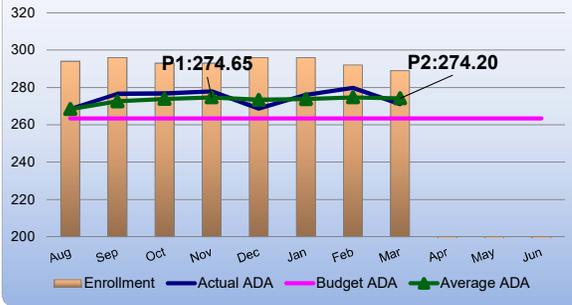
*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

# MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (April 2022)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

P2 ADA was 274.20 or 10.75 better than budget. ADA through Month 8 was 274.20 or 93.4% with ending enrollment of 289 students.

Based on May Revised, charter schools will be included in the Hold Harmless provision for FY21-22. This means that LCFE will be calculated based on prior year ADA of 345.07.

Operating Income is forecasted to be \$950K, \$915K better than budgeted.

Revenue is projected to be higher than budgeted by \$1.4M primarily due to Hold Harmless provision, PPP Revenue and CTE Grant.

Expense is projected to be higher than budget by \$492K primarily due to CTE grant expenses and Mintance and Operations costs to LAUSD

Cash on hand at June 30, 2021 is forecasted to be \$3.2M which represents 63.3% of total expenses.

## 3 Average Daily Attendance Analysis

Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	289	289	273	16	289	353
ADA %	93.4%	93.0%	96.5%	-3.5%	94.9%	97.0%
Average ADA	274.20	274.20	263.45	10.75	274.20	345.07

## 4 LCFE Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	93.4%	96.3%	2.9%	94.7%
3-Year Average %	94.7%	95.6%	0.8%	95.5%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 04/30/22	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	4,019,111	2,953,744	1,065,368	3,196,219	822,892	2,524,924	2,482,068	42,856	3,728,522	3,696,024
Federal Revenue	810,316	952,585	(142,269)	814,523	(4,207)	531,619	634,216	(102,597)	724,116	497,807
State Revenue	211,678	510,992	(299,314)	209,557	2,121	321,274	421,529	(100,255)	238,219	207,888
Other Local Revenue	937,836	196,491	741,346	941,904	(4,068)	778,153	176,462	601,691	240,624	287,391
Grants/Fundraising	39,250	-	39,250	39,250	0	39,250	-	39,250	7,402	13,453
<b>TOTAL REVENUE</b>	<b>6,018,192</b>	<b>4,613,811</b>	<b>1,404,380</b>	<b>5,201,455</b>	<b>816,737</b>	<b>4,195,220</b>	<b>3,714,275</b>	<b>480,944</b>	<b>4,938,883</b>	<b>4,702,564</b>
<i>Total per ADA</i>	<i>21,948</i>	<i>17,513</i>	<i>4,435</i>	<i>18,970</i>	<i>2,979</i>				<i>14,313</i>	<i>13,628</i>
<i>w/o Grants/Fundraising</i>	<i>21,805</i>	<i>17,513</i>	<i>4,292</i>	<i>18,826</i>	<i>2,979</i>				<i>14,291</i>	<i>13,589</i>
Certificated Salaries	1,548,738	1,428,371	(120,367)	1,552,202	3,463	1,203,974	1,167,132	(36,841)	1,286,989	1,217,447
Classified Salaries	549,269	478,390	(70,879)	573,294	24,025	438,946	393,566	(45,380)	470,594	526,357
Benefits	561,671	575,950	14,279	558,856	(2,816)	451,432	479,005	27,574	526,661	564,446
Student Supplies	562,347	500,606	(61,742)	568,205	5,857	416,062	417,281	1,220	496,892	419,672
Operating Expenses	1,691,058	1,439,683	(251,375)	1,534,493	(156,565)	1,034,647	1,206,650	172,003	1,378,155	1,512,858
Other	975,220	972,994	(2,225)	975,070	(150)	808,558	811,200	2,642	972,513	888,494
<b>TOTAL EXPENSES</b>	<b>5,888,304</b>	<b>5,395,994</b>	<b>(492,310)</b>	<b>5,762,118</b>	<b>(126,185)</b>	<b>4,353,618</b>	<b>4,474,835</b>	<b>121,217</b>	<b>5,131,804</b>	<b>5,129,275</b>
<i>Total per ADA</i>	<i>21,474</i>	<i>20,482</i>	<i>(992)</i>	<i>21,014</i>	<i>460</i>				<i>14,872</i>	<i>14,864</i>
<b>NET INCOME / (LOSS)</b>	<b>129,888</b>	<b>(782,183)</b>	<b>912,071</b>	<b>(560,664)</b>	<b>690,552</b>	<b>(158,398)</b>	<b>(760,560)</b>	<b>599,520</b>	<b>(192,920)</b>	<b>(426,711)</b>
<b>OPERATING INCOME</b>	<b>950,431</b>	<b>36,135</b>	<b>914,296</b>	<b>259,729</b>	<b>690,702</b>	<b>525,629</b>	<b>(78,524)</b>	<b>604,153</b>	<b>626,451</b>	<b>392,763</b>
<b>EBITDA</b>	<b>1,105,107</b>	<b>190,811</b>	<b>914,296</b>	<b>414,406</b>	<b>690,702</b>	<b>650,160</b>	<b>50,641</b>	<b>599,520</b>	<b>779,592</b>	<b>461,783</b>

