

# Youth Policy Institute Charter Schools (YPICS)

## YPICS Regular Board Meeting

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### Date and Time

Wednesday June 29, 2022 at 6:00 PM PDT

### Location

<https://exed.zoom.us/j/91215440213?pwd=TW1EaUtTUHMzMmU1SWptZjdma0xaZz09>

Join Zoom Meeting <https://exed.zoom.us/j/91215440213?pwd=TW1EaUtTUHMzMmU1SWptZjdma0xaZz09> Meeting ID: 912 1544 0213 Passcode: 982595 One tap mobile [+16699006833,,91215440213#](https://exed.zoom.us/j/91215440213?pwd=TW1EaUtTUHMzMmU1SWptZjdma0xaZz09) US (San Jose) [+16692192599,,91215440213#](https://exed.zoom.us/j/91215440213?pwd=TW1EaUtTUHMzMmU1SWptZjdma0xaZz09) US (San Jose) Dial by your location +1 669 900 6833 US (San Jose) +1 669 219 2599 US (San Jose) Meeting ID: 912 1544 0213 Find your local number: <https://exed.zoom.us/u/acTzmkRM2s>

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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)

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),

	Purpose	Presenter	Time
<p>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
<b>E. Approval of June 13, 2022 Regular Board Meeting Minutes</b>	Approve Minutes	Mary Keipp	1 m

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

Purpose      Presenter      Time

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.

**III. Items Scheduled for Information 6:03 PM**

<b>A.</b> School Committee Reports			5 m
<b>B.</b> Board Committee Reports			5 m
<b>C.</b> Director of Special Education's Report	FYI	Vashon Nutt	3 m
<b>D.</b> Bert Corona Executive Administrator's Report	FYI	Kevin Myers	2 m
<b>E.</b> Monseñor Oscar Romero Executive Administrator's Report	FYI	Rene Quon	2 m
<b>F.</b> Bert Corona Charter High School Executive Administrator's Report	FYI	Larry Simonsen	2 m
<b>G.</b> Chief Operation Officer's Report	FYI	Ruben Duenas	3 m
<b>H.</b> Executive Director's Report	FYI	Yvette King-Berg	3 m

**IV. Board of Trustees Professional Development**

**V. Consent Agenda 6:28 PM**

<b>A.</b> A. Background			5 m
<b>B.</b> Consent Items	Vote	Mary Keipp	1 m

Purpose Presenter Time

1. Recommendation to approve the 2022-23 Homeless Education Policies for BCCS, BCCHS, and MORCS.
2. Recommendation to approve the E-Rate consulting renewal proposal for FY2022-23.
3. Recommendation to approve the medical, dental, vision and life plans for benefitted employees.
4. Recommendation to approve the Think Together ASES contract for BCCS.
5. Recommendation to approve the Supplemental CALPADS accounting services with ExED.
6. Recommendation to approve the continued membership in CharterSAFE for Workers' Compensation, Property, & Liabilities insurances.
7. Recommendation to approve the hiring of a Community School's Director/Coordinator for each school.
8. Recommendation to approve the YPICS Board of Trustees for FY2022-23.

**VI. Items Scheduled For Action**

**6:34 PM**

**A. Local Control and Accountability Plans for BCCS, MORCS and BCCHS**      Vote      Yvette King-Berg      5 m

This is a recommendation to the Board of Trustees for approval of the Local Control and Accountability Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

**B. YPICS 2022-23 Budgets**      Vote      Irina Castillo      5 m

This is a recommendation to the Board of Trustees for the approval of the proposed BCCS, MORCS, and BCCHS budgets for the FY2022-23.

**C. YPICS Local Indictors for the California School Dashboard**      Vote      Yvette King-Berg      5 m

This is a recommendation to the Board of Trustees for the approval of the BCCS, MORCS, and BCCHS Local Indicators for the California School Dashboards.

**D. YPICS Education Protection Act Spending Plans and Resolutions for 2022-23**      Vote      Irina Castillo      3 m

This is a recommendation to the Board of Trustees for approval of the FY2022-23 Education Protection Act Spending Plans and Resolutions for BCCS, MORCS, and BCCHS.

**E. YPICS 2022-23 Staff Rosters**      Vote      Yvette King-Berg      2 m

This is a recommendation to the Board of Trustees for approval of the FY2022-23 staff rosters for BCCS, MORCS, BCCHS and the Learning and Support Center.

**F. Softwares Licences**      Vote      Yvette King-Berg      5 m

	Purpose	Presenter	Time
This is a recommendation to the Board of Trustees for approval of software licenses.			

<b>G. Bert Corona Charter School Facility Upgrades</b>	Vote	Ruben Duenas	2 m
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This is a recommendation to the Board of Trustees for approval of the proposed facility upgrades for FY2022-23.

<b>H. YPICS 2022-23 Salary Table Increase and pay Increases</b>	Vote	Ruben Duenas	2 m
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This is a recommendation to the Board of Trustees to approve the proposed salary table increase and pay increases for staff for the FY2022-23.

<b>I. Contracts Above Spending Authority of the Executive Administrator</b>	Vote	Yvette King-Berg	2 m
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This is recommendation to the Board of Trustees for approval of the contracts above the spending authority of the Executive Director.

<b>J. YPICS Community Schools Grants</b>	Vote	Ruben Duenas	3 m
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This is a recommendation to the Board of Trustees for the acknowledgement and receipt of Community School Grants in the amount of \$200,000 for BCCS, MORCS, and BCCHS totaling \$600,000.

<b>K. Updated Employee Vaccination Policy</b>	Vote	Yvette King-Berg	5 m
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This is a recommendation to the Board for approval of the updated employee vaccination policy.

<b>L. Student Vaccination Policy</b>	Vote	Yvette King-Berg	5 m
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This is a recommendation to Board for approval of the student vaccination policy.

<b>M. FY2022-23 Board Meeting Calendar</b>	Vote	Yvette King-Berg	3 m
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This is a recommendation to the Board to approve the proposed FY2022-23 board meeting calendar.

<b>N. Bert Corona Charter School Lease</b>	Vote	Ruben Duenas	2 m
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This is a recommendation to the Board for approval of the updated BCCS lease for June 30, 2022.

**VII. Announcements 7:23 PM**

<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
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**VIII. Closing Items 7:25 PM**

	Purpose	Presenter	Time
<b>A. Adjourn Meeting</b>	Vote	Mary Keipp	

# Coversheet

## Approval of June 13, 2022 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** E. Approval of June 13, 2022 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for YPICS Regular Board Meeting on June 13, 2022

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Regular Board Meeting

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#### Date and Time

Monday June 13, 2022 at 6:00 PM

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

Dial by your location +1 669 219 2599 US (San Jose) +1 669 900 6833 US (San Jose) Meeting ID: 913 7454 8922

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

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

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#### Trustees Present

C. Lopez (remote), D. Cho (remote), M. Keipp (remote), W. Njboke (remote)

#### Trustees Absent

M. Green, S. Mendoza

#### Guests Present

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

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### I. Opening Items

#### A. Record Attendance and Guests

#### B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jun 13, 2022 at 6:08 PM.

#### C. Approval of Board Findings relating to Teleconference Meetings During State of Emergency



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

D. Cho seconded the motion.

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

**Roll Call**

S. Mendoza Absent

C. Lopez Aye

D. Cho Aye

M. Keipp Aye

M. Green Absent

W. Njboke Aye

**D. Additions/Corrections to Agenda**

There were no additions or corrections to the agenda.

**E. Approval of April 25, 2022 Regular Board Meeting Minutes**

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 04-25-22.

W. Njboke seconded the motion.

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

**Roll Call**

M. Keipp Aye

C. Lopez Aye

D. Cho Aye

S. Mendoza Absent

M. Green Absent

**II. Communications**

**A. Presentations from the Public**

There were no communications or presentations from the Public.

**B. Public Hearing: Local Control and Accountability Plans (LCAPs)**

The Public was invited to provide comments and additional feedback.

**C. LCAP Update**

LCAP Update was provided for the Board and the Public. The Public was invited to provide comments and additional feedback.

**III. Items Scheduled for Information**

**A. Governor's May Revision**

The May Governor's Revision from School Services was as an informational item to the Board.

**B. Bert Corona Executive Administrator Report**

Executive Administrator Dr. Myers presented BCCS verifiable data to the Board.

**C. Monseñor Oscar Romero Executive Administrator Report**

Executive Administrator Dr. Quon presented MORCS verifiable data to the Board.

**D.**

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

Executive Administrator Mr. Simonsen presented BCCHS verifiable data to the Board.

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

Mr. Duenas presented the proposed salary table and pay increases to the Board which will be brought as back as action items for the next board meeting.

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

Blurb needed.

## **IV. Consent Agenda**

### **A. A. Background**

### **B. Consent Items**

C. Lopez made a motion to approve the consent agenda items.

D. Cho seconded the motion.

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

#### **Roll Call**

S. Mendoza Absent

D. Cho Aye

W. Njboke Aye

M. Keipp Aye

C. Lopez Aye

M. Green Absent

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

### **A. YPICS April 2022 Financials and Check Registers**

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

W. Njboke seconded the motion.

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

#### **Roll Call**

M. Green Absent

M. Keipp Aye

C. Lopez Aye

W. Njboke Aye

D. Cho Aye

S. Mendoza Absent

### **B. Reserve the right of YPI Charter Schools to leave LAUSD SELPA at the end of the 2022-2023 school year**

C. Lopez made a motion to approve sending a letter reserving the right of YPI Charter Schools to leave SELPA at the end of the 2022-2023 school year.

W. Njboke seconded the motion.

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

**Roll Call**

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

**C. 6-Year Laptop Replacement Plan and Apple Order for FY 22-23**

W. Njboke made a motion to approve the 6-year laptop replacement plan and the Apple order of \$188,263.48 for FY 2022-2023.

C. Lopez seconded the motion.

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

**Roll Call**

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

**D. YPICS Expanded Learning Opportunities Program (ELOP) Pay Rates and Activities**

C. Lopez made a motion to approve the updated YPICS Expanded Learning Opportunities Program (ELOP) pay rates and activities.

D. Cho seconded the motion.

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

**Roll Call**

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

**E. Los Angeles Unified School District (LAUSD) M&O Services for MORCS**

D. Cho made a motion to approve sending LAUSD a maintenance and operations release letter for effective date July 1, 2023.

W. Njboke seconded the motion.

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

**Roll Call**

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

**VI. Closed Session**

**A. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (government code section 54956.8)**

The Board of Trustees entered Closed Session at 7:44pm.

## **VII. Open Session**

### **A. Action Taken in Closed Session**

The Board of Trustees reconvened Open Session at 8:03pm.

No action was taken in Closed Session.

## **VIII. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:04 PM.

Respectfully Submitted,  
Y. Zubia

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## **Documents used during the meeting**

- BCCH LCAP Update 06-13-2022.pdf
- BCCS LCAP Update 06-13-2022 (1).pdf
- MORCS LCAP Update 06-13-2022.pdf
- 4 Guiding Questions for BCCS Annual Visit 2021-2022.docx.pdf
- 3 Verified Data Guiding Questions.docx.pdf
- MORCS School Verified Data - May 2022.pdf
- MORCS Response to Guiding Questions 5.18.22.pdf
- Simonsen Copy of LAUSD Guiding Questions.docx.pdf
- 2 Special Education Oversight Questions 2021-22.pdf
- BCCHS Verified Data DQs.docx.pdf
- Board informative- 22-23 salary tables (6.56%).pdf
- EXECUTIVE DIRECTOR Report June 13, 2022.pdf
- May Revise 2022.pdf
- 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
- 21-22 YPICS Financials Board Packet 04.22.pdf
- 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
- Recommendation to approve 22-23 Apple Order for Board.pdf
- YPICS 6 Year Laptop Replacement Cycle - Replacement Cycle.pdf
- Recommendation to approve ELOP and pay rates 6-13-22.pdf

# Coversheet

## School Committee Reports

**Section:** III. Items Scheduled for Information  
**Item:** A. School Committee Reports  
**Purpose:**  
**Submitted by:**  
**Related Material:** AGENDA\_MINUTES\_MORCS School Advisory Council 5\_11\_22.pdf



School Advisory Council  
May 11, 2022

AGENDA

- Item 1. **Call to Order**
- Item 2. **Check In**
- Item 3. **Youth Truth Data**
  - Student Responses ([Summary](#) / [Full](#))
  - Parent Responses ([Summary](#) / [Full](#))
  - Staff Responses ([Summary](#) / [Full](#))
- Item 4. **[Parent Involvement Policy & Parent Compact](#)**
- Item 5. **[MORCS Areas of Growth/Improvement 2022](#)**
- Item 6. **[Summer School Plans](#)**
- Item 7. **Next Meeting**
- Item 8. **Public Comments**
- Item 9. **Adjournment**

*\* Indicates Voting Item*



## School Advisory Council

May 11, 2022

### Present:

- Paula Cruz , Maria Soto, Irene Gudino, Aly Rivera Cruz, Gael Gudino , Rene Quon , Michele Villalobos, Vanessa Vargas, Oscar Montes Sarabia, Cynthia Jimenez

### MINUTES

- Item 1. **Call to Order**
- at 3:39pm

- Item 2. **Check In**
- Favorite dessert?

- Item 3. **Youth Truth Data**
- Student Responses ([Summary](#) / [Full](#))
  - Parent Responses ([Summary](#) / [Full](#))
  - Staff Responses ([Summary](#) / [Full](#))

### Comments

- under median scores for morcs compared CA schools
- differing perspectives from parents to that of students on school safety
- culture, relationships, and diversity equity and inclusion data indicates that morcs should create a plan of action towards targeting these three data points
  - the context may have an impact on the results and should be taken into consideration as well
- staff and parent school safety concerns over how different stats are which could possibly targeted by better parent communication
- School safety concern - is the data indicating concerns over inside or outside of school environment

- Item 4. **[Parent Involvement Policy & Parent Compact](#)**

- skipped

- Item 5. **[MORCS Areas of Growth/Improvement 2022](#)**

- ensure that developing detailed plans of what action plans will look like
- Ms. Jimenez's involvement should be kept in mind as a parent representative
- Return to previous school wide activities that were used to target parent engagement
- Keep Ms. Jimenez informed regarding teacher utilized tools
- utilize incentives to encourage engagement throughout the year form the start of 2022 - 2023 school year.

- have a layout plan of what the school is doing so that parents are aware of the procedures that parents should be aware of
- monthly meeting to keep parents informed and also use it to incentives parents and students
  - perhaps use Cafe con el Director for this

Item 6. **Summer School Plans**

- skipped

Item 7. **Next Meeting**

- May 24th 3:30pm - 4:30pm

Item 8. **Public Comments**

Item 9. **Adjournment**

- Adjourned at 4:49pm

*\* Indicates Voting Item*



# Coversheet

## Director of Special Education's Report

**Section:** III. Items Scheduled for Information  
**Item:** C. Director of Special Education's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board Directors Report 06-27-2022 (Director of Special Education) (1).pdf



**Monseñor Oscar Romero Charter School  
Bert Corona Charter High School  
Bert Corona Charter School**

**Report Agenda Item:** Director’s Report

**Position:** Director of Special Education

**School Site:** BCCS /BCCHS/MORCS

**Purpose:** For Board Information

**Submitted by:** *Vashon Nutt - June 27, 2022*

**Background:**

19% of the YPICS student body receives special education supports and services. The table below provides detailed information by school site.

Site	Total Population	SPED Population	Percentage of SWD
Bert Corona Charter School	339	64	19%
Bert Corona Charter High School	200	54	27%
Monseñor Oscar Romero Charter School	287	36	13%
YPI Charter Schools	826	154	19%

**IEP Compliance:**

BCCS: All IEPs Complete for the school year.

BCCHS: All IEPs Except three complete for the school year.

MORCS: All IEPs Except one complete for the school year.

**Next steps:**

BCCS: Two Special Education evaluations will be completed over the course of the summer months to get a head start on initial evaluations which were requested in the final week of this school year. In the event that students qualify for special education, their supports and services will be available on day one.

BCCHS: We will continue to work with families to complete mandated paperwork to move forward with IEP meetings.

MORCS: The one outstanding IEP meeting will be held on 6/29/2022. Morcs will have Zero out of compliance IEPs will be remaining for the school year.

**Special Education Academic Outcomes:**

BCCS: Students with disabilities performed below their nondisabled peers in reading and math overall, however, they far exceed average growth for reading and Math.

**Growth from Diagnostic 1 to Diagnostic 3 (Reading):**

AVERAGE GROWTH FOR SPED BY GL				
	SPED			
Grade	N	Y	Grand Total	Grade
5	28	34	29	
6	32	39	34	5
7	21	24	21	6
8	21	49	26	7
<b>Grand Total</b>	<b>25</b>	<b>36</b>	<b>27</b>	<b>8</b>

**Growth from Diagnostic 1 to Diagnostic 3 (Math):**

AVERAGE GROWTH FOR SPED BY GL			
	SPED		AVER
Grade	N	Y	Grand Total
5	23	24	23
6	18	20	19
7	22	14	20
8	11	23	13
<b>Grand Total</b>	<b>17</b>	<b>19</b>	<b>18</b>

BCCHS: The percentage of students on or above grade level grew from 10% to 18% in math and from 0% to 33% in reading.

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

“on or ^GL” means “On or Above Grade Level”

MORCS: Students with IEPs experienced growth as well at MORCS. All grade levels grew in Math from the mid-year diagnostic to the end of year diagnostic. Students in 8th grade saw the biggest gain in reading, while 6th and 7th grade experienced some regression from the mid-year diagnostic to the end of year diagnostic.

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

	Math		Reading	
	Mid-year	End-of-Year	Mid-year	End-of-Year
<b>6th Grade</b>	66%	<b>117%</b>	116%	84%
<b>7th Grade</b>	38%	<b>158%</b>	233%	138%
<b>8th Grade</b>	58%	<b>134%</b>	111%	<b>225%</b>
<b>All Resource Students</b>	54%	<b>136%</b>	153%	149%

**Summer Priorities:**

- Director of Special Education and BCCS’ Lead Resource Specialist will attend leadership The Special Education Leader fellowship (SELF) over the summer. The fellowships will last one year.
- Hire new special education teachers, service providers, and support staff.

# Coversheet

## Bert Corona Executive Administrator's Report

**Section:** III. Items Scheduled for Information  
**Item:** D. Bert Corona Executive Administrator's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BCCS 21-22 Final Data Report.pdf

**FINAL DATA REPORT: BCCS**

iReady measures student growth in terms of **typical growth** and **stretch growth** (Curriculum Associates [CA], 2020b). Typical growth refers to “the average growth of students at each grade and initial placement level” while stretch growth refers to “the growth recommended to put students who are below grade level on a path toward proficiency and students who are on grade level on a path to advanced proficiency levels (CA, 2020b, p. 1). After the initial diagnostic assessment at the beginning of the year, students are assigned a normative score based on national percentile, and they are assigned a criterion-referenced grade level equivalency. This initial placement helps determine typical and stretch growth for the year. Table 1 indicates expected (typical) growth for students in mathematics based on their beginning score and placement. According to the table (below), a 6th grade student who performs three grade levels below on their mathematics diagnostic would be expected to grow 14 points over the course of the year to meet their typical growth, and 30 points to meet their stretch growth and to put them on track for grade-level proficiency.

Table 1

**Mathematics Growth Measures by Grade and Beginning Placement Level**

<b>Mathematics Typical Growth</b>									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9
One Grade Level Below	32	29	26	26	23	18	14	12	9
Two Grade Levels Below	-	36	29	27	23	18	14	13	10
Three or More Grade Levels Below	-	-	-	30	24	20	15	13	12

<b>Mathematics Stretch Growth</b>									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19
On Grade Level, Early	38	36	35	34	33	29	25	22	21
One Grade Level Below	39	37	36	35	34	31	26	23	22
Two Grade Levels Below	-	57	48	43	41	35	30	25	23
Three or More Grade Levels Below	-	-	-	55	47	41	35	33	31

With each diagnostic, reports can be run to determine how students are progressing towards their stretch and typical growth. For example, the report below exemplify one way we can monitor progress for after each diagnostic. The first report is showing progress as of our diagnostic in December 2021. This report indicates that our 7th grade ELA students were not on pace to meet their typical growth after they took this diagnostic test in December. At that point in the year, they were only 28% of the way towards achieving their expected (i.e., typical) growth for the year. At this point in the year, we would expect the grade level to hit the 50% mark on the diagnostic. The benefit of seeing this data throughout the year is that it gives us a chance to analyze the root cause for performance or lack of performance, and pivot to ensure growth in the next semester. Our

efforts this year paid off, as is demonstrated in the second report. This one indicates that on our diagnostic in May, the same group of students demonstrated 165% typical growth, meaning they exceeded the expectation for learning for the school year. The same results can also be run for small groups and classes, as well as individual students. This allows educators to analyze the progress students are making towards their goals throughout the school year.

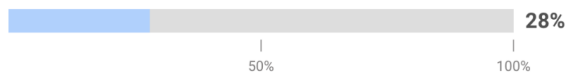
## Diagnostic Growth ▾

Subject: Reading | School: Bert Corona Charter Middle... | Grade: 7 | Clear Filter

Academic Year: Current Year | Comparison Diagnostic: D 2: MS: | 11/29/21 - 12/18/21

Students Assessed/Total: 94/107

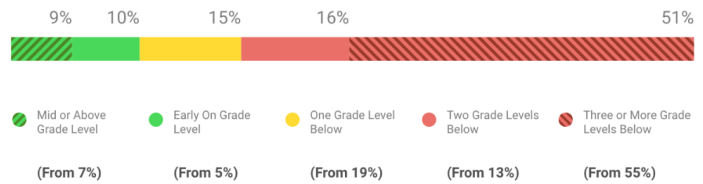
### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 28%. 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](#)

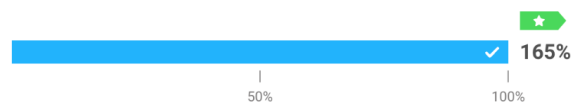
## Diagnostic Growth ▾

Subject: Reading | School: Bert Corona Charter Middle... | Grade: 7 | Clear Filter

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

Students Assessed/Total: 98/107

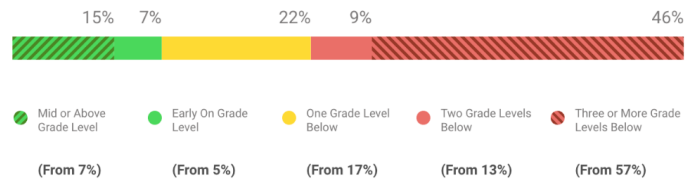
### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 165%. 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](#)

When reviewing individual student scores, teachers can provide reports to students to discuss performance across the scope of the school year, so they can work with students to set goals and areas of focus for improvement. Student A, below, is on track to meeting goals for the end of the school year. In December he/she was at 50% of his typical growth. Because this student was classified as “Mid On Grade Level” at the beginning of the year, his/her typical growth for the year is set at 12 points. After the December assessment, this student had grown 6 points, or halfway towards his/her typical/expected growth for the year. Student B has surpassed expectations and as of December, he/she has already grown 96 points! This 7th grade student started the year at a 3rd grade reading level, and by December he/she had soared to an early on grade level placement.

It is important for teachers to have all of this data because proficiency can be measured by grade level equivalency, but it is also important to consider how much students have grown over the course of the year. Moreover, having the norm referenced data so teachers can understand how their students are progressing compared to other students in other states helps them determine whether or not a student’s growth is sufficient. It is unfair to expect a student reading at a first grade level to be at a 7th grade level by the end of the year, and having the norm-referenced data helps teachers know how much growth is appropriate and how to set reasonable goals with students.

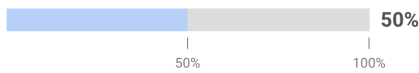
**STUDENT A:**

Subject: Reading | Placement Definition: End-of-Year View

**Year-to-Date Growth**

**Progress to Annual Typical Growth**

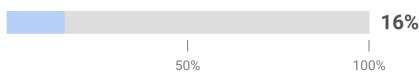
Scale Points: 6/12



This student has made 50% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

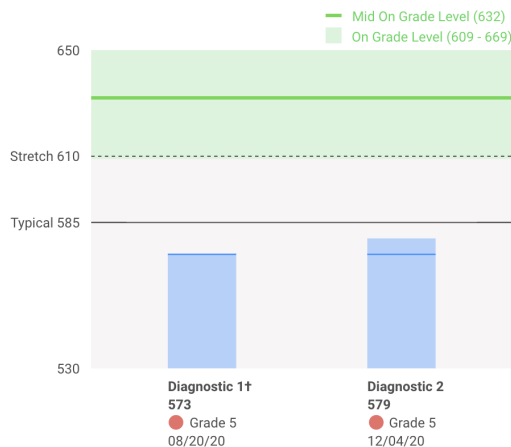
**Progress to Annual Stretch Growth**

Scale Points: 6/37



This student has made 16% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

**Overall Diagnostic Growth**



†This Diagnostic used to establish Growth Measures.



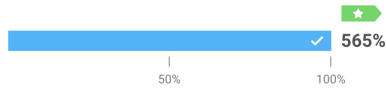
## STUDENT B:

Subject: Reading Placement Definition: End-of-Year View

### Year-to-Date Growth

#### Progress to Annual Typical Growth

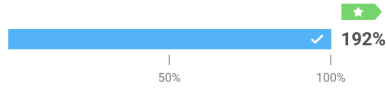
Scale Points: 96/17



This student has made 565% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

#### Progress to Annual Stretch Growth

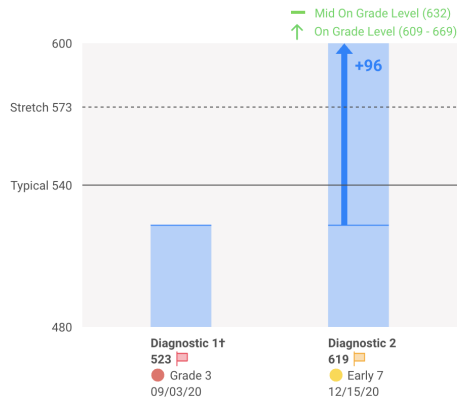
Scale Points: 96/50



This student has made 192% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 7 is a Mid On-Grade Level scale score of 632.

### Overall Diagnostic Growth



†This Diagnostic used to establish Growth Measures.

## 2021-2022 Results

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 ▾

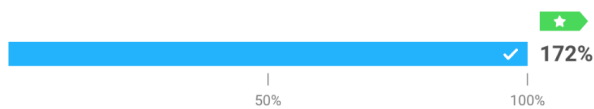
Subject: Reading ▾ School: Bert Corona Charter Middl... ▾

Academic Year: Current Year ▾ Comparison Diagnostic: D3 MS: ▾

04/26/22 - 06/10/22

Students Assessed/Total: 322/340

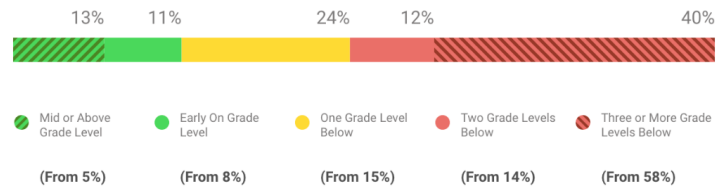
#### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 172%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

#### Current Placement Distribution



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.

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.

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	Grade	EL Status		Grade	SPED			
			EL	Non-EL	Grand Total	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	Grade	EL Status		Grade	SPED			
			EL	Non-EL	Grand Total	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	N/A	N/A	N/A	N/A	N/A	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

### 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	N/A	N/A	N/A	N/A	N/A	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

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.

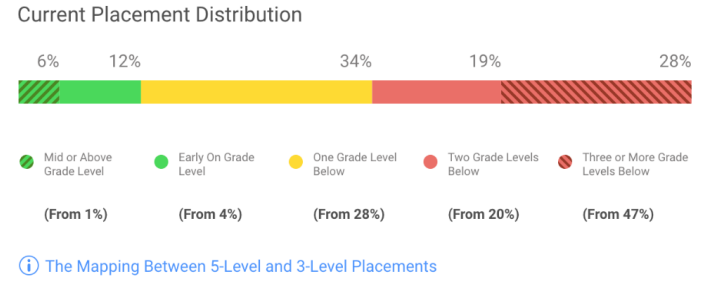
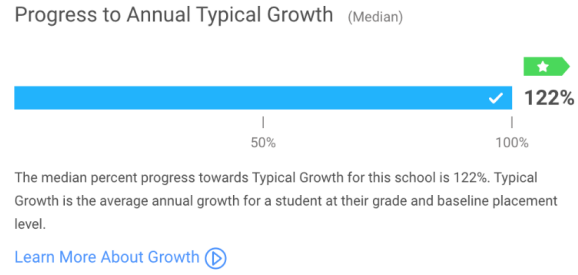
**Math:**

**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**



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:

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Grade 5	115%	65%	58%	12%	82%
Grade 6	121%	60%	58%	22%	66%
Grade 7	150%	66%	73%	37%	64%
Grade 8	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).

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		Grade	EL Status		Grade	SPED					
				EL	Non-EL	Grand Total		N	Y	Grand Total		
5	457		5	447	463	457	5	455	471	457		
6	469		6	451	477	469	6	474	452	469		
7	483		7	458	495	483	7	490	455	483		
8	488		8	477	493	488	8	490	481	488		
<b>Grand Total</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		Grade	EL Status		Grade	SPED					
				EL	Non-EL	Grand Total		N	Y	Grand Total		
5	23		5	27	21	23	5	23	24	23		
6	23		6	16	26	23	6	18	38	23		
7	24		7	18	27	24	7	27	14	24		
8	26		8	15	31	26	8	22	52	26		
<b>Grand Total</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.