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



Year-End Cash Balance		
Projected	Budget	Variance
3,207,340	2,520,383	686,957

## 7 Balance Sheet

Balance Sheet	6/30/2021	3/31/2022	4/30/2022	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	3,116,608	4,910,430	4,647,046	3,207,340
Cash, Restricted	0	0	0	0
Accounts Receivable	1,057,853	0	0	1,542,221
Due From Others	111,237	336	336	336
Other Assets	62,066	(2,740)	4,593	115,029
Net Fixed Assets	27,474,708	26,873,475	26,805,067	26,668,551
<b>Total Assets</b>	<b>31,822,472</b>	<b>31,781,501</b>	<b>31,457,041</b>	<b>31,533,477</b>
<b>Liabilities</b>				
A/P & Payroll	925,173	763,523	794,261	316,051
Due to Others	323,014	398,425	398,399	705,499
Deferred Revenue	423,558	423,558	423,558	423,558
Total Debt	7,527,088	7,390,382	7,375,582	7,334,842
<b>Total Liabilities</b>	<b>9,198,833</b>	<b>8,975,888</b>	<b>8,991,800</b>	<b>8,779,950</b>
<b>Equity</b>				
Beginning Fund Bal.	22,855,993	22,623,639	22,623,639	22,623,639
Net Income/(Loss)	(232,354)	181,974	(158,398)	129,888
<b>Total Equity</b>	<b>22,623,639</b>	<b>22,805,613</b>	<b>22,465,241</b>	<b>22,753,527</b>
<b>Total Liabilities &amp; Equity</b>	<b>31,822,472</b>	<b>31,781,501</b>	<b>31,457,041</b>	<b>31,533,476</b>
Days Cash on Hand	264	363	335	231
Cash Reserve %	72.3%	99.4%	91.7%	63.3%



## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### April 2022

#### Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of \$130K in FY21-22 compared to -\$782K in the board approved budget. Reasons for this positive \$912K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of April 30, 2022, the school's cash balance was \$4.65M. By June 30, 2022, the school's cash balance is projected to be \$3.21M, which represents a 63% reserve.

As of April 30, 2022, the Accounts Receivable balance was zero. All FY20-21 Revenue has been received.

As of April 30, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$794K, compared to \$764K in the prior month.

As of April 30, 2022, MORCS had a debt balance of \$7.38M compared to \$7.39M in the prior month. An additional \$41K will be paid this fiscal year.

#### Income Statement

##### *Revenue*

Total revenue for FY21-22 is projected to be \$6.02M, which is \$1.40M or 30.4% over budgeted revenue of \$4.61M.

**LCFF Revenue** – is projected to be above budget by \$1.1M if Hold Harmless provision for FY21-22 is approved

**Child Nutrition Federal Revenue** – is projected to be above budget by \$224K 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 \$372K due to due to moving ESSER II and III funds into the future years.

**Other State Revenue** - is projected to be under budget by \$338K due to due to moving AB 86 funds into the future years.

**Other Local Revenue** - is projected to be over budget by \$708K due to forgiveness of PPP Loan (\$599K) and CTE Grant (\$68K).

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



### *Expenses*

Total expenses for FY21-22 are projected to be \$5.89M, which is \$492K or 9.1% over budgeted expenditures of \$5.40M.

**Nutrition Program Food Supplies** are projected to be higher than budget by \$100K due to higher participation rates for the nutrition program

Other Facility Operations costs are projected to be higher than budget by \$105K

**Other Student Services** are projected to be higher than budget by \$57K due to CTE grant expenses related to Latino Film Institute Youth Cinema Project.

**Intra-Agency Fees** are projected to be lower than budget by \$62K due to moving some of the salaries directly to the schools

### **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 274.20 based on an enrollment of 289 and a 93.0% attendance rate.

In Month 8, ADA was 271.11 with 289 students enrolled at the end of the month and a 93.8% ADA rate.

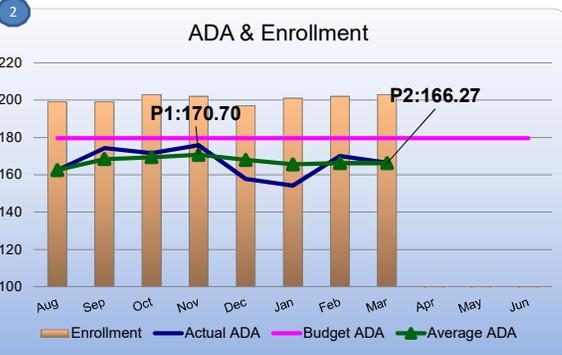
Average ADA for the year (through Month 8) is 274.20 (a 93.4% ADA rate for the year to date).

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

# Bert Corona Charter High School - Financial Dashboard (April 2022)

## 1 Key Performance Indicators

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



## KEY POINTS

P2 ADA was 166.27 which is 13.28 below budget. ADA through Month 8 is 166.27 or 83.9% with ending enrollment of 203 students. The P2 ADA decreased by 6.40 from the February forecast due to corrections to Independent Study attendance.

Based on May Revised, charter schools will be included in the Hold Harmless provision for FY21-22. This means that LCFF will be calculated based on prior year ADA of 189.88.

Net Income is forecasted to be \$4K, \$3K better than budgeted.

Revenue is projected to be higher than budgeted by \$161K due to the addition of the Hold Harmless Provision for charter schools.

Expense is projected to be higher than budget by \$158K.

- Salaries are higher by \$101K
- SPED Services are higher by \$55K
- Substitute Services are higher by \$22K
- Intra-Agency Fees are lower by \$64K

Cash on hand at June 30, 2021 is forecasted to be \$454K which represents 13.1% of total expenses.