### **EL AND RECLASSIFICATION**







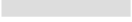




Last year, our school reclassified 7 students, resulting in a reclassification rate of 6.25%. While this is below previous performance in reclassification for our school, it is on par with the state average of 6.9%. One of the biggest hurdles to reclassification for our students, and the reason for the high rate of LTELs is the lack of a

proficient or grade level score on a standardized exam. In the past 2 school years, we have not taken the CAASPP. In addition, many of our students come in to our school far below grade level. While most of our students demonstrated growth on our internal assessment, the iReady diagnostic, and many students improved one or more performance bands, in many cases this was not enough to bring them up to grade level proficiency.

For example, the following screenshots are of our 6th grade (incoming for the 2021 school year) students for the 2021-22 school year. As you can see, many of the far exceeded their typical growth expectations and grew between placement levels. However, many students have gaps that will take several years to make up, thus delaying reclassification.

Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
184%	35/19	69%	35/51	Grade K (391)	Grade 1 (426)
-	-/19	-	-/51	Grade K (396)	-
142%	27/19	53%	27/51	Grade K (411)	Grade 1 (438)
158%	30/19	59%	30/51	Grade 1 (431)	Grade 1 (461)
632%	120/19	235%	120/51	Grade 1 (436)	Grade 4 (556)
137%	26/19	51%	26/51	Grade 1 (436)	Grade 1 (462)
263%	50/19	98%	50/51	Grade 1 (440)	Grade 2 (490)
321%	61/19	120%	61/51	Grade 1 (444)	Grade 3 (505)
321%	61/19	120%	61/51	Grade 1 (446)	Grade 3 (507)
263%	50/19	98%	50/51	Grade 1 (446)	Grade 3 (496)
468%	89/19	175%	89/51	Grade 1 (453)	Grade 4 (542)
353%	67/19	131%	67/51	Grade 1 (458)	Grade 3 (525)



Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress ⌵	Scale Score Progress	Percent Progress ⌵	Scale Score Progress		
 0%	0/19	 0%	0/51	🚫 Grade 1 (458)	🚫 Grade 1 (426)
 432%	82/19	 161%	82/51	🚫 Grade 1 (460)	🚫 Grade 4 (542)
 389%	74/19	 145%	74/51	🚫 Grade 1 (463)	🚫 Grade 3 (537)
 237%	45/19	 88%	45/51	🚫 Grade 1 (466)	🚫 Grade 3 (511)
 0%	0/19	 0%	0/51	🚫 Grade 2 (474)	🚫 Grade 1 (459)
 284%	54/19	 106%	54/51	🚫 Grade 2 (474)	🚫 Grade 3 (528)
 379%	72/19	 141%	72/51	🚫 Grade 2 (478)	🚫 Grade 4 (550)
 163%	31/19	 61%	31/51	🚫 Grade 2 (480)	🚫 Grade 3 (511)
 405%	77/19	 151%	77/51	🚫 Grade 2 (481)	🚫 Grade 4 (558)
 0%	0/19	 0%	0/51	🚫 Grade 2 (482)	🚫 Grade 1 (467)
 332%	63/19	 124%	63/51	🚫 Grade 2 (483)	🚫 Grade 4 (546)
 332%	63/19	 124%	63/51	🚫 Grade 2 (484)	🚫 Grade 4 (547)
 163%	31/19	 61%	31/51	🚫 Grade 2 (484)	🚫 Grade 3 (515)

Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress ⌵	Scale Score Progress	Percent Progress ⌵	Scale Score Progress		
189%	36/19	71%	36/51	🚫 Grade 2 (486)	🚫 Grade 3 (522)
179%	34/19	67%	34/51	🚫 Grade 2 (489)	🚫 Grade 3 (523)
142%	27/19	53%	27/51	🚫 Grade 2 (490)	🚫 Grade 3 (517)
53%	10/19	20%	10/51	🚫 Grade 2 (490)	🚫 Grade 3 (500)
142%	27/19	53%	27/51	🚫 Grade 2 (491)	🚫 Grade 3 (518)
474%	90/19	176%	90/51	🚫 Grade 2 (492)	🟡 Grade 5 (582)
95%	18/19	35%	18/51	🚫 Grade 3 (496)	🚫 Grade 3 (514)
337%	64/19	125%	64/51	🚫 Grade 3 (497)	🟡 Grade 4 (561)
184%	35/19	69%	35/51	🚫 Grade 3 (498)	🚫 Grade 3 (533)
363%	69/19	135%	69/51	🚫 Grade 3 (499)	🟡 Grade 5 (568)
163%	31/19	61%	31/51	🚫 Grade 3 (500)	🚫 Grade 3 (531)
132%	25/19	49%	25/51	🚫 Grade 3 (504)	🚫 Grade 3 (529)
89%	17/19	33%	17/51	🚫 Grade 3 (505)	🚫 Grade 3 (522)

200%	38/19	75%	38/51	Grade 3 (507)	Grade 4 (545)
121%	23/19	45%	23/51	Grade 3 (508)	Grade 3 (531)
74%	14/19	27%	14/51	Grade 3 (508)	Grade 3 (522)
326%	62/19	122%	62/51	Grade 3 (511)	Grade 5 (573)
247%	47/19	92%	47/51	Grade 3 (514)	Grade 4 (561)
458%	87/19	171%	87/51	Grade 3 (516)	Early 6 (603)
395%	75/19	147%	75/51	Grade 3 (516)	Grade 5 (591)
42%	8/19	16%	8/51	Grade 3 (516)	Grade 3 (524)
0%	0/19	0%	0/51	Grade 3 (517)	Grade 3 (517)
332%	63/19	124%	63/51	Grade 3 (519)	Grade 5 (582)
63%	12/19	24%	12/51	Grade 3 (521)	Grade 3 (533)
279%	53/19	104%	53/51	Grade 3 (522)	Grade 5 (575)
53%	10/19	20%	10/51	Grade 3 (525)	Grade 3 (535)

Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress ⌵	Scale Score Progress	Percent Progress ⌵	Scale Score Progress		
295%	56/19	110%	56/51	Grade 3 (526)	Grade 5 (582)
216%	41/19	80%	41/51	Grade 3 (527)	Grade 5 (568)
347%	66/19	129%	66/51	Grade 3 (528)	Grade 5 (594)
368%	70/19	137%	70/51	Grade 3 (528)	Early 6 (598)
205%	39/19	76%	39/51	Grade 3 (530)	Grade 5 (569)
179%	34/19	67%	34/51	Grade 3 (531)	Grade 4 (565)
263%	50/19	98%	50/51	Grade 3 (531)	Grade 5 (581)
0%	0/19	0%	0/51	Grade 3 (532)	Grade 3 (531)
0%	0/19	0%	0/51	Grade 3 (532)	Grade 3 (499)
95%	18/19	35%	18/51	Grade 3 (536)	Grade 4 (554)
316%	60/19	118%	60/51	Grade 3 (537)	Grade 5 (597)
95%	18/19	35%	18/51	Grade 3 (537)	Grade 4 (555)
211%	40/19	78%	40/51	Grade 3 (538)	Grade 5 (578)

This data clearly shows that students at BCCS are making academic progress, but they are not quite hitting the levels of proficiency necessary to reclassify.

To combat these deficiencies and to ensure students are growing towards grade level proficiency and reclassification, our team took a 3 pronged approach that was outlined in the previous section. We focused on rebuilding a strong school culture, supporting teachers through aligned and focused professional development and coaching, and focused on using meaningful data when discussing student performance and growth goals.. In terms of PD and teacher support, much of our discuss was based on subgroup performance and strategies that would help ensure growth for these students. [Click here to go back to the detailed explanation of these efforts from this school year.](#)

# Coversheet

## Monseñor Oscar Romero Executive Administrator's Report

**Section:** III. Items Scheduled for Information  
**Item:** E. Monseñor Oscar Romero Executive Administrator's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** MORCS Executive Update 6\_27\_2022 - Part 1.pdf  
MORCS Executive Update 6\_27\_2022 - Part 2.pdf

# MORCS Executive Administrator Board Report

## Part 1

6.27.22



### I. Diagnostic (iReady) End-of-Year Results - Spring 2022

#### Multi-Year MATH Proficiency Data

MATH	2019-20	2020-21	2021-22	2021-22 Goals
Median School-wide Growth %	107%	100%	117%	125%
% met TYPICAL growth	54%	51%	60%	60%
% met STRETCH growth	24%	26%	21%	30%
% at or above grade level	19%	24%	17%	30%

#### Multi-Year READING Proficiency Data

READING	2019-20	2020-21	Spring 2021-22	2021-22 Goals
Median School-wide Growth %	109%	137%	136%	140%
% met TYPICAL growth	51%	56%	57%	60%
% met STRETCH growth	25%	28%	24%	30%
% at or above grade level	24%	25%	23%	30%

## II. School Advisory Council Update

The MORCS School Advisory Council met on May 11, 2022. Agenda and minutes are linked below:

- [MORCS SAC Meeting AGENDA 5/11/22](#)
- [MORCS SAC Meeting MINUTES 5/11/22](#)

## III. End-of-School Year Events - Spring 2022

[MORCS Executive Update 6 27 2022 - Part 2 - End-of-School Year Events - Spring 2022](#)

# MORCS Executive Administrator Board Report

## Part 2

6.27.22



### III. End-of-School Year Events - Spring 2022

Date	Event	Description
5/31/22	In-n-out Truck	In-n-out served over 300 meals to students today! We are celebrating students' successful engagement and participation in state testing, as well as continued engagement on the iReady diagnostic tests



Date	Event	Description
6/1/22	LaOpinion MORCS Ad	Hello team, the Education Supplement for LaOpinion is linked here! Our ad is on page 25: <a href="https://www.laopinion.com/education-supplement">LAOP-Education-Supplement.pdf (laopinion.com)</a>





**"ALTAS EXPECTATIVAS"**  
 Madre de estudiante de MORCS

MORCS equipa a estudiantes en los grados del 6-8vo grados para las habilidades necesarias para tener éxito en la universidad, la carrera y la vida, con un enfoque en habilidades tecnológicas, aprendizaje de servicio e instrucción personalizada.

**¡APLIQUE HOY!**  
**[YPICS.ORG/ENROLL](https://ypics.org/enroll)**  
**[morcs.ypics.org](https://morcs.ypics.org)**  
**1+ 213.413.9600**

**MONSEÑOR OSCAR ROMERO**  
 CHARTER SCHOOL

Date	Event	Description
6/3/22	CASA Field Trip	Here are some picture from this year's Youth Summit where students presented our service learning project for CASA. We got to explore San Francisco and visit the aquarium, Alcatraz, the Golden Gate Bridge as well as a Japanese Tea Garden. <a href="#">Link to presentation</a>



Date	Event	Description
6/3/22	6th Grade Spelling Bee	It was a fantastic event! Thank you @mrzepeda for being a fantastic MC! Thank you @Dave Rosenberg

for taking the time to judge the competition and support our students! Many thanks to @Michele Villalobos and @msliechti for your encouraging students and getting them pumped up! Finally, thanks to all the staff who helped Mr. Zepeda set up the MPR! You all made it a huge success!!!



Date	Event	Description
6/3/22	8th Grade Movie Night ("Uncharted")	Thank you to EVERYONE who supported with movie night. The 8th grade team is appreciative for your help with food and hoodies distribution, registration, restroom, cleanups and supervision. Although we had to stay late, our scholars enjoyed spending time together and building new memories before heading to high school. Thank you



Date	Event	Description
6/5/22	Los Angeles Latino International Film Festival	Today was an epic day for Morcs students at the Los Angeles Latino international film festival. 8th graders got to see their films played on the big screen at the Chinese theater! And our 7th graders got to meet some of their favorite celebrities who participated in live reads of student scripts. All in all a great day!!!
Video Links		Video Story: <a href="#">MORCS at LALIFF 2022!!</a> Short Film: <a href="#">Kambio's Curse</a> (8 min) Short Film: <a href="#">Against All Odds, I'm Yours</a> (7 min)



Date	Event	Description
6/6/22	End-of-Year Student Dance	Thank you for supporting the dance. I wanted to give a big shoutout to my leadership students who worked very hard behind the scenes on decorations, playlist, theme, and so much more. Also thank you so much to @Michele Villalobos for helping me behind the scenes too.



Date	Event	Description
6/7/22-6/9/22	MORCS Drama Club Community Performance ("The Audition")	Thanks to all who came out to support our MORCS Drama Club Community Show last night!!! It was a rousing success played out to a full house!! Our kiddos are so talented and I think their parents had a great time! The arts in education is still alive!!



Date	Event	Description
6/9/22	Pie MORCS Staff in Face	As an incentive for students who met their STRETCH goal on both iReady tests, they were awarded with being able to pie a teacher in the face!



Date	Event	Description
6/10/22	8th Grade Breakfast	Celebrating our culminating 8th graders!!



Date	Event	Description
6/10/22	MORCS Culmination	Culmination Videos: <ul style="list-style-type: none"> <li>• <a href="#">Culmination 2022 (1)</a></li> <li>• <a href="#">Culmination 2022 (2)</a></li> <li>• <a href="#">Celebrating Ms. Gamez - 15 Years at MORCS</a></li> </ul>



# Coversheet

## Bert Corona Charter High School Executive Administrator's Report

**Section:** III. Items Scheduled for Information  
**Item:** F. Bert Corona Charter High School Executive Administrator's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** MAPS 20-21 and 21-22 Comparison\_ 11th Grade.pdf  
June 2022 BCCHS EA Report.pdf

## MAPS 20-21 and 21-22 Comparison: 11th Grade

### SY 2020-2021

NWEA MAPS Assessment	11th Grade SpEd on or ^GL	11th Grade ELL on or ^GL	11th Grade Hispanic/Latino on or ^GL	11th Grade Cohort on or ^GL	11th Grade Cohort Participation Rate for Each Subtest
Fall Math - Sept	0 %	33 %	35 %	35 %	79 %
Winter Math - Dec	11 %	33 %	46 %	46 %	85 %
Spring Math - May	11 %	33 %	40 %	40 %	91 %
Fall Reading - Sept	0 %	33 %	35 %	35 %	88 %
Winter Reading - Dec	11 %	33 %	41 %	41 %	88 %
Spring Reading - May	11 %	33 %	30 %	30%	91%



## MAPS 20-21 and 21-22 Comparison: 11th Grade

### SY 2021-2022

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

## **MAPS 20-21 and 21-22 Comparison: 11th Grade**

### **Analysis-**

It is abundantly clear that the 2020-2021 school year was hard on our students in a number of ways. They were not on campus for their assessments, so participation was a challenge. Also, students were not getting the support they needed via face-time with adults, so the scores are inconsistent and do not show even incremental improvement. Scores improve, then decline.

In contrast, the 2021-2022 school year looks like what we would expect from a YPICS school over the course of a regular school year. There is incremental growth from test-to-test, there is only improvement (except for the EL cohort from Winter to Spring) , and the cohort participation is near or above the 95% threshold at each periodic assessment window.