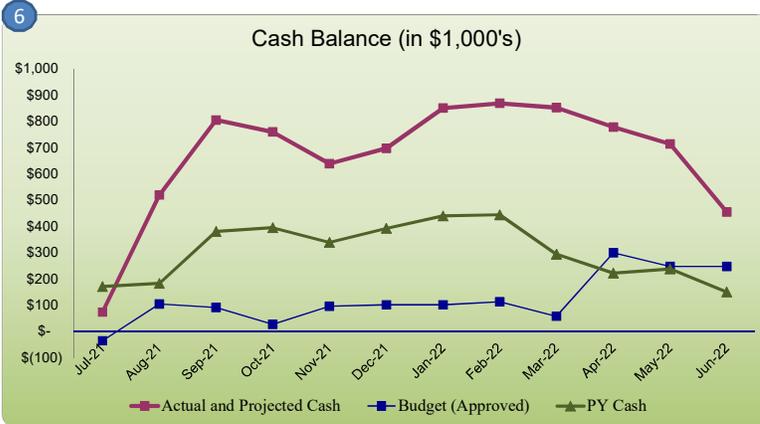
## 3 Average Daily Attendance Analysis

Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	203	203	190	13	203	195
ADA %	83.9%	84.0%	94.5%	-10.5%	81.9%	95.0%
Average ADA	166.27	166.27	179.55	(13.28)	166.27	189.88

## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	85.8%	88.1%	2.3%	93.2%
3-Year Average %	90.9%	91.6%	0.7%	88.6%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 04/30/22	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	2,568,104	2,454,620	113,484	2,357,285	210,819	1,855,696	1,865,459	(9,763)	2,306,709	2,298,837
Federal Revenue	303,728	488,658	(184,930)	304,587	(859)	242,291	328,470	(86,180)	464,271	206,451
State Revenue	141,389	279,591	(138,203)	280,103	(138,715)	130,425	222,609	(92,184)	77,458	55,571
Other Local Revenue	483,066	143,692	339,374	484,227	(1,161)	458,297	126,587	331,710	147,038	134,674
Grants/Fundraising	30,962	-	30,962	26,460	4,502	30,962	-	30,962	0	13,202
<b>TOTAL REVENUE</b>	<b>3,527,249</b>	<b>3,366,560</b>	<b>160,688</b>	<b>3,452,663</b>	<b>74,586</b>	<b>2,717,671</b>	<b>2,543,125</b>	<b>174,546</b>	<b>2,995,476</b>	<b>2,708,735</b>
Total per ADA	21,214	18,750	2,464	20,765	449				15,776	14,954
w/o Grants/Fundraising	21,028	18,750	2,278	20,606	422				15,776	14,881
Certificated Salaries	1,190,633	1,161,739	(28,895)	1,190,644	11	953,147	946,277	(6,870)	927,459	905,595
Classified Salaries	474,826	406,291	(68,536)	482,297	7,470	387,184	337,494	(49,690)	400,268	303,496
Benefits	514,755	556,972	(42,217)	499,999	(14,756)	410,998	462,174	(51,176)	446,740	390,733
Student Supplies	219,977	174,949	(45,028)	231,706	11,729	142,353	144,450	(2,097)	193,179	190,042
Operating Expenses	1,077,922	1,019,935	(57,987)	1,066,969	(10,953)	781,796	854,529	(72,733)	863,538	872,236
Other	44,782	44,938	156	44,788	6	37,386	37,623	(237)	50,635	62,760
<b>TOTAL EXPENSES</b>	<b>3,522,896</b>	<b>3,364,824</b>	<b>(158,072)</b>	<b>3,516,402</b>	<b>(6,494)</b>	<b>2,712,865</b>	<b>2,782,548</b>	<b>69,683</b>	<b>2,881,818</b>	<b>2,724,863</b>
Total per ADA	21,188	18,740	(2,447)	21,149	39				15,177	15,043
<b>NET INCOME / (LOSS)</b>	<b>4,352</b>	<b>1,736</b>	<b>2,616</b>	<b>(63,739)</b>	<b>68,091</b>	<b>4,806</b>	<b>(239,423)</b>	<b>243,992</b>	<b>113,657</b>	<b>(16,128)</b>
<b>OPERATING INCOME</b>	<b>49,134</b>	<b>46,674</b>	<b>2,460</b>	<b>(18,951)</b>	<b>68,086</b>	<b>42,192</b>	<b>(201,800)</b>	<b>243,992</b>	<b>164,293</b>	<b>46,513</b>
<b>EBITDA</b>	<b>49,134</b>	<b>46,674</b>	<b>2,460</b>	<b>(18,951)</b>	<b>68,086</b>	<b>42,192</b>	<b>(201,800)</b>	<b>243,992</b>	<b>164,293</b>	<b>46,632</b>



Year-End Cash Balance		
Projected	Budget	Variance
454,278	247,531	206,747

Balance Sheet	6/30/2021	3/31/2022	4/30/2022	6/30/2022 FC
<b>Assets</b>				
Cash, Operating	150,118	851,597	778,028	454,278
Cash, Restricted	0	0	0	0
Accounts Receivable	704,341	9,845	9,845	356,769
Due From Others	20	30	30	30
Other Assets	42,538	(4,070)	1,219	71,892
Net Fixed Assets	129,744	98,473	94,770	87,374
<b>Total Assets</b>	<b>1,026,761</b>	<b>955,875</b>	<b>883,891</b>	<b>970,344</b>
<b>Liabilities</b>				
A/P & Payroll	241,082	198,287	204,530	254,272
Due to Others	111,125	1	1	37,166
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>362,719</b>	<b>368,962</b>	<b>455,868</b>
<b>Equity</b>				
Beginning Fund Bal.	396,466	510,123	510,123	510,123
Net Income/(Loss)	113,657	83,033	4,806	4,352
Total Equity	510,123	593,156	514,929	514,475
<b>Total Liabilities &amp; Equity</b>	<b>1,026,761</b>	<b>955,875</b>	<b>883,891</b>	<b>970,344</b>
Days Cash on Hand	19	90	82	48
Cash Reserve %	5.3%	24.5%	22.4%	13.1%





## Bert Corona Charter High School Financial Analysis April 2022

### Net Income

Bert Corona Charter High School is projected to achieve a net income of \$4K in FY21-22 compared to \$2K in the board approved budget. Reasons for this positive \$3K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of April 30, 2022, the school's cash balance was \$778K. By June 30, 2022, the school's cash balance is projected to be \$454K, which represents a 13% reserve.