## **EA Report**

Mr. Simonsen  
BCCHS  
June 2022

## **Personnel Turnover and Hiring**

The 2022-2023 School year will see the following changes to the BCCHS staff:

### Staff Leaving:

Saul Razo - BII  
Maria Castañeda - SpEd Teacher  
Kristina Pentz - SpEd Teacher  
Jorge Gamboa - Math Teacher  
Dr. Catalina Marambio Jones - Chemistry/Physics Teacher

### Staff Shifting to New Positions:

Nestor Garcia - Moving to Coordinator of Instruction from Math Teacher  
Isis Peña - Moving to Coordinator of Operations from Program Coordinator  
Diana Galeana - Moving to Program Coordinator from BII

### New Staff Hired to Join BCCHS

James Kay - Chemistry and AP Environmental Science  
Steve Rodriguez - English 9 and 10  
Oscar Campos - Math: Algebra 1 and Geometry  
Stephen Ngatho - Geometry, Algebra 2, and Pre-Calculus  
Janette Perez - RSP  
Juan Matias Lopez - RSP  
Rafael Hernandez - BII  
Vanessa Soriano - BII

### New Staff that Need to be Hired

ESL Teacher  
SpEd Teacher #3  
BII #3

## **Reclassification and EL Support**

BCCHS is once again facing a very low reclassification rate of its 40 LTEL students. The tests are not all complete in their scoring, but the reclassification percentage looks to be in the single digits. We are eager to hire an ESL specialist to begin providing intensive intervention support. The students who continue to be designated as LTEL in our enrollment have been EL students for 6 years or more. They desperately need a new approach.

## **College Acceptance**

45% of our graduating senior class qualified for 4 year college admission. The final commitments of our students were to:

CSU Channel Islands

CSU Los Angeles

CSU Northridge

36% of our students have committed to 2 year colleges in Los Angeles:

LA Mission College

LA Trade Tech

LA Valley College

Pasadena City College

Glendale Community College

## **Accreditation**

BCCHS has to go through a mid-cycle accreditation visit this coming school year. The visit lasts 2 days, May 1st and 2nd. The following is a summary from the end of the visiting committee report:

### **Schoolwide Areas of Strength (WASC VC)**

1. BCCHS embodies the mission and vision and is connected to the local community which many school staff reside and/or are products of.
2. BCCHS implemented a unique standards-based grading process which emphasizes mastery of standards and utilizes individually developed rubrics providing personalized feedback while guiding the students towards college- and career- readiness.
3. YPICS provides an excellent level of support and leadership to the entire school community, contributing to the positive school culture and student learner outcomes.
4. The school has a positive relationship with its authorizer who takes an active role in reviewing all aspects of the Charter School at least annually.
5. The school uses multiple and thorough measures to assess student needs, progress monitor and make educational decisions, which supports the school wide learner outcome of becoming an active citizen.
6. Data-driven professional development in instructional practices, including technology resources hosted by the district technology administrator, teacher co-curricular collaboration and classified staff growth in best practices and customer service.
7. The school has an ongoing relationship with numerous organizations who are invested in improving the community as well as supporting the school wide learner outcomes.

### **Schoolwide Growth Areas for Continuous Improvement (WASC VC)**

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. These are summarized below:

1. Updating and implementing school wide policies, including Child Find and 504 plans and staff development on school wide policies.
2. Develop strategies for teacher retention.
3. Continued development of school wide SBG Rubrics and consistent strategies for implementation and ongoing improvement.
4. Continued efforts to promote a safe learning environment.
5. Increase student and parent awareness and understanding of CTE courses and implications for pathways completion.

### **Additional Focus Areas for Growth and Improvement for 2022-2023**

1. EL/LTEL Reclassification. We want to reclassify LTEL students at a rate comparable to or better than the state reclassification rate.
2. EL/LTEL Standardized Test Performance. We want our LTEL/EL students to perform in a manner that shows consistent growth throughout the school year and throughout their time at BCCHS.
3. College Readiness through V.A.L.U.E academic outcome focus. We want to make the academic performance outcomes known as the Valid Assessment of Learning in Undergraduate Education a parallel and equal focus of teaching and learning in comparison to the Common Core State Standards.
4. College Matriculation. We want to prepare our graduates to be able to make the step from college acceptance to college matriculation.
5. Teacher Support and Retention. We want to establish a culture of consistent mentoring and problem solving to allow our teachers to feel supported in their work at all times.

# Coversheet

## Executive Director's Report

**Section:** III. Items Scheduled for Information  
**Item:** H. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ED Report June 27 2022.pdf



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

**June 27, 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 School Services of California***

“Governor Top Legislative Issues—June 10, 2022”  
posted June 10, 2022

Two weeks ago, both houses met their “house of origin” deadline sending hundreds of bills to the second house. While most bills met this deadline, there were a handful that fell short of mustering sufficient votes to pass this legislative process hurdle. Since this is the second year of the two-year legislative session, any bill that fails a deadline in 2022 will be considered dead, absent any rule waivers.

The policy process begins anew as bills move into their second house. Since the “house of origin” deadline the Senate Education Committee, chaired by Senator Connie Leyva (D-Chino), has already conducted two hearings and has approved nearly 40 Assembly education bills. The Assembly Education Committee, chaired by Assemblymember Patrick O’Donnell (D-Long Beach) will meet for the first time next week to consider education bills approved by the Senate at the “house of origin” deadline. It is not surprising to see the Senate begin their second house policy committee hearings earlier, as the Assembly sends over significantly more bills for the upper house to consider.

Policy committees will ramp up their work in the next month in order for bills to meet the July 1, 2022, deadline to clear policy committees. Consequently, this is the same day that the Legislature is scheduled to leave for its monthlong summer recess, upon adjournment of session.

## Charter Schools

[Assembly Bill \(AB\) 2484](#) (Bonta, D-Oakland)—School Closures: Remaining Assets: Charter School Facility Grant Program. Under the School Facility Program, which administers state bond funds, the State Allocation Board is authorized to establish a program to require a school district, county office of education, or charter school to pay back bond funds received if the property is sold within ten years of receipt of funds and the proceeds from the sale of the property are not used for capital outlay, education, or childcare purposes. Among other things, this bill establishes a comparable process by requiring the owner of a charter school facility that sells or leases the facility for any other purpose other than for public, nonsectarian education, within ten years after receiving Charter School Facility Grant Program funds, to return grant funds to the program, after honoring other financial obligations.

[Senate Bill \(SB\) 70](#) (Rubio, D-Baldwin Park)—Elementary Education: Kindergarten. As amended on May 12, 2022, this bill would, beginning with the 2024-25 school year, require a child to have completed one year of kindergarten before that child may be admitted to the first grade in a public school, effectively making kindergarten mandatory in public school and a required grade for students to complete. Recent amendments to the bill pushed the implementation date from the 2022-23 school year to the 2024-25 school year.

This bill is scheduled to be heard by the Assembly Education Committee next Wednesday, June 15, 2022.

## Employees

[AB 1949](#) (Low, D-Campbell)—Bereavement Leave. Requires private employers with five or more employees and public sector employers to provide employees with at least 30 days of service up to five unpaid days of bereavement leave upon the death of a family member.

## School Safety

[SB 906](#) (Portantino, D-La Cañada Flintridge)—Mass Casualty Threats. In attempts to prevent acts of gun violence in California's schools, this bill would require local educational agencies (LEAs) to annually provide information to parents about California's laws relating to the safe storage of firearms. If a school official is alerted to or observes any threat or perceived threat of an incident of mass casualties at a school, the official would be required to report the threat to law enforcement. In such a case, law enforcement or the school police would be required to conduct an investigation and threat assessment, including a review of the Department of Justice's firearm registry and a search of the school and/or students' property by law enforcement or school police.

## Special Education

[SB 1113](#) (Ochoa Bogh, R-Yucaipa)—Inclusive Education: Universal Design for Learning. This bill would require the Commission on Teacher Credentialing (CTC) to revise its administrative services credential standards and performance expectations to strengthen preparation for inclusion for students with disabilities. This bill requires the California Department of Education (CDE) to:

- Develop guidance on staffing inclusive classrooms and make recommendations for changes necessary to eliminate barriers to staffing inclusive placements in consultation with the CTC



- Produce a comprehensive guidebook and video modules related to inclusive practices and promotion of equity between schools
- Establish and provide grants to the system improvement leads and the Supporting Inclusive Practices project
- Train the members of the Instructional Quality Commission on the principles and strategies of universal design for learning

### **Student Health and Nutrition**

[AB 552](#) (Quirk-Silva, D-Fullerton)—Integrated School-Based Behavioral Health Partnership Program. This bill would authorize a county behavioral health agency (CBHA) and an LEA to enter into an Integrated School-Based Behavioral Health Partnership Program to provide prevention and early intervention, and access to, behavioral health and substance use disorder services for pupils at school sites. The CBHAs and LEAs that agree to be part of the program would develop a memorandum of understanding outlining the requirements for the program to conduct a needs assessment on the need for school-based mental health and substance use disorder services.

This bill will be heard by the Senate Health Committee, Wednesday, June 15, 2022.

[AB 748](#) (Carrillo, D-Los Angeles)—Pupil Mental Health: Mental Health Assistance Posters. This bill would require, by the start of the 2023-24 school year, each school site in an LEA serving pupils in any of grades 6 to 12 to create a poster that identifies approaches and shares resources regarding pupil mental health. The bill would require the poster to be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, pupils at each school site. The bill would exempt an LEA from civil liability for any damages alleged to have been caused by, or arisen as a result of, compliance or failure to comply with the above requirements.

This bill will be heard by the Senate Judiciary Committee Tuesday, June 14, 2022.

[AB 2329](#) (Carrillo)—Pupil Health: Vision Examinations: Schoolsites. This bill would authorize a public school to enter into a memorandum of understanding with a nonprofit vision examination provider to provide noninvasive vision examinations consisting of providing vision examinations and eyeglasses to pupils at the school site of the public school. The bill would require vision examinations provided pursuant to the bill's provisions to be supplemental to, and to not replace, vision appraisals or screenings provided pursuant to existing law. The bill would require a public school to provide parents and guardians with an opportunity to opt out of their child receiving these vision care services. The bill would require the CDE to develop and post on appropriate department Internet websites a model opt-out form for these purposes. The bill would provide that failure to opt out by a parent or guardian would be deemed informed medical consent for the vision examination.

This bill has been referred to the Senate Education Committee but has not been set for a hearing.

[SB 364](#) (Skinner, D-Berkeley)—Pupil Meals. This bill would require applications for free or reduced-price meals to be processed within ten days of submission. The bill would authorize each school district and county superintendent of schools to establish a secured website providing access to an online data collection form as part of the annual enrollment process and would require the CDE to host a sample application by July 1, 2024.

This bill would also, contingent upon an appropriation, establish the Better Out of School Time (BOOST) Nutrition Electronic Benefits Transfer (EBT) Program, which would be administered by the California Department of Social Services, to provide benefits to eligible pupils during regularly scheduled summer breaks. The bill would make eligible pupils those who receive benefits under Medi-Cal, CalFresh, or CalWorks or who are in foster care.

Additionally, the bill would require the CDE to seek all available funding for, and maximize participation in, the federal Pandemic EBT (P-EBT) program. The bill would require the CDE to issue the BOOST Nutrition EBT benefits to any pupil who was eligible to receive benefits under the P-EBT program, as of July 1, 2021, for the five-month period following the end of the P-EBT program, and any child who was eligible to receive benefits under the P-EBT program, as of July 1, 2021, for the five-month period following the end of the P-EBT program and who also receives benefits under Medi-Cal, CalFresh, or CalWORKs, or is in foster care.

This bill will be heard by the Assembly Education Committee next Wednesday, June 8, 2022.  
2022 Legislative Calendar—Upcoming Holidays and Deadlines

- June 15—Budget bill must be passed by midnight
- June 30—Last day for a legislative measure to qualify for the November 8 General Election ballot
- July 1—Last day for policy committees to meet and report bills; summer recess begins upon adjournment, provided the budget bill has been passed

**State Budget** ([Back to top](#))

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

“Major Differences in One-Time Education Proposals”  
posted June 8, 2022

When legislative leaders unveiled the scant details of the 2022-23 State Budget agreement between the Senate and the Assembly, charting a path for the final stretch of negotiations with Governor Gavin Newsom, it was clear that there are stark differences in their Local Control Funding Formula proposals, as well as in their priorities for how to spend the nearly \$14 billion in one-time Proposition 98 funding. These differences are certain to create a tense—though likely discrete—debate between Governor Newsom, Senate President pro Tempore Toni Atkins, and Assembly Speaker Anthony Rendon as the June 15 and June 30 deadlines to pass and enact a State Budget for next fiscal year looms near.

Ostensibly on the negotiating table are three of the Governor’s top priorities. First, the Legislature’s Budget proposal zeroes out the \$1.7 billion Governor Newsom earmarks for K-12 deferred maintenance projects. This is particularly interesting since the deferred maintenance investment helps the state address its Gann Limit problem on a dollar-for-dollar basis, as appropriations for capital outlay are deemed “excludable” government expenditures. To deal with this, the Legislature’s full Budget package will have to include either an in-kind excludable spending proposal or one that reduces state revenue by an equal dollar amount.

The second and third big priorities for the Governor total \$2 billion in proposals ensuring that all students have access to college and are on a career path suitable for tomorrow’s economy—his College and Career Pathways Program (\$1.5 billion) and funding to expand Dual Enrollment Programs (\$500 million). The Legislature’s Budget proposal reduces the former by \$1 billion and cuts the Governor’s proposed investment for Dual Enrollment program expansion by \$300 million. In lieu of Governor Newsom’s priority investments, the Legislature proposes to fund a plethora of other investments, including using \$1.2 billion the Governor proposes for one-time purposes toward a plan to achieve universal school transportation and the following, smaller proposals:

- \$300 million for an additional tranche of funding for the Low Performing Student Block Grant
- \$300 million for an additional tranche of funding for the California Prekindergarten Planning and Implementation Grant Program (notably, 2021 Budget Act funding for this program has yet to be released to local educational agencies)
- \$100 million for teacher and counselor residency programs
- \$57 million across miscellaneous programs, including charter school facilities and the California State Preschool Program

In that Proposition 98 funding levels are determined by a constitutional formula, state leaders have little room to negotiate how much funding to use for public education. Consequently, the ensuing Budget negotiations rather will focus on where to invest the funds.

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

“Transportation Mandate Included in the Legislative State Budget Proposal”  
posted June 7, 2022

Last Wednesday, June 1, 2022, legislative leadership and the Assembly and Senate budget committee chairs announced that they had reached a deal on the Legislative Version of the 2022-23 State Budget (Legislative Version), inching closer to the June 15 constitutional deadline to approve the State Budget (see “[Major Differences in the Legislative Version of the State Budget](#)” in the June 2022 *Fiscal Report*).

One of the most significant differences between Governor Gavin Newsom’s May Revision and the Legislative Version is that the Legislature proposes to move toward mandating home-to-school transportation. To fund this mandate, the Legislature would increase funding for school transportation by \$1.2 billion ongoing and then, beginning with the 2027-28 school year, require school districts and county offices of education (COEs) (we are unsure if charter schools will be

mandated to provide transportation as the legislative budget summary document makes no reference to charter schools) to offer transportation services to low-income students and all students in grades TK-6. The Legislature would also replace the existing transportation funding formula with a weighted student funding formula that is proportional to grades TK-6 and low-income student populations. The legislative budget summary notes that funding for transportation would increase when the mandate takes effect in 2027-28.