As of April 30, 2022, the Accounts Receivable balance was \$10K, down from \$10K in the previous month, due to the receipt of revenue earned in FY20-21.

As of April 30, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$205K, compared to \$198K in the prior month.

As of April 30, 2022, BCHS had zero debt.

### Income Statement

#### *Revenue*

Total revenue for FY21-22 is projected to be \$3.53M, which is \$161K or 4.8% over budgeted revenue of \$3.37M.

**LCFF Revenue** - is projected to be over budget by \$113K if Hold Harmless provision for FY21-22 is approved

**Other Federal Revenue** - is projected to be under budget by \$186K due to moving ESSER II and III funds into the future years.

**Other State Revenue** - is projected to be under budget by \$139K due to moving AB 86 funds into the future years.

**Other Local Revenue** - is projected to be over budget by \$324K due to forgiveness of PPP Loan.

#### *Expenses*

Total expenses for FY21-22 are projected to be \$3.52M, which is \$158K or 4.7% over budgeted expenditures of \$3.36M.

**Certificated Salaries** are projected to be higher than budget by \$29K

**Classified Salaries** are projected to be above budget by \$69K

**Advertisement** costs are projected to be above budget by \$20K

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



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

**Special Education Services** are projected to be above budget by \$55K

**Intra-Agency Fees** are projected to be lower than budget by \$53K due to moving some of the salaries directly to the schools

### **ADA**

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

The forecast assumes an ADA of 166.27 based on an enrollment of 203 and a 84.0% attendance rate.

In Month 8, ADA was 166.53 with 203 students enrolled at the end of the month and a 82.0% ADA rate.

Average ADA for the year (through Month 8) is 166.27 (a 83.9% 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 04/01/22 to 04/30/22**

Check #	Vendor Name	Date	Description	Amount
P015674	360 Accelerator Education Partners	4/12/2022	2021-2022 - 110 ACCELERATOR PROGRAM FEE	3,000.00
A004755	7 LAYER IT SOLUTIONS, INC.	4/12/2022	4/22- PLATINUM NETWORK DEVICE PACKAGE	1,370.00
A004919	7 LAYER IT SOLUTIONS, INC.	4/20/2022	BARRACUDA WEB SECURITY - ENERGIZE UPDATES WEB SEC GTW 810 FO	13,098.00
A005032	7 LAYER IT SOLUTIONS, INC.	4/26/2022	5/3/2022 - 5/2/2023 SMARTNET RENEWAL SERIAL NUMBER: FTX222W03X	1,959.00
E004236	AAA FLAG AND BANNER	4/12/2022	INSTALLATION 8/1/22 PENDING PERMIT (6) DOUBLE POLE BANNERS ON VE	4,975.55
A004920	AFLAC WORLDWIDE HEADQUARTERS	4/20/2022	3/22- PREMIUM	1,841.38
A005185	AFLAC WORLDWIDE HEADQUARTERS	4/29/2022	04/22- PREMIUM	1,841.38
A004774	Amplified IT	4/13/2022	(865) FIRST YEAR GO GUARDIAN SUITE STARTER LICENSE	32,620.23
310651	AT&T	4/13/2022	2/16-3/15/22- FAX #213 351-1305	659.30
310636	AT&T MOBILITY	4/4/2022	03/18 - 04/17/22 HOTPOTS	2,140.20
310642	AT&T MOBILITY	4/7/2022	03/20 - 04/19/22 CELL PHONES	9,573.50
P016707	BDJtech	4/27/2022	Inv#2357 Correction-Tax	406.98
310650	BERENICE MARQUEZ	4/13/2022	3/8/22- AMAZON- MOVIE WONDER ELOP CLUB	158.85
P015669	BETTER 4 YOU MEALS, INC.	4/12/2022	3/22- STUDENT MEALS	81,235.09
310638	BROOKS TRANSPORTATION INC	4/6/2022	5/27/22- FIELD TRIP TO MAGIC MOUNTAIN	2,385.00
P015670	CALIFORNIA CHARTER SCHOOLS CONFERENCE RE	4/12/2022	2022 CCSA CONFERENCE REGISTRATION FOR BOARD MEMBER, DEAN CH	1,198.00
A004697	CROSS COUNTRY EDUCATION	4/7/2022	03/07 - 03/11/22- SPECIAL ED SERVICES	15,247.97
A004758	CROSS COUNTRY EDUCATION	4/12/2022	3/21-3/25/22- SPECIAL ED SERVICES	9,548.33
A004925	CROSS COUNTRY EDUCATION	4/20/2022	3/28-4/1/22- SPECIAL ED SERVICES	8,856.67
A005035	CROSS COUNTRY EDUCATION	4/26/2022	4/4-4/8/22- SPECIAL ED SERVICES	9,440.40
STD 4/11/22.	Disneyland Resort	4/13/2022	(28) GRAD NITE PARK HOPPER TICKETS	5,012.00
P016572	Eriverto Gonzales	4/26/2022	3/22- JANITORIAL SERVICES	3,740.00
P015480	Esmeralda Reynaga	4/7/2022	3/1-3/15/22- MAINTENANCE SERVICES	2,114.14
P016236	Esmeralda Reynaga	4/20/2022	3/16-3/31/22- MAINTENANCE SERVICES	1,980.00
P016576	Esmeralda Reynaga	4/26/2022	4/1-4/15/22- MAINTENANCE SERVICES	1,815.00
A004921	EXED	4/20/2022	03/22 - CALPADS & SIS SUPPORT SERVICES	22,053.53
310639	FRONTIER	4/7/2022	03/13 - 04/12/22- FAX # 818 834-8075	236.30
310672	FRONTIER	4/26/2022	4/13-5/12/22- FAX 818 834-8075	245.34
P016573	GREEN WORKS SOLUTIONS	4/26/2022	MAIN IRRIGATION WATER LINE, BATHROOM STALL/FLOOR OUTLETS DOOF	5,100.00
P015676	Health and Safety First	4/12/2022	AED FAST RESPONSE KITS- AED WINDOW DECALS	1,100.00
P015671	IMPACT CANINE SOLUTIONS	4/12/2022	3/10/22- CANINE SERVICES	760.00
P016235	INFINITE CAMPUS, INC.	4/20/2022	03/01-03/22 MASTER SCHEDULING	399.00
P016574	INLAND MECHANICAL SERVICES	4/26/2022	AC REPAIR SEVERAL UNITS	4,824.21
P015485	JENNIFER I. OBANDO-SALGUERO	4/7/2022	03/21/22 PSYCHOLOGICAL EVALUATION	1,600.00
310654	JENNIFER SANTACRUZ	4/13/2022	AMAZON SUPPLIES (ELOP CLUB)	164.33
310673	Jorge Gamboa	4/26/2022	BOOKS FOR SCHOOL LIBRARY	151.90
E004386	KELLY PAPER	4/20/2022	COPY PAPER	762.48
310659	KEVIN MYERS	4/13/2022	12/15/21- OIL CHANGE FOR SCHOOL VAN	120.00
310641	LA DEPT. OF WATER AND POWER	4/7/2022	2/16-3/18/22- SEWER CHARGES	4,083.83
310657	LA DEPT. OF WATER AND POWER	4/13/2022	3/2-4/1/22- ELECTRIC CHARGES	6,319.05
310675	LA DEPT. OF WATER AND POWER	4/29/2022	3/18-4/19/22- WATER CHARGES	4,438.80
P017051	La Opinion La Opinion Newspaper	4/29/2022	1/2 PAGE (9.81" X 5.42") FULL COLOR EDUCATION SUPPLEMENT	975.00
P015675	Latino Film Institute Youth Cinema Project	4/12/2022	2/22- INSTRUCTIONAL SERVICES- CINEMATIC FILM MAKING	7,498.96
P015482	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	4/7/2022	3/22- LEGAL SERVICES	976.00
P016237	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	4/20/2022	02/22- LEGAL SERVICES	458.92
P015483	MAJOR METROPOLITAN SECURITY	4/7/2022	REPLACE BATTERIES	1,071.00
310660	MAJOR METROPOLITAN SECURITY	4/13/2022	5/22- MONITORING SERVICES	350.00
310670	Mary Keipp	4/26/2022	3/16/22 - MILEAGE TO AND FROM THE CCSA CONFERENCE	143.28
P015481	MASERGY CLOUD COMMUNICATIONS, INC	4/7/2022	3/22- COMMUNICATIONS SERVICE	1,801.44
P017047	MASERGY CLOUD COMMUNICATIONS, INC	4/29/2022	04/22- COMMUNICATIONS SERVICES	1,767.29
E004237	MCCALLA COMPANY	4/12/2022	TOWEL	487.14
E004467	MCCALLA COMPANY	4/26/2022	BLACK LINER	316.46
310671	MICHELLE VILLALOBOS	4/26/2022	COSTCO- MARCH, APRIL MONTHLY INCENTIVE ATTENDANCE MEETING CL	48.77
310677	MICHELLE VILLALOBOS	4/29/2022	TARGET- SCIENCE SUPPLIES FOR 6TH GRADE CLASS -DIRT CUP EXPERIM	89.36
310676	Odyssey	4/29/2022	6/4/22- NIGHTS BALL EVENT (100 GUEST)	7,744.39
310661	OFFICE DEPOT INC.	4/20/2022	SHREDDER	1,740.49
310658	OSCAR RODRIGUEZ	4/13/2022	3/8/22- PIZZA FOR STUDENTS (ELOP)	62.46
310646	PETER HUANG AND LORETTA HUANG	4/8/2022	04/22 Rent	3,500.00
P016238	PETER HUANG AND LORETTA HUANG	4/20/2022	3/14-4/8/22- ELECTRIC CHARGES	341.17
310667	PETER HUANG AND LORETTA HUANG	4/25/2022	05/22 Rent	3,500.00
P015484	PLANCONNECT	4/7/2022	01 - 03/22 QUARTERLY DUES	100.00
P017049	Play Versus Inc	4/29/2022	DISCOUNT -10 SEAT IGNITE SPRING 2022	640.00
A004699	PRN NURSING CONSULTANTS	4/7/2022	01/24/22 - SPECIAL ED SERVICES	2,475.00
A004922	PRN NURSING CONSULTANTS	4/20/2022	8/24/21- SPECIAL ED SERVICES	225.00
A005033	PRN NURSING CONSULTANTS	4/26/2022	3/25/22- EPIPEN TRAINING (BCCS AND HS)	575.00
E004385	PUROSERVE	4/20/2022	4/22- RO RENTAL	124.00
E004468	PUROSERVE	4/26/2022	4/22- FILTER SERVICE RENTAL	167.00
310635	Quadient Finance USA, Inc.	4/4/2022	3/22- EQUIPMENT RENTAL	93.75
310648	Quadient Finance USA, Inc.	4/13/2022	2/25/22- POSTAGE	332.04
310652	RENE QUON	4/13/2022	TARGET- BIN FOR HEADPHONES	9.92
310653	REPUBLIC SERVICES #902	4/13/2022	4/22- WASTE DISPOSAL SERVICE	1,421.81
310655	RICOH USA Inc.	4/13/2022	4/13-5/12/22- COPIER LEASE	2,599.33
310662	RICOH USA Inc.	4/20/2022	PREVIOUS CREDIT BALANCE	270.41
P017048	RIDERS EXPRESS T&C	4/29/2022	5/26/22 FIELD TRIP TRANSPORT STUDENTS TO MEDIVAL TIMES	3,219.96
310674	RUBEN DUENAS	4/29/2022	3/14 - 3/17/22 CCSA CONFERENCE LODGING FOR LORENCE SIMONSEN	2,368.60
310643	RYAN BRADFORD	4/7/2022	3/17/22 - CUE CONFERENCE PARKING	889.28