By choosing to mandate home-to-school transportation rather than just provide additional funding, the Legislature is utilizing the framework proposed by Senate Budget Committee Chair Nancy Skinner (D-Berkeley) in Senate Bill (SB) 878 rather than the structure proposed by Assembly Education Committee Chair Patrick O'Donnell (D-Long Beach) in Assembly Bill (AB) 2933. Contingent upon an appropriation, SB 878 would mandate local educational agencies (LEAs) to offer transportation services to all students in grades TK-12 (as opposed to the Legislative Version, which includes grades TK-6 and low-income students) beginning with the 2027-28 school year. AB 2933 would instead require, contingent upon an appropriation, the State Superintendent of Public Instruction to fund either 100% of an LEA's transportation apportionment for the 2020-21 fiscal year, as adjusted pursuant to a statutory cost-of-living adjustment (COLA); or 100% of its reported home-to-school transportation costs, as adjusted pursuant to a statutory COLA. The key difference between the two approaches is that SB 878 mandates home-to-school transportation while AB 2933 does not.

If the Legislature's home-to-school transportation proposal is included in the final 2022-23 State Budget package, it would have significant implications for school districts and COEs especially if the proposed formula underfunds the actual cost of providing transportation services and thus oblige districts and COEs to use Local Control Funding Formula dollars to cover the remaining expenses. In terms of cost estimates, the Senate Appropriations Committee estimates that SB 878 would cost at least \$1.4 billion annually but indicates that it would likely be higher since existing law does not currently require LEAs to provide transportation to all students. The Assembly Appropriations Committee analysis on AB 2933 also estimates that it would cost \$1.4 billion annually to fully fund home-to-school transportation, but also concedes that LEAs would likely see additional costs in needing to expand their transportation services.

Unfortunately, the trailer bill language for this proposal is not yet available and thus we are only privy to the limited information provided to us in the budget summary released by legislative leadership and the budget committee chairs. Once the trailer bill language is revealed, we will be able to provide an analysis on the full proposal and better identify the implications that it will have for LEAs.

It is important to note that while this mandate is poised to be included as a part of the State Budget that the Legislature adopts before the June 15 constitutional deadline, this will not be the final 2022-23 State Budget as legislative leadership still needs to negotiate with the Newsom Administration on a final State Budget package before the start of the new fiscal year on July 1, 2022. This means that if this proposal were to survive the final State Budget package there could still be some adjustments to the proposal during the negotiations between the Governor and the Legislature. We will keep you apprised of this and the other significant 2022-23 State Budget proposals in subsequent *Fiscal Report* articles. Stay tuned.

## **District:**

### **Public Health Updates**

Los Angeles County is currently experiencing high rates of COVID-19 transmission. The number of outbreaks per week in Skilled Nursing Facilities increased sharply in the past week to 40 new outbreaks during the seven days ending June 7, returning the Early Alert Signal to high. On June 10, 2022, LADPH reported a total of 3,025,694 positive cases of COVID-19 across all areas of L.A. County. Today's positivity rate is 5.0%.


A wide range of data and dashboards on COVID-19 from the Los Angeles County Department of Public Health are available on the Public Health website at <http://www.publichealth.lacounty.gov> including:

- COVID-19 Daily Data (cases, deaths, testing, testing positivity rate, mortality rate, and hospitalizations)
- Gender, Age, Race/Ethnicity and City/Community Cases and Deaths
- Recovery Metrics
- Contact Tracing Metrics
- Skilled Nursing Facility Metrics
- Citations due to Health Officer Order Noncompliance
- Outbreaks:
  - Residential Congregate Settings
  - Non-Residential Settings
  - Homeless Service Settings

The following charts from LADPH represent COVID-19 transmission rates across LA County as of June 9, 2022. LA County alert signals indicate we are in the medium concern to high concern ranges.

### LA County Early Alert Signals

Indicator	Thresholds			LA County Current Values
	Low Concern	Medium Concern	High Concern	
Percent of specimens sequenced that are identified as a new variant of concern (including subvariants) <i>(based on WHO designation)</i> <sup>1</sup>	< 10%	10%-20%	> 20%	98%
7-day average percent of Emergency Department encounters classified as coronavirus-related <sup>2</sup>	< 5%	5%-10%	> 10%	6%
7-day cumulative crude case rate for the lowest income areas (30-100% area poverty) <sup>2</sup>	< 100 per 100,000	100-200 per 100,000	> 200 per 100,000	242 per 100,000
Number of sewer systems with a two-fold or greater increase in wastewater SARS-CoV-2 concentration <sup>3</sup>	0	1-2	≥ 3	0
Number of new outbreaks in skilled nursing facilities in past 7 days <sup>4</sup>	≤ 10	11-20	> 20	40
Number of new outbreaks in TK-12 school classrooms in past 7 days <sup>4</sup>	≤ 7	8-14	≥ 15	11
Number of new outbreaks in PEH settings in past 7 days <sup>4</sup>	≤ 10	11-20	> 20	12
Number of worksite cluster reports in past 7 days <sup>4</sup>	< 100	100-300	> 300	259




**covid19.lacounty.gov**

**6/9/2022**

1 Current 7-day period is 5/15/22 - 5/21/22  
 2 Current 7-day period is 5/30/22 - 6/5/22  
 3 Current 10-day period is 5/28/22 - 6/6/22  
 4 Current 7-day period is 6/1/22 - 6/7/22

### Past Week Status

	Th 6/9	W 6/8	Tu 6/7	M 6/6	Su 6/5	Sa 6/4	F 6/3
<b>Daily new cases</b>	4,846	6,195	3,722	4,282*	4,404*	5,708	5,051
<b>Daily deaths</b>	7	8	10	5*	3*	7	10
<b>Daily hospitalizations of confirmed cases</b>	595	555	557	530	540	510	522
<b>Daily positivity rate<sup>^</sup> (7-day avg)</b>	4.7%	4.3%	4.1%	4.1%	4.3%	4.3%	4.2%
<b>Daily case rate (7-day avg)</b>	48	48	46	43	41	41	41

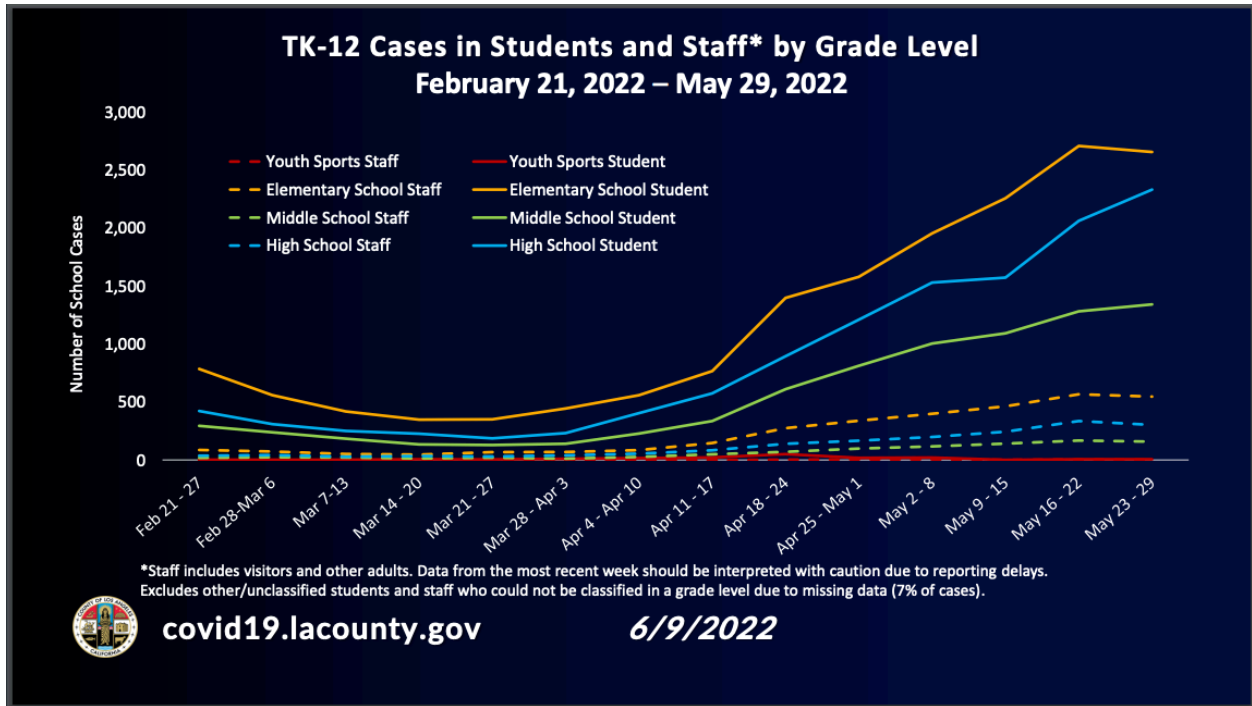


**covid19.lacounty.gov**

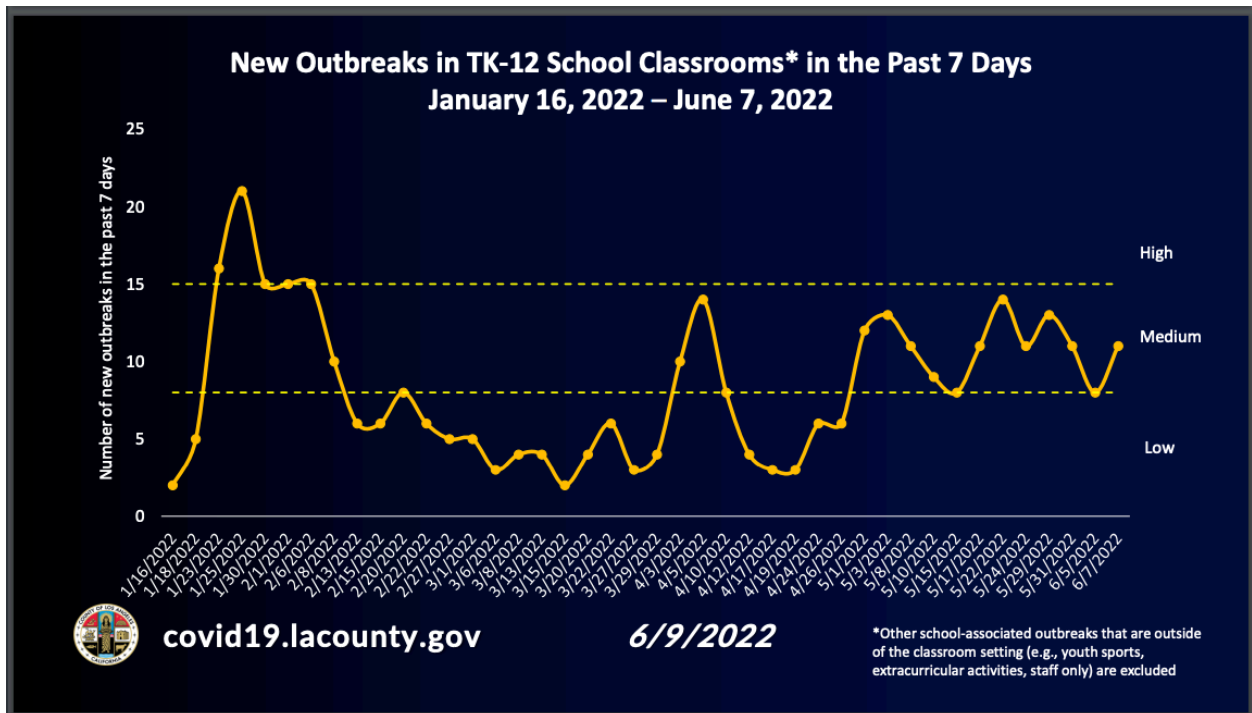
**6/9/2022**

\*Number reflects an undercount due to a lag from weekend reporting.  
<sup>^</sup> Daily positivity rates do not include data from Long Beach and Pasadena

The following charts reveal COVID-19 cases among TK-12 school in LA County. Of note is the increase in cases among elementary staff and students compared to middle and high schools.



Outbreaks among TK-12 schools is currently in the medium range as measured by LADPH.



## COVID-19 Antigen Testing [\(Back to top\)](#)

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, it was anticipated that the cost to YPICS would be approximately \$97,000 to continue with our current weekly testing.

As of June 13, 2022, YPICS has not received a bill for COVID-19 testing from CoVerfify. However, we do anticipate receiving bills for COVID-19 testing from our vendors at about \$97,000. It is possible that the cost of testing could exceed \$97,000. YPICS will explore all options to cover the expense of COVID-19 testing for the 2021-2022 school year including applying for funds through the Federal Emergency Management Agency (FEMA).

## COVID-19 Testing During Summer and 2022-2023 School Year

We are working closely with Co-Verify, which has found an option to help schools continue with testing without cost. Therefore, YPICS will continue to do PCR weekly testing for staff and students for summer programming. We will continue to monitor the numbers over the summer. With the expiration of HRSA and if reduction in demand for PCR Testing, it is highly likely that weekly screening testing in the manner that we have become accustomed to may no longer be necessary.

YPICS will consider changing our COVID-19 testing procedures from weekly asymptomatic PCR testing to response testing using Rapid Antigen Tests for the Fall. This change in testing is in alignment with guidance from medical advisors, Los Angeles County Department of Public Health and our [authorizing district](#).

## COVID-19 Response Testing

COVID-19 response testing will be required for:

- Individuals who are symptomatic, or
- Individuals who have been determined to be close contacts of someone who has been diagnosed with COVID-19, or
- Individuals who tested positive for COVID-19 and need to return from isolation

## COVID-19 Testing for Symptomatic Individuals and Close Contacts

COVID-19 testing for close contacts and symptomatic individuals will be available via antigen test. Any individual experiencing onset of COVID-19 symptoms during the school or workday, or who is identified as a close contact of a person who tested positive, will need to take an antigen test.

## COVID-19 Testing for Positive Individuals Returning from Isolation after Day 5

Between Day 5 and Day 10 of isolation, positive individuals may test at home using a Rapid Antigen Test to return to school or work before Day 11. Individuals may be released from isolation on Day 6, provided the following:

- symptoms are improving,
- they are fever-free for the past 24 hours without fever-reducing medication, and



- they have a negative (antigen) test result from a test taken on or after Day 5.

Individuals who have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to test for COVID-19 unless they develop new onset symptoms. If new symptoms appear within the 90-day period, then they may avail themselves of a Rapid Antigen Test. Individuals should only test with an antigen on or after Day 5; PCR tests may read positive even after an individual is no longer infectious.

## **YPICS:**

### **Professional Development**

Relay Graduate School of Education/Get Better Faster Coaching and Instructional Leadership Summer Intensive Training. Any EA and new teacher instructional coaches who have not participated in this yearlong training have been invited to participate this year. The program began in June with the Summer Intensive and will continue throughout the 22-23 school year. This opportunity is being supported by the Teacher Effectiveness Grants.