**YPI Charter Schools  
Check Register  
From 04/01/22 to 04/30/22**

Check #	Vendor Name	Date	Description	Amount
310664	RYAN BRADFORD	4/20/2022	SERVICE FEE FOR MAC LEVEL 2 (KEVIN MYERS)	299.00
310644	San Fernando Valley Japanese American Community Ce	4/8/2022	04/22 - RENT	12,350.00
310669	San Fernando Valley Japanese American Community Ce	4/25/2022	05/22 - RENT	12,350.00
310645	SFVJLI	4/8/2022	04/22 - Rent	900.00
310668	SFVJLI	4/25/2022	05/22 - Rent	900.00
310647	SHERRI PRESTON	4/13/2022	2 VEGGIE PEELERS- ELOP CLUB	695.86
P015672	SKY SPORTSWEAR	4/12/2022	(120) MAROON CREWNECK SWEATERS	7,830.00
P016239	SKY SPORTSWEAR	4/20/2022	NAVY BLUE PE SHORTS	1,135.00
310649	SOUTHERN CALIFORNIA GAS COMPANY	4/13/2022	2/15-3/17/22- GAS CHARGES	1,135.51
310666	SOUTHERN CALIFORNIA GAS COMPANY	4/20/2022	3/17-4/15/22- GAS CHARGES	560.88
E004238	Sparkletts	4/12/2022	3/22- BOTTLED WATER SERVICES	105.95
E004387	Sparkletts	4/20/2022	3/22- WATER BOTTLED SERVICE	158.81
P015673	SUCCESS FOR ALL FOUNDATION, INC.	4/12/2022	2/28/22- TRAINING- CONTRACT#103889	2,550.00
310665	SUNRISE FORD	4/20/2022	VAN# 58 REPLACE STOLEN CATALYTIC CONVERTER ASSEMBLY AND DAM,	11,512.91
A004756	SYNCB/AMAZON	4/12/2022	BOOK - NEW KID	3,237.34
A004923	SYNCB/AMAZON	4/20/2022	SOCCER GOAL EQUIPMENT	6,218.64
A005034	SYNCB/AMAZON	4/26/2022	MAGNETIC CHESS SET	5,245.55
A004700	TEACHERS ON RESERVE	4/7/2022	03/07 - 03/11/22 - SUBSTITUTE SERVICES	1,735.20
A004924	TEACHERS ON RESERVE	4/20/2022	3/28-4/1/22- SUBSTITUTE SERVICES	996.00
04/22 STD-PM	Teresa Sale Benefits Consultant	4/5/2022	04/22 - HEALTH PREMIUMS	70,349.69
P015486	The Education Team	4/7/2022	03/07 - 03/11/22 - SUBSTITUTE SERVICES	1,656.64
P016575	The Education Team	4/26/2022	3/31-4/1/22- SUBSTITUTE SERVICES	586.00
A004757	Think Together	4/12/2022	INSTALLMENT #9 COMPREHENSIVE MANAGEMENT OF ASES	31,166.91
310640	TIME WARNER CABLE	4/7/2022	3/14-4/13/22- INTERNET ACC# 0556	1,169.04
310656	TIME WARNER CABLE	4/13/2022	3/31/22-4/30/22- INTERNET ACC#26111	447.12
P015487	TOTAL EDUCATION SOLUTIONS	4/7/2022	02/22-SPECIAL ED SERVICES	2,024.00
310637	TRANSIT SYSTEMS UNLIMITED, Inc.	4/6/2022	4/22/22- STUDENTS FIELD TRIP TO SANTA MONICA PIER	3,680.00
P015204	UNUM	4/4/2022	PRIOR PERIOD ADJUSTMENTS	2,215.47
P016240	UNUM	4/20/2022	05/22 - SHORT TERM AND LONG TERM DISABILITY	1,758.83
P017050	Vibix Learning LLC	4/29/2022	10/21/22- MANAGEMENT MONITORING COACHING (6 HOURS)	10,950.00
A004698	WAXIE SANITARY SUPPLY	4/7/2022	URINAL DEODORANT SCREEN	1,120.03
310663	YESENIA ZUBIA	4/20/2022	MILEAGE FROM HYATT LONG BEACH TO REMOTE WORKSITE	1,177.89
310634	YVETTE KING-BERG	4/4/2022	MEAL AND INCIDENTAL PER DIEM FOR 2022 CCSA CONFERENCE	184.75
				515,361.99

## Coversheet

### Reserve the right of YPI Charter Schools to leave LAUSD SELPA at the end of the 2022-2023 school year

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

**Item:** B. Reserve the right of YPI Charter Schools to leave LAUSD SELPA at  
the end of the 2022-2023 school year

**Purpose:** Vote

**Submitted by:**

**Related Material:**

Recommendation to approve presenting notice to authorizing district, LAUSD, to reserve the right of YPI Charter Schools to leave LAUSD SELPA at the end of the 2022-2023 school year.pdf



## YPI CHARTER SCHOOLS

June 13, 2022

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

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

**SUBJECT: Recommendation to approve presenting notice to authorizing district, LAUSD, to reserve the right of YPI Charter Schools to leave LAUSD SELPA at the end of the 2022-2023 school year**

### BACKGROUND

In 2011, the Los Angeles Unified School District (LAUSD) reorganized its Special Education Local Plan Area (SELPA) to provide charter schools with a continuum of options for serving students with disabilities. The continuum spans from the least autonomous Option 1 to the most autonomous Charter Operated Program: Option 3 (COP3).

Since the reorganization, over 200 independent charter schools have embraced autonomy and responsibility in special education through COP3. This new autonomy has resulted in a steady increase in the percentage and range of students with disabilities enrolled in LAUSD charter schools.

### ANALYSIS

Although the relationship with the District and the results achieved by the charter schools in COP3 have been positive, the COP3 members recognize that special education arrangements with the LAUSD SELPA are subject to change. For this reason, charter schools must take steps necessary to preserve their autonomy and infrastructure by maintaining the ability to exit the SELPA should such action be in the best interest of the charter school and their students.

The YPI Charter Schools, along with the other COP3 member schools, will submit a letter of notification that all (or selected) schools in COP3 reserve the right to exit the LAUSD SELPA effective July 1, 2023.

### RECOMMENDATION

It is recommended that the Board of Directors approve the submission of the notice to the authorizing district, LAUSD, to reserve the right of YPI Charter Schools to leave the LAUSD SELPA at the end of the 2022-2023 school year.

## Coversheet

### 6-Year Laptop Replacement Plan and Apple Order for FY 22-23

**Section:** VI. Items Scheduled For Action  
**Item:** C. 6-Year Laptop Replacement Plan and Apple Order for FY 22-23  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Recommendation to approve 22-23 Apple Order for Board.pdf  
YPICS 6 Year Laptop Replacement Cycle - Replacement Cycle.pdf



June 13, 2022

To: YPICS Board of Directors

From: Ruben Dueñas, Chief Operations Officer

Re: Recommendation to approve purchase of replacement computers based on 6 year replacement plan

The board has requested for staff to create a Technology Replacement Plan. The plan below outlines how student chromebooks and Apple laptops will be replaced over a 6 year period. At the end of 6 years the plan repeats. The plan utilizes current costs of computers and does not account for any increases. The plan includes a new chromebook for each student as they enroll in the 5/6/9 grade. The student will use the computer for their entire career with YPICS and will bring the chromebook back and forth between school and home. 15 Apple computers will be housed in each classroom for activities which require more powerful computers for creation of products.

YPICS 6 Year Laptop Replacement Cycle						
BCCS						
	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	6th Grade	7th Grade	8th Grade	5th Grade + Resource	Teaching Staff	Non Teaching Staff
MacBooks (6 Yr Cycle)	65	65	65	35	20	23
Cost	\$64,740.33	\$64,740.33	\$64,740.33	\$14,940.08	\$19,920.00	\$22,908.00
Chromebooks (4 yr cycle)	130	130	130	130	130	130
Cost	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
Total Cost of Replacement	\$116,740	\$116,740	\$116,740	\$66,940	\$71,920	\$74,908
MORCS						
	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	6th Grade	7th Grade	8th Grade	Parent Center + Resource + Media Arts Lab	Teaching Staff	Non Teaching Staff
MacBooks (6 Year Cycle)	65	65	65	65	20	25
Cost	\$64,740.33	\$64,740.33	\$64,740.33	\$64,740.33	\$19,920.00	\$24,900.00
Chromebooks (4 year cycle)	130	130	130	130	130	130
Cost	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
Total Cost of Replacement	\$116,740	\$116,740	\$116,740	\$116,740	\$71,920	\$76,900
BCCHS						
	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff
MacBooks (6 Yr Cycle)	40	40	40	40	40	40
Cost	\$39,840.20	\$39,840.20	\$39,840.20	\$39,840.20	\$39,840.20	\$39,840.20
Chromebooks (4 yr cycle)	60	60	60	60	60	60
Cost	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Total Cost of Replacement	\$63,840	\$63,840	\$63,840	\$63,840	\$63,840	\$63,840

In order to begin this plan, Staff is requesting the YPICS Board of Directors to approve an expense of **\$188,263.48** to purchase the following computers.

SITE	ITEM	COST	REASON FOR PURCHASE
BCCS	<ul style="list-style-type: none"> <li>65 MacBook Air + 3-Year AppleCare+</li> </ul>	\$64,740.33	<ul style="list-style-type: none"> <li>60 devices for 6th grade classroom MacBook Air replacements</li> <li>5 devices for backup student devices</li> </ul>
BCCS	<ul style="list-style-type: none"> <li>3 iPads + 3-Year AppleCare</li> <li>3 Apple Pencil 2</li> </ul>	\$4,188.78	<ul style="list-style-type: none"> <li>iPads Apple Pencil 2 for new teaching staff</li> </ul>
BCCHS	<ul style="list-style-type: none"> <li>40 MacBook Air + 3-Year AppleCare+</li> <li>3-Year AppleCare</li> </ul>	\$39,840.20	<ul style="list-style-type: none"> <li>30 devices for two ELA classroom MacBook Air replacements</li> <li>5 devices for backup student devices</li> <li>5 devices for new staff members</li> </ul>
BCCHS	<ul style="list-style-type: none"> <li>2 iPad + 3-Year AppleCare+</li> <li>2 Apple Pencil 2</li> </ul>	\$2,792.52	<ul style="list-style-type: none"> <li>iPads Apple Pencil 2 for new teaching staff</li> </ul>
MORCS	<ul style="list-style-type: none"> <li>70 MacBook Air + 3-Year AppleCare</li> </ul>	\$69,720.35	<ul style="list-style-type: none"> <li>60 devices for 6th grade classroom MacBook Air replacements</li> <li>5 devices for backup student devices</li> <li>5 devices for new staff members</li> </ul>
MORCS	<ul style="list-style-type: none"> <li>5 iPads + 3-Year AppleCare+</li> <li>5 Apple Pencil 2</li> </ul>	\$6,981.30	<ul style="list-style-type: none"> <li>iPads Apple Pencil 2 for new teaching staff</li> </ul>
<b>Total Cost:</b>		<b>\$188,263.48</b>	

YPICS 6 Year Laptop Replacement Cycle						
BCCS						
	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	6th Grade	7th Grade	8th Grade	5th Grade + Resource	Teaching Staff	Non Teaching Staff
MacBooks (6 Yr Cycle)	65	65	65	35	20	23
Cost	\$64,740.33	\$64,740.33	\$64,740.33	\$14,940.08	\$19,920.00	\$22,908.00
Chromebooks ( 4 yr cycle)	130	130	130	130	130	130
Cost	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
Total Cost of Replacement	\$116,740	\$116,740	\$116,740	\$66,940	\$71,920	\$74,908
MORCS						
	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	6th Grade	7th Grade	8th Grade	Parent Center + Resource + Media Arts Lab	Teaching Staff	Non Teaching Staff
MacBooks (6 Year Cycle)	65	65	65	65	20	25
Cost	\$64,740.33	\$64,740.33	\$64,740.33	\$64,740.33	\$19,920.00	\$24,900.00
Chromebooks (4 year cycle)	130	130	130	130	130	130
Cost	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
Total Cost of Replacement	\$116,740	\$116,740	\$116,740	\$116,740	\$71,920	\$76,900
BCCHS						
	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff	2 Classrooms + 2 Classroom Teacher + 2 Staff
MacBooks (6 Yr Cycle)	40	40	40	40	40	40
Cost	\$39,840.20	\$39,840.20	\$39,840.20	\$39,840.20	\$39,840.20	\$39,840.20
Chromebooks (4 yr cycle)	60	60	60	60	60	60
Cost	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Total Cost of Replacement	\$63,840	\$63,840	\$63,840	\$63,840	\$63,840	\$63,840

## Coversheet

### YPICS Expanded Learning Opportunities Program (ELOP) Pay Rates and Activities

<b>Section:</b>	VI. Items Scheduled For Action
<b>Item:</b> and Activities	D. YPICS Expanded Learning Opportunities Program (ELOP) Pay Rates
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Recommendation to approve ELOP and pay rates 6-13-22.pdf



June 13, 2022

To: YPICS Board of Directors

From: Ruben Dueñas, Chief Operations Officer

Re: Recommendation to approve updated YPICS Expanded Learning Opportunities Program (ELOP) Pay Rates and Activities

**Background**

The Governor and Legislature of California have allocated monies to fund the **YPICS Expanded Learning Opportunities Program** for TK-6th grade for the 2021-22 and 2022-23 school year. Both Bert Corona Charter School and Monseñor Oscar Romero Charter School will receive funds to expand academic support and clubs to take place before school, after school, and on weekends and school break periods. The Chief Operations Officer, and Senior Director of Community School Partnerships will support the school sites to implement the programs as part of the Community Schools Initiative. The Executive Administrator, Operations Administrator will manage the programs at the school site in collaboration with our after school program partner(s).

**Funding**

School site	21-22 Allocation	22-23 Allocation
Bert Corona Charter School	\$132,688	\$233,338
Monseñor Oscar Romero Charter School	\$124,964	\$195,755

**Expanded Learning Opportunities Program Goals**

1. Academic Support/Engagement
2. Building student connection to school (belonging)

**ELOP Positions**

1. Targeted Academic Support
  - a. Tutoring- Students will be tutored in math or English to fill learning gaps identified using iReady assessments. Student groups will be based on student needs. Groups must be between 4 to 8 students and attendance must be taken.
  - b. Project Based Learning Enrichment Class- Students will participate in PBL units that expand on core subject areas and grade level standards. PBL units must include a culminating presentation. Groups must be between 2 to 5 students and attendance must be taken.
2. Club Sponsor  
Clubs must be approved by the Executive Administrator and follow the Student Club and Organization Guidelines and have a minimum of 5 active members. Clubs for ELOP must be held outside of school hours. Attendance must be taken.
3. Sport Team Coach

Middle School teams participate in sports leagues or tournaments. Currently, our middle schools participate in FIYA sports leagues. Competitions are after school and/or on weekends. Attendance must be taken.

4. Trip Chaperone

Staff can organize and supervise students on enrichment field trips.

5. Counseling or Counseling Support

Counselors can hold groups sessions after school or staff can supervise students while they participating in counseling session with outside provider/partners after school

**ELOP Pay Rates**

Below is a breakdown of pay rate for administrators, teachers, and staff who work as part of the YPICS Expanded Learning Opportunities Program.

Description	Rate
Administrator Support	\$45.00
Academic Support (Teacher)	\$50.00
Club (Teacher)	\$45.00
Athletic Director (Teacher)	\$45.00
Sports Coach (Teacher)	\$45.00
Weekend Trip Chaperones (Teacher)	\$45.00
Counseling groups (Counselor)	\$45.00
Academic Support (Staff)	hourly to overtime
Club (Staff)	hourly to overtime
Sports Coach (Staff)	hourly to overtime
Weekend Trip Chaperones (Staff)	hourly to overtime
Counseling groups (Staff)	hourly to overtime