YPICS is providing certificated staff with a variety of professional development opportunities beginning on August 1, 2022, through the beginning of school on August 9, 2022. Since the beginning of the COVID-19 pandemic, professional development opportunities have mostly taken place remotely and have largely been conducted by our own staff. This year PD will be provided both by our own staff and outside experts.

### **ELO-P Update**

On [January 27, 2022](#), the Board of Directors approved ELO-P plans for the Fenton schools. The Expanded Learning Opportunities Program (ELO-P) provides funding for after school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade. “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year.

Expanded learning opportunity programs shall include all of the following:

- On school days and days on which school is taught for the purpose of meeting the 175-instructional-day offering, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day
- For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day

Fenton schools will use ELO-P funds for the remainder of the year on professional development opportunities and working with students after/before school to expand learning opportunities for students. Teachers will make \$75 an hour during the remainder of the 2021-2022 school year. Hourly amounts for the 2022-2023 school year will depend on the actual budget for the 2022-2023 school year.

During the current 2021-2022 school year, each Fenton school has been responsible for implementing their own version of an “After School Academy” for expanded learning. Certificated classroom teachers working six (6) hour days were encouraged to provide students with a variety of engaging learning opportunities either before school or after school. Teachers are being compensated at a rate of \$75 per hour for direct student services, planning, and professional development related to expanded learning. Currently, six (6) hour staff are the only eligible staff to receive ELO-P funds.

Pending Board approval, eight (8) hour staff will be eligible for a stipend of up to \$2,550. This amount is derived from eight (8) hour staff working at least one (1) hour a day for 34 days on services to ensure the successful implementation of the Expanded Learning program. The maximum number of hours allowed for the stipend is 34 hours for a total of \$2,550.

The following are examples of additional roles and responsibilities taken on by eight (8) hour staff since the implementation of expanded learning services.

- Administrative support and planning;
- Payroll and tracking hours;
- Attendance tracking and management;
- Assistance with technology;
- Extended counseling services;
- Fiscal tracking of additional purchases tied to ELO-P funds;
- Janitorial services, additional cleaning and maintenance of campus;
- Positive behavior supports;
- Scheduling;
- Engaging parents and stakeholders;
- Professional development needs;
- Snack and/or meal.

In order to be eligible for the stipend, eight (8) hour staff would be required to complete and submit a [Personnel Action Request \(PAR\) form](#) to be signed by a direct supervisor and/or Director for approval.

#### **LCAP Update** [\(Back to top\)](#)

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 January 27, 2022 board meeting. This link contains an update of the [LCAP financials](#) and [LCAP Benchmark Data](#). The final LCAP will be submitted for approval at the June 23, 2022 Board meeting. Evidence of stakeholder engagement is documented through [Council/Committee](#)

[minutes](#) presented to the board each month. LCAP Goals and Annual Measurable Objectives (Actions) are identified next to the item number in the minutes for each council/committee.

# Coversheet

## Consent Items

**Section:** V. Consent Agenda

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

1a.) Board Brief Recommendation to approve 2022-2023 Homeless Education Policies for BCCS, B CCHS, and MORCS .pdf

1b.) BCCS Homeless Education Policy 6-29-22 Final.pdf

1d.) BCCHS Homeless Education Policy June 29 2022.pdf

1c.) MORCS Homeless Education Policy 06 29 2022.pdf

5b.) YPI - ExED Notice of Terms Supplement - CALPADS - 2022-23.pdf

5a.) Recommendation to approve Supplement Terms for CAL PADS Support Services for the 2022-2023 fiscal year accounting services with ExED, Inc..pdf

4.) YPI Charter Schools (BCCMS) ASES 070122-063025 (2).pdf

7.) Recommendation to approve hiring of Community Schools Coordinator\_Director.pdf

2a.) scope\_of\_work\_erate\_20220523 (1) (1).pdf

2b.) ypi\_consulting\_agreement\_20220515 (1) (1).pdf

3.) Recommendation to approve Kaiser CDN, Beam Dental, VSP & Unum life plans for benefited employees.pdf

6b.) YPI Charter Schools Inc..10097.CharterSAFEInvoice2223.pdf

2c.) ypi\_2022\_2023\_ff\_renewal\_20220515 (1) (1).pdf

6a.) Recommendation to approve continued membership in CharterSAFE for Workers' Compensation Insurance and for Property and Liability Insurance Final.pdf

8.) Recommendation to Approve 2022-2023 YPICS Board of Directors.pdf



## YPI CHARTER SCHOOLS

June 29, 2022

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

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

**SUBJECT: Recommendation to approve 2022-2023 Homeless Education Policies for BCCS, BCCHS, and MORCS**

### BACKGROUND

The Elementary and Secondary Education Act (ESEA) of 1965 was reauthorized as the *Every Student Succeeds Act* (ESSA) and signed into law by President Barack Obama on December 10, 2015. The Local Educational Agency (LEA) Plan has been supplemented with an Addendum to the LCAP at the state level, which describes how federal funds are to be expended in support of goals expressed in the LCAP.

### ANALYSIS

Title I, Part A, ESEA sections 722(g)(1)(I), 722(g)(1)(J)(i), 722(g)(1)(C), 722(g)(3)(E), and 722(g)(1)(J)(iii), defines the regulations of the Homeless Education Policy for schools participating in the federal *Every Student Succeeds Act*.

Each year, the policies for each school must be approved by the Board of Directors.

### RECOMMENDATION

It is recommended that the Board of Directors approve the 2022-2023 Homeless Education Policies for BCCS, BCCHS, and MORCS.

**Attachments: 2022-2023 Homeless Education Policies for BCCS, BCCHS, and MORCS.**



## **Bert Corona Charter School**

### **Homeless Education Policy**

Bert Corona Charter School has designated Kevin Myers as the liaison for homeless children and youths. He may be reached at [drmyers@coronacharter.org](mailto:drmyers@coronacharter.org) or (818) 834-5805.

Bert Corona Charter School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Bert Corona Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

#### **Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll and enrollment* means attending school and participating fully in all school activities.  
*Immediate* means without delay.

Board Approved: June 29, 2022

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Bert Corona Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Bert Corona Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Bert Corona Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Bert Corona Charter School and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Bert Corona Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

## **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter School including:

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

Board Approved: June 29, 2022

- Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Bert Corona Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter School's decision as provided in Bert Corona Charter School 's formal dispute resolution process.

## **Training**

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

## **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter School in implementing this policy.

Board Approved: June 29, 2022





# YPI CHARTER SCHOOLS

## Bert Corona Charter High School

### Homeless Education Policy

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

Bert Corona Charter High School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Bert Corona Charter High School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter High School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

#### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

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

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll* and *enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Bert Corona Charter High School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Bert Corona Charter High School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter High School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

## **School Selection**

Each child and youth enrolled at Bert Corona Charter High School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Bert Corona Charter High School and services under federal and other programs, will not be considered in determining feasibility.

## **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Bert Corona Charter High School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)

- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

### **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter High School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter High School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter High School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Bert Corona Charter High School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter High School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter High School's decision as provided in Bert Corona Charter High School's formal dispute resolution process.

### **Training**

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

### **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter High School in implementing this policy.



# Monseñor Oscar Romero Charter School

## Homeless Education Policy

Monseñor Oscar Romero Charter School has designated Rene Quon as the liaison for homeless children and youths. He may be reached at [mrquon@romerocharter.org](mailto:mrquon@romerocharter.org) or (213) 413-9600.

Monseñor Oscar Romero Charter School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Monseñor Oscar Romero Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Monseñor Oscar Romero Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

### Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll and enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Monseñor Oscar Romero Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

### **Identification**

Children and youth who qualify as homeless in Monseñor Oscar Romero Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Monseñor Oscar Romero Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

### **School Selection**

Each child and youth enrolled at Monseñor Oscar Romero Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Monseñor Oscar Romero Charter School and services under federal and other programs, will not be considered in determining feasibility.

### **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Monseñor Oscar Romero Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate

- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

### **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Monseñor Oscar Romero Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Monseñor Oscar Romero Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Monseñor Oscar Romero Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Monseñor Oscar Romero Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Monseñor Oscar Romero Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Monseñor Oscar Romero Charter School's decision as provided in Monseñor Oscar Romero Charter School's formal dispute resolution process.

## **Training**

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

## **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Monseñor Oscar Romero Charter School in implementing this policy.



**Excellent Education Development Management and Accounting Services Agreement -  
NOTICE OF TERMS SUPPLEMENT**

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between YPI Charter Schools, Inc, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 30th day of June 2021 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless a Notice of Non-Renewal is received by ExED within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from June 30th of the year in which this Notice of Terms Supplement (“Notice”) is delivered, on the same terms and conditions as contained in the Agreement, except as expressly set forth below.

**1. SERVICE FEES AND RELATED EXPENSES.**

a. ExED’s fees and related charges are hereby amended, modified and/or supplemented as follows:

(i) Effective July 1<sup>st</sup> of the current year, ExED’s fees are hereby changed as follows:

(1) CALPADS Reporting Services: \$3,075.00 per month (i.e., \$36,900 per annum)

(ii) Effective July 1st of the current year, ExED will introduce the following fees for Services:

(1) ExED has established an hourly rate (“Supplemental Fee Schedule”) it will charge for Additional Services Client requests and ExED agrees to perform. The Supplemental Fee Schedule sets the hourly rate at:

VP or Director	\$	135
Manager	\$	75
Other Staff	\$	50

(2) Payroll Services:

a. Client may request ExED to make a prior pay period adjustment to payroll and/or retirement reports for an employee. If ExED agrees to make the requested adjustment, it will charge a fee of \$300.00. Client will be responsible for any additional fees charged by the payroll provider, retirement program, or other 3<sup>rd</sup> party entities that result from the adjustment.

b. ExED will charge \$135.00 per hour for making prior period CalPERS adjustments or corrections.

(iii) Effective July 1st of the current year, ExED will introduce the following fees for ExED’s additional CALPADS Reporting Services:

(1) Client transitions to a new SIS

	<u>1 School</u>	<u>2+ Schools</u>
Transition to Aeries or PowerSchool	\$ 3,000	\$ 6,000
Transition to Other SIS	\$ 5,000	\$ 10,000

(2) ExED will provide CALPADS orientation workshops for Client leadership staff (i.e., Client Administrator, School Leader, or CALPADS Principal Contact) who are hired mid-year. ExED will charge Client \$200.00 per workshop.

(3) Client may request additional support beyond the scope of CALPADS Reporting Services. If ExED agrees to provide the requested support, ExED will charge an hourly rate per the Supplemental Fee Schedule.

2. **OTHER CHANGES.**

a. The Agreement is hereby amended, modified and/or supplemented as follows:

(i) Basic Services (additions highlighted in yellow)

(1) Section 1.r. modified to read: “P-1/P-2/**P-3/Annual**” means the attendance reports that must be submitted to the State of California for ADA apportionment purposes.

(2) Schedule A, Compliance and Data Management Services

a. A.1. modified to read: “Prepare PENSEC 20-Day, P-1, P-2, and **P-3/Annual** attendance reports from Client-provided records and submit to the Chartering Authority as required.

b. A.2. modified to read: “Prepare and submit monthly attendance reports, if required to be submitted by Chartering Authority.”

c. B.1. modified to read: “Prepare funding applications for funding sources identified in Client’s Budget. This includes the following (if applicable): **Mandate Block Grant**, Consolidated Application (ConApp), Title III Consortium Application English Learner, the Annual Funding Survey, the PENSEC Report for new/expanding schools, SB 740 Facility Grant Program, and the Facilities Incentive Grant, if the Client is eligible and requests that ExED complete the application.”

d. D.1. modified to read “Prepare monthly claim information for ~~National School Lunch Program~~ **federal and state** meal programs, as appropriate, and transfer information into Child Nutrition Information and Payment System

(CNIPS) based on Client-provided records. Client reviews, notifies ExED of any discrepancies and submits final monthly claim information in CNIPS.”

(ii) CALPADS Reporting Services.

(1) Section 2.d.i. is modified as follows (additions highlighted in yellow):

a. Validate and extract data from SIS and upload, review, and certify Client-approved data in CALPADS as required, including the following for each school year during which ExED is rendering services under this Schedule:

- i. Prepare and facilitate LEA approval of Fall 1 data.
- ii. Prepare and certify Fall 2 data.
- iii. Prepare and certify End of Year 1 data (as applicable)
- iv. Prepare and certify End of Year 2 data.
- v. Prepare and facilitate LEA approval of End of Year 3 data.
- vi. Prepare and certify End of Year 4 data.
- vii. Provide review of CALPADS data entered into Client SIS.
- viii. Summarize key data for certification in CALPADS and secure Client sign-off and approval of CALPADS data prior to submitting for final approval and certification.
- ix. Manage CALPADS anomalies, including Multiple Identifiers (MID), Exit Reason Discrepancies (ERD), and Concurrent Enrollments (CCE), within the threshold given by CALPADS for successful certification.
- x. Provide Certified Reports for Client reference and archives.
- xi. If Client requests CALPADS amendment window is utilized, ExED has the right to charge an additional fee. ExED will notify Client of the additional fees prior to beginning work.

3. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notices) shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the

Agreement as described in this Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for your continued collaboration,

ExED:

By:     *Tait G. Anderson*    

Dated:     May 27, 2022    ,

Name:     Tait G. Anderson    

Title:     Executive Vice President



## YPI CHARTER SCHOOLS

June 29, 2022

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

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

**SUBJECT: Recommendation to approve Supplement Terms for CAL PADS Support Services for the 2022-2033 fiscal year accounting services with *ExED, Inc.***

### BACKGROUND

*ExED, Inc.* has provided back-office services for the YPI Charter Schools (YPICS) since 2004. Irina Castillo and Naomi Tarat are, consistent, and available at all hours to answer questions and support the financial work of YPICS.

### ANALYSIS

The Board is reminded that the LAUSD Charter Schools Division regularly commends the business office for how we conduct business, including the level of accuracy, timeliness, integrity, honesty, and innovative solutions implemented to ensure sustainability of the organization. This view, to a great extent, is a result of the support, guidance and assistance we receive from *ExED, Inc.* It should be noted that Irina Castillo, *ExED, Inc.* Vice President, has served YPICS for the past 10 years.

YPICS is in a multi-year agreement as it relates to *ExED's* Management and Accounting services, the Notice of Terms Supplement only reflects changes to the CALPADS Reporting services and fees. While *ExED* does not require us to take any actions for the new terms to take effect on July 1, our board fiscal policies require that the Board approve the Notice of Terms Supplement.

YPICS has been working on a two-year contract for services from *ExED, Inc.*, which was approved by the Board in June, 2021. This only for the CALPAD Reporting services and fees.

### RECOMMENDATION

It is recommended that the Board of Directors approve the *ExED, Inc.* Notice of Terms Supplement, which reflects changes to the CALPADS Reporting services and fees, for the 2022-2023 school year.

**Attachment:** *ExED, Inc.* Notice of Terms Supplement: CALPADS Reporting services and fees, for the 2022-2023 school year.



SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

I. PARTIES AND EFFECTIVE DATE

This Agreement (“Agreement”) is made on \_\_\_\_\_, 2022 (the “Effective Date”), between YPI Charter Schools serving Bert Corona Charter Middle School, a Local Education Agency (“LEA”), and Think Together, Inc., a California non-profit corporation (“THINK TOGETHER”), for the purpose of providing After School Education and Safety (ASES) Services.

Select all services that apply:

- K-8 Before/Afterschool Programs
- HS Before/Afterschool Programs
- Academic Intervention Programs
- ASES Expansion/Replication Programs
- Before School Enrichment Programs
- ELOP: Non-Instructional Days Programs
- ELOP: Multi-Provider Oversight & Mgmt
- Enrichment Academy Programs
- Intramural Sports Programs
- TK/UPK/Kinder Programs
- Licensed School-Age Care Programs
- Physical Education Programs
- Saturday Academy Programs
- State-Funded Preschool & Early Childhood Education Programs
- Summer Learning Programs
- Tutoring & Homework Center Programs
- Yard Duty Supervision Programs



**SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.**

**II. LOCATIONS AND TERM**

The LEA is contracting with THINK TOGETHER for provision of comprehensive Expanded Learning Programming, as defined herein, at Bert Corona Charter Middle School (the “School Site”) for the ASES Program. The term of this contract is July 1, 2022 to June 30, 2025 (the “Term”), coterminous with and subject to the LEA’s receipt of its ASES grant and is subject to all provisions of the primary funding source cited above as well as any subsequent contract modifications or additional requirements by the California Department of Education (“CDE”). If this Agreement differs from the primary CDE ASES award, then this Agreement governs the understanding between the LEA and THINK TOGETHER.

**III. SCOPE OF SERVICES**

**A. Fiscal Agent**

The LEA shall act as the lead fiscal and administrative agent with the CDE for operating an ASES program.

**B. Program Operations**

Consistent with ASES provisions, the LEA contracts with THINK TOGETHER and THINK TOGETHER will operate an ASES program at the School Site. THINK TOGETHER will supply the staff, materials, management and supervision, and volunteer recruitment for the School Site (the “Expanded Learning Programming”). In addition, THINK TOGETHER will work collaboratively with the LEA on governance, operational management, and evaluation. THINK TOGETHER agrees to provide a high-quality program consistent with the guidelines established by the CDE, the LEA, and THINK TOGETHER for this grant.

THINK TOGETHER will provide all direct physical supervision services in compliance with all health and safety regulations adopted by the local health authority and the LEA.

THINK TOGETHER will have the following responsibilities in support of the ASES programs:

1. Coordinate the academic assistance, homework support, and enrichment portions of the ASES program at the School Site.
2. Hire, train, and supervise site staff, including the site coordinators and program leaders.
3. Provide workers’ compensation insurance for THINK TOGETHER employees and agents as required by law.
4. Comply with all federal, state, and local laws and ordinances applicable to the work to be performed by THINK TOGETHER or its employees under this Agreement.
5. Comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of employees who may have contact with the LEA’s pupils. If at any time during the term of this Agreement THINK TOGETHER is either notified by the U.S. Department of





SERVICE AGREEMENT BETWEEN  
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THINK TOGETHER, INC.

Justice or otherwise becomes aware that any employee of THINK TOGETHER performing services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.5(c) or California Penal Code § 1192.7(c), respectively, THINK TOGETHER agrees to immediately notify the LEA and remove said employee from performing services on this Agreement.

6. Provide all materials, tools, and instrumentalities required to perform the services under this Agreement, including curriculum developed by THINK TOGETHER as its intellectual property.
7. Participate in all cross training for site coordinators and site staff.
8. Complete site emergency plans and related staff training.
9. Maintain ongoing communication between THINK TOGETHER staff and school staff regarding student needs and progress, including but not limited to attendance at school-day meetings and/or one-on-one meetings with teachers.
10. Coordinate activities with school staff to assure program supports current academic goals of teachers and administrators.
11. Provide academic assistance and other activities specifically supporting classroom curriculum and academic goals.
12. Foster communication with and involvement of parents through parent orientations, parent handbook, development and distribution of periodic newsletters, and hosting, at a minimum, one parent orientation.
13. Recruit and train volunteers to lower the students/adult ratios in the program.
14. Work with the LEA to implement a comprehensive annual program evaluation plan. As required, attend, and participate in evaluation subcommittee meetings. Evaluation plan shall include but not be limited to attendance tracking, collection of teacher, parent and participant surveys, and data entry of survey results. Evaluation will be completed by THINK TOGETHER in accordance with CDE guidelines and submitted to the LEA a minimum of ten calendar days prior to CDE due dates.
15. Regularly attend and participate in scheduled governance and operations meetings.
16. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, compliance with employment laws, and utilization of an accrual method of accounting.
17. Provide documentation and findings of annual independent audits, in accordance with CDE requirements.
18. Retain source documents related to attendance tracking for not less than five years.
19. THINK TOGETHER shall collaborate with the LEA to make all reasonable best efforts to support the financial sustainability of the program by seeking and utilizing funds from public and private fundraising.

#### IV. COMPENSATION

THINK TOGETHER will be paid 95% of the grant award from CDE (“THINK TOGETHER’s Fee”), according to Attachment A (“Payment Schedule”), attached hereto. Timing and amounts of payments will be made according to the Payment Schedule, attached hereto. If the funds received from the CDE change, a pro-rata adjustment to the maximum amount available for payment to THINK TOGETHER will be made and a revised Payment Schedule will be submitted to the LEA. THINK TOGETHER’s Fee will only be paid out of funds received by the LEA from the State. Notwithstanding the provisions above, any amount not timely



SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

paid by the LEA and not disputed in good faith shall accrue simple interest at a rate of 1% per month for any amount actually owing to THINK TOGETHER.

V. EVALUATION AND REPORTING

THINK TOGETHER agrees to supply the LEA with all reporting data explicitly required via written notification to the LEA by the CDE or U.S. Department of Education in advance of any deadlines. The LEA agrees to submit all reports required by the CDE or U.S. Department of Education in a timely manner in advance of deadlines and provide proof of submission to THINK TOGETHER. If the LEA prefers to have THINK TOGETHER submit reports directly to the CDE on the LEA's behalf, the LEA shall provide THINK TOGETHER access to its CDE "ASSIST" account.

The LEA will provide THINK TOGETHER with any pertinent grant-related communications within five working days of receipt from the CDE. THINK TOGETHER will comply with all document requests from the CDE in accordance Federal Program Monitoring requirements.

Additionally, THINK TOGETHER will:

- Provide monthly attendance reports to the LEA five working days in advance of the deadline.
- Provide quarterly expenditure reports to the LEA five working days in advance of the deadline.
- Provide the Annual Outcomes Based Data for Evaluation report to the LEA ten working days prior to the deadline.

VI. DATA SHARING

The LEA agrees to comply with all reasonable requests by THINK TOGETHER and to provide access to all documents and electronic student data reasonably necessary for the performance of THINK TOGETHER's duties under this Agreement. THINK TOGETHER will abide by all applicable data privacy standards pursuant to law. [Education Codes 8421 (C) (i-ii), 8423 (D) (c) (6), and 8428 (b-e) for ASSETS. Education Codes 8484.8 4 (D) (6) for 21st CCLC. And Education Codes 8482.3 (c) (B2) (d) (1) (2) (f) 7]]

VII. FACILITY USAGE AND SNACK PROVISION

The LEA will provide THINK TOGETHER with access to and use of the LEA's facilities as necessary to meet the terms of this Agreement. To the extent possible, the LEA shall provide one classroom for every twenty students enrolled in the program and shall identify dedicated office space for each school's site coordinator. Additionally, LEA agrees to provide the required daily snack as required under the ASES grant. LEA facilities and supplied snacks shall be considered in-kind contributions toward meeting the ASES match requirement.

VIII. INDEPENDENT CONTRACTOR

THINK TOGETHER is and shall at all times be deemed to be an independent Contractor, and shall be responsible for determining the sequence, method, details, and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as creating a relationship of employer and employee, or principal and agent, between the LEA and THINK



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TOGETHER or any of THINK TOGETHER's agents or employees. THINK TOGETHER assumes exclusively the responsibility for the acts of its employees or agents as they relate to services to be provided during the course and scope of their employment. THINK TOGETHER, its agents, and employees shall not be entitled to any rights and/or privileges of the LEA's employees and shall not be considered in any manner to be the LEA's employees.

IX. MUTUAL INDEMNIFICATION

THINK TOGETHER shall indemnify, pay for the defense of, and hold harmless the LEA and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of THINK TOGETHER's negligent or willful acts and/or omissions in rendering any services hereunder. THINK TOGETHER shall assume full responsibility for payments of federal, state, and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning THINK TOGETHER or any employee of THINK TOGETHER and shall further indemnify, pay for the defense of, and hold harmless the LEA of and from any such payment or liability arising out of or in any manner connected with THINK TOGETHER's performance under this Agreement, except to the extent such liability is caused by the negligent or willful acts and/or omissions of LEA.

The LEA shall indemnify, pay for the defense of, and hold harmless THINK TOGETHER and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the LEA's negligent or willful acts and/or omissions in relation to this Agreement.

X. INSURANCE

During the entire term of this Agreement, THINK TOGETHER shall procure, pay for and keep in full force and effect the following types of insurance:

- Comprehensive general liability insurance, including owned and non-owned automobile (vehicle) liability insurance with respect to the services provided by, or on behalf of, THINK TOGETHER under this Agreement. All insurance policies shall state the name of the insurance carrier and name the LEA as an additional insured. Liability insurance for sexual abuse, molestation, death, bodily injury and property damage shall be for no less than One Million dollars (\$1,000,000) per occurrence, and Three Million dollars (\$3,000,000) aggregate. THINK TOGETHER will name LEA and its officers, agents, and employees, individually and collectively as additional insureds.
- The policies of insurance described above shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to the LEA prior to the commencement of services under this agreement. THINK TOGETHER agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the LEA's Assistant Superintendent, Business Services, thirty (30) days prior written



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notice. Should any such policy of insurance be canceled or changed, THINK TOGETHER agrees to immediately provide the LEA true and correct copies of all new or revised certificates of insurance.

XI. ASSIGNABILITY

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by THINK TOGETHER without the prior written consent of the LEA.

XII. TERMINATION

Unless otherwise terminated as provided below, this Agreement shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If the LEA makes a good faith, reasonable determination that THINK TOGETHER is in default of its obligations under this Agreement, the LEA must provide THINK TOGETHER with a written request to cure the default. If the LEA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the LEA shall have the right to immediately terminate this Agreement upon written notification to THINK TOGETHER.

At any time during the performance of this Agreement, either the LEA or THINK TOGETHER, at its sole discretion, shall have the right to terminate this Agreement by giving sixty (60) days written notification of its intention to terminate.

In the event that this Agreement is terminated as provided above, THINK TOGETHER shall be paid its fees earned in accordance with Payment Schedule through the date of termination, including a pro rata amount of the next payment that would have been made pursuant to Payment Schedule, based on the days in that payment period that occurred prior to termination. All cash deposits made by the LEA to THINK TOGETHER, if any, shall be refundable to the LEA in full upon termination of this Agreement unless specified to the contrary.

XIII. CONFLICT OF INTEREST

The LEA acknowledges that THINK TOGETHER has invested and will continue to invest significant amounts of time, money, effort, and resources to recruit, hire, train, and supervise qualified employees to perform the Services required under this Agreement. The LEA further acknowledges that THINK TOGETHER has a legitimate expectation that its employees will continue their employment and career development with THINK TOGETHER during and after the Term of this Agreement, which gives THINK TOGETHER a significant business advantage. The LEA further acknowledges that during the Term of this Agreement, it will be entrusted with access to the personal contact data for employees of THINK TOGETHER who are assigned to render Services under this Agreement. The LEA acknowledges that these legitimate interests of THINK TOGETHER would be impaired if the LEA were to solicit and recruit THINK TOGETHER's personnel to leave their employment with THINK TOGETHER during or after the term of this Agreement. To protect these interests, the LEA agrees as follows:



SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

A. No Solicitation of Employees

Each party hereto (for this purpose, a "Soliciting Party") agrees that for a period of six months after termination of this Agreement for any reason, such Soliciting Party (or any person acting on behalf of or in concert with such party) will not, without the prior written consent of the other party hereto (for this purpose, the "Employer Party"), directly or indirectly, solicit to employ any employee of the Employer Party with whom any employee of the Soliciting Party had contact with or became aware of in connection with the services performed under this Agreement; provided, however, that the foregoing shall not prevent either Soliciting Party from making general public solicitations for employment for any position or from employing any employee of the Employer Party who either responds to such a general solicitation for employment or otherwise contacts such party on his or her own initiative and without solicitation by such party in contravention of the above restriction.

XIV. ENTIRE AGREEMENT

This Agreement supersedes any and all agreements either oral or written, between the parties hereto with respect to the rendering of services by THINK TOGETHER and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed by both parties, except the LEA may unilaterally amend the Agreement to accomplish the changes listed below:

- Changes as required by law; and
- Changes required by CDE ASES grant provisions.

XV. SEVERABILITY

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

XVI. CALIFORNIA LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

XVII. AUTHORIZATION

Each person executing this Agreement warrants that he or she has the authority to so execute this Agreement and that no further approval of any kind is necessary to bind the parties hereto.



SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

XVIII. NOTICES

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together, Inc.  
2101 E. Fourth Street, Suite 200B  
Santa Ana, CA 92705

To: YPI Charter Schools  
10660 White Oak Avenue, Suite B101  
Granada Hills, CA 91344

To facilitate crisis management, LEA will provide to THINK TOGETHER the personal contact information of the Superintendent or his/her designee, as well as a secondary contact, so that they can be notified in the event of an incident that occurs outside of normal business hours or when school is not in session.

[Signature page follows]



SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the Effective Date.

YPI Charter Schools (the "LEA")

Think Together, Inc. ("THINK TOGETHER")

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

Signature

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Title

\_\_\_\_\_

Address

\_\_\_\_\_

CityState Zip

\_\_\_\_\_

Telephone Number

\_\_\_\_\_

Date

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

Signature

Randy Barth  
Printed Name

Founder & CEO  
Title

2101 E. Fourth St. Suite 200B  
Address

Santa Ana, CA 92705  
City State Zip

714.543.3807  
Telephone Number

\_\_\_\_\_

Date



SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

## Attachment A

### YPI Charter Schools (Bert Corona MS) Annual Payment Schedule

**Contract Amount**

THINK TOGETHER’s Annual Fee: \$193,308.70

**Invoice Schedule**

Ten monthly payments due on the first day of month, August to May of each fiscal year, of \$19,330.87 each

**Expense Allocation Plan**

**Direct Service Expenses**

Personnel

Position	Hourly Bill Rate
Site Coordinator	\$38.00
Program Leader	\$23.00

Bill Rate includes wages, tax, benefits, employee processing, and on-site supervision

Operating

Category	Cost
Technology Services	\$1,000.00 per site, per year
Middle School Consumable Supplies	\$500.00 per site, per month, plus \$800.00 start-up allocation per site, per year

**Administrative Expenses**

Category	Cost
THINK TOGETHER Administrative Expense	10% of total expenses

Any administrative costs incurred that exceed the Fee shall be applied toward meeting the ASES match requirement.





SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

**Attendance Targets**

Total ASES Funding	Required Present Records (Total funding / \$10.18)	Total ADA (Present records/180 days)
\$203,482.84	19,989	111.05

**Projected Budget (2022-23)**

1 Site Coordinators @ \$38/hour x 38 hours/week x 52 weeks	\$75,088
6 Program Leaders* @ \$23/hour x 18.75 hours/week x 37 weeks	\$95,738
Technology Services @ \$1,000 per school x 1 school	\$1,000
1 Middle School Consumables @ (\$500/month x 10 mo.) + \$800	\$5,800
<i>Total Direct Services</i>	\$177,626
Administrative Expense @ 10%	\$17,762
<b>Total Expenses</b>	<b>\$195,388</b>

<b>Amount charged to LEA</b>	<b>\$193,308.70</b>
Cash Match Contributed by THINK TOGETHER	\$2,079
Percentage of Grant Amount Allocated to LEA Services	87.29%

\*Program Leaders estimated at 1 per 20 students ADA.



SERVICE AGREEMENT BETWEEN  
YPI CHARTER SCHOOLS AND  
THINK TOGETHER, INC.

## Attachment B



### DATA SHARING

ENSURING STUDENT SAFETY AND COMPLIANCE THROUGH PARTNERSHIPS

#### THINK TOGETHER DATA SHARING

Think Together is committed to student safety and confidentiality of student information and abides by all federal confidentiality records. Keeping students safe is our priority, and we believe that establishing a data sharing partnership with safety protocols is crucial to these efforts.

Over 30 years of combined experience with data and student safety	We currently share data with over 40 partners, ensuring student confidentiality	We maintain consistent communication with CDE to follow all CDE guidance	Total Solutions Partner ensures all reporting is accurate and on time
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#### DATA SHARING AND STUDENT PRIVACY

##### STUDENT PRIVACY

Think Together ensures confidentiality of student records with all staff members with access to database

We comply with all state and federal regulations (ie. FERPA, AB1584, COPPA, SOPIPA)

#### AFFILIATE OF CALIFORNIA STUDENT PRIVACY ALLIANCE



- Current partner with California Student Privacy Alliance (CSPA)
  - 1115 districts participate to set standards of practice and expectations around student privacy
  - CSPA provides a common data sharing agreement to be used by all member partners

#### COMPLIANCE AND REPORTING TIMELINES

RESPONSIBILITY & ACCOUNTABILITY	THINK TOGETHER RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• Data sharing agreement ensures easy reporting that LEA can upload into ASSIST*</li> </ul> <p><small>*Think Together can also upload on your behalf</small></p>	<ul style="list-style-type: none"> <li>• Think Together will compile and run all necessary reports for grant compliance                             <ul style="list-style-type: none"> <li>◦ <b>ASES and 21<sup>st</sup> Century Community Learning Centers (CCLC)</b> <ul style="list-style-type: none"> <li>• Semi-Annual Attendance Reports (January and July)                                     <ul style="list-style-type: none"> <li>• Requires student demographics</li> </ul> </li> <li>• Annual Outcomes Based Data for Evaluation (September)                                     <ul style="list-style-type: none"> <li>• Requires student demographics and SSID</li> </ul> </li> </ul> </li> <li>◦ <b>21<sup>st</sup> CCLC Annual Performance Report</b> (Summer, Fall, Spring)                                     <ul style="list-style-type: none"> <li>• Requires student attendance, student demographics (including FRPM, ELL and Special Education Status), Student Performance (GPA, suspensions, and state test scores)</li> </ul> </li> </ul> </li> </ul>

*All student data is for student safety and reporting purposes only*

June 29, 2022

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

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

**SUBJECT: Recommendation to approve hiring of Community Schools  
Coordinator/Director**

### **BACKGROUND**

With the closure of YPI, YPICS was left without a support partner for all the Community Schools Support and work. The YPICS Board approved the position of YPICS Senior Director of Community Schools and Partnerships a year ago. The Senior Director of Community Schools and Partnerships supported the YPICS with the completion of the CDE Community Schools Grant Application. All three schools received the Community Schools Planning Grant for \$200, 000 per school.

### **ANALYSIS**

A Community Schools Director/Coordinator is needed for each school to assist with the planning for the 2022-23 school year. This position is in the 22-23 school budget. The grant funds the work. The Senior Director of Community Schools and Partnership is preparing all three schools for the Implementation Grant, due next school year. The goal is that schools that received the planning grant would qualify for the Implementation Grant. The implementation grant is a 5-year grant. Acquiring the assistance would allow YPICS to cover the position cost through the assignment. Long-term, the position will move to the general fund. The schools' budgets could carry this position this year if needed. The grants will allow us to grow the program services and increase ADA. Most importantly, it will provide internal staff to fulfill our original dream of wrap-around full-service community schools.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the hiring of a Community Schools Director/Coordinator for each school beginning in July.



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The Miller Institute for Learning with Technology

## Scope of Work – E-Rate Management Services

### Standard E-Rate Management Services

Learningtech.org will provide:

- Category 1 E-Rate application preparation and compliance assistance services for the upcoming E-Rate funding year
- On-going E-Rate management services to follow-up on funding requests [FRNs] for up to two prior funding years

Standard application preparation and management services include:

- Confirmation that all administrative foundations are current (e.g., Entity Numbers, Consultant Letter of Agency, Consortium Letters of Agency (if needed), E-Rate Productivity Center [EPC], FCC Registration Numbers)
- Planning and documentation relevant to required forms
- Management of a fair and open competitive bidding process, complying with federal, state and local procurement rules, if needed
- Adherence to all E-Rate program rules and deadlines
- Submission of required forms (470, 471, 486, 472/474)
- Interface with E-Rate program (e.g., Program Integrity Assurance [PIA])
- Interface with service providers to facilitate processing of discounts
- Quality assurance on every published document and form
- Backup electronic document retention<sup>1</sup>

Incremental fees apply for:

- Category 2 E-Rate application preparation and compliance assistance services for the upcoming E-Rate funding year
- More schools or sites than initially proposed/agreed upon

### Client Responsibilities

Client will provide:

- A primary and an alternate contact including valid email addresses and either mobile or home telephone numbers to be used by Consultant for the sole purpose of resolving urgent after-hours E-Rate matters
- Availability of at least one of the two designated contacts on six (6) hours notice during the final 2 weeks of the annual filing window,<sup>2</sup> for e-certification or urgent questions about applications being prepared on behalf of Applicant by Consultant
- Full access to Consultant to the Applicant's accounts for online systems (i.e., the E-Rate Productivity Center [EPC] and service providers' billing systems)

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<sup>1</sup> The *Applicant* is responsible for document retention for ten years from the last date of service. Consultant's electronic document retention provides backup.

<sup>2</sup> Each year the E-Rate application-filing window varies slightly. Exact dates for each funding year filing window are posted on USAC's website (<http://usac.org/sl/tools/deadlines/Default.aspx>) under FCC Form 471.

- Timely response to routine document/information requests within 3 business days (without reminders). Items that may be requested of Client include but are not limited to: copies of service provider invoices, lists of current technology vendors, bid evaluation scores/decisions, signatures on vendor contracts and implementation documents, student enrollment and NSLP data, technology budget information required by program rules
- Contact information for Client representatives noted on Client Representatives form
- Distribution of **Client Participation Expectations** document to functional heads in own organization to promote awareness of E-Rate deadlines
- Notice to Consultant of discounts being posted to invoices (or not) by 5/1 each year
- Payments to Consultant on time, so that dunning is not required
- Clear documentation of all relevant existing contracts
- Consultant option to review before signing anything relating to telecommunications, Internet access or internal connections “outside the window” that might have E-Rate consequences

### Extra Cost Services

Because they occur infrequently, the following related services are *not* budgeted for in the Standard E-Rate Management Services Scope of Work. These Extra Cost Services are available at extra cost on an hourly basis according to the Labor Rate Schedule and include:

- Filing of Waivers or Appeals or Following Up on Pending Appeals in a significant way
- Recovery of Prior Year funds when special circumstances (e.g., invoice deadline past)
- Technology Plan development, revisions, re-writes (including network design)
- Professional Development relating to E-Rate for relevant staff
- Attendance/participation in Applicant Board meetings
- High Scrutiny events (e.g., High Cost Review, On Site Audit, Selective Review, Competitive Bidding Review, Review of “budgeted amount allocated to resources not eligible for E-Rate support,” more than 2 rounds of PIA per FRN, Payment Quality Assurance review, any review including law enforcement)
- On site visits (e.g., vendor walk-throughs, or site surveys), unless explicitly included
- Support with implementation of services (e.g., planning of rollout to multiple sites, service installation support)
- Assistance beyond routine checks with other funding sources (e.g., CTF)
- LAN or WAN or WLAN network design in preparation for E-Rate
- Special Construction projects
- Telephone consultation on overall technology strategy and engineering design
- Extra detective work to track down information that should be in existing E-Rate binders from prior years, including PIN numbers, Security Codes for Forms 471, etc.
- Audits (e.g., review to help ensure appropriate document retention, USAC Beneficiary and Contributor Audit Program [BCAP], USAC Payment Quality Assurance [PQA])
- Compliance with Child Internet Protection Act [CIPA] requirements beyond review of documentation
- Follow-up on funding requests from prior funding years more than two funding years old
- Fixing major historical problems (e.g., if a prior year application had significant flaws not caused by Learningtech.org)

- Complex Service Substitutions, Operational SPIN Changes (e.g., due to changes of plans, bankruptcy/failed performance of provider)
- Repetition or “do over” of work already completed due to change of applicant circumstances
- Funding requests for less than \$1000
- More than 2 requests for the same document
- Additional applications during special E-Rate windows that are separate from the main annual application window

These Extra Cost Services will be provided only if needed, request and approved, then charged for on an hourly basis – in addition to any normally applicable fixed fees – according to the following **Labor Rate Schedule**. For all services outside of the Scope of Work, the hourly rates apply.

### **Labor Rate Schedule**

*Hourly Rates, Applicable to E-Rate Extra Cost Services, Time and Materials Projects or Project Elements  
Effective through June 30, 2023; Adjustable within CPI Annually on July 1*

Category	Rate
Complex Consultations (Chief Technical Officer)	\$275.00
Vice Presidents, Server Installation/Configuration; Network Design, Complex Troubleshooting; Cabling Installation Supervision; Complex Web Programming; Complex Data Manipulation; Senior Instructor	\$225.00
Most E-Rate Application and Tech Plan Preparation work; Instructor	\$175.00
Most Desktop/Laptop/Tablet/Phone Technical Support; E-Rate Application Support; Static Web Page Creation/Editing; Assistant Instructor	\$110.00
Administrative or Clerical Support; Routine Data Entry; Most Intern Labor	\$65.00



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## Consulting Agreement

This agreement is made and entered into by authorized representatives of The Miller Institute for Learning with Technology [hereinafter, *Learningtech.org*] and *Client*, as further identified on the signature page of this document.

Whereas,

- *Client* seeks to obtain technology-related labor and consulting services, and has determined that *Learningtech.org* is qualified to perform such work;
- *Learningtech.org* seeks to provide such services, on a *fee for service* basis; and
- the parties have mutually established the nature of duties, schedule, scope of work, and fees including payment schedule, either as detailed explicitly herein or via an attached written *Proposal [the "associated Proposal"]*, which is hereby incorporated by reference;

Now, therefore, the parties, including their successors or assigns, hereby agree as follows.

1. Unless specified otherwise, this agreement applies to all work performed by *Learningtech.org* for *Client* as of the first date signed by authorized representatives of both parties.
2. This agreement applies to all work performed by *Learningtech.org* for *Client* through the effective termination date. Unless terminated in accordance with paragraphs 3 or 4, below, or otherwise specified or extended in writing, this agreement shall cease to be applicable to new work as of June 30, 2023. This agreement shall automatically renew annually on July 1, through June 30, 2026, unless either party notifies the other of intent to cancel or a need for other modifications before the annual renewal date. In the event that the Consumer Price Index [CPI] has increased by 1% or more since the effective date of this agreement, then the associated pricing shall automatically adjust accordingly, with no requirement for notification if that is the only modification. Each renewal retains all initial terms and conditions, taking into account provision for annual fee adjustments, unless otherwise mutually agreed in writing. Obligations relating to confidentiality and non-retention of the other party's employees/subcontractors remain effective beyond the effective termination date as described herein. For not less than 90 days after termination, *Learningtech.org* will make available to *Client* (or to *Client's* agent, upon *Client's* written request) access to an electronic repository of relevant project documentation being maintained by *Learningtech.org* on behalf of *Client*.
3. *Client* may initiate early termination of this agreement by giving at least thirty (30) days written notice to *Learningtech.org* and paying for all work completed through the termination date. An early termination fee of 20% of the estimated annual fee shall apply.
4. *Learningtech.org* may initiate early termination of this agreement by giving at least thirty (30) days written notice to *Client* and forfeiting and/or refunding, as appropriate, 100% of any funds received for which labor has not yet been completed prior to the termination date. For projects paid in periodic installments, termination must occur on a period boundary.
5. Estimates of labor required to perform a given task are provided for planning purposes only, and depend upon numerous assumptions relating to the scope of work. There is no guarantee that additional effort might not be required. However, *Client's* obligations arising from this agreement shall not exceed the proposed purchase order [P. O.] amount, for the initial Scope of Work, unless and until additional funds are subsequently committed in writing by *Client*, such as to extend the scope or duration of the project over time. If a P. O. is issued pursuant to this agreement, any *Not to Exceed* amount shall be consistent with this paragraph. For projects involving a *Time and Materials* element, regular progress payments shall be made by *Client* based upon invoices received. For projects involving a *Fixed Fee* element, payments shall be made by *Client* according to the payment schedule indicated. In some cases, both *fixed fee* and *time and materials* elements may be involved.
6. Before work can commence, a deposit of the following amount may be required, as indicated on the signature page of this document and/or in the associated proposal. Deposit amounts are generally calculated as follows:
  - For *Time and Materials* projects, twenty percent (20%) of the Proposed P.O. amount;
  - For *Fixed Fee* projects, the first periodic payment;
  - In some cases, another amount may be specified.

The deposit will be applied as a credit toward invoices for work performed. Upon termination of this agreement without renewal, after all outstanding invoices have been paid any undisputed credit balance shall be refunded by *Learningtech.org* to *Client* within thirty (30) days. At *Learningtech.org's* sole discretion, deposit requirements may be waived for small projects.

751 Laurel St. #411 • San Carlos, CA 94070 • 650-598-0105 • [info@learningtech.org](mailto:info@learningtech.org) • [www.learningtech.org](http://www.learningtech.org)  
A 501(c)(3) California Nonprofit Public Benefit Corporation



7. *Learningtech.org* (including the corporation itself and its officers, directors, employees, subcontractors, and volunteers) shall not be liable for any loss, injury, claim, liability, or damage of any kind resulting in any way from actions, delays, or failures to act, on the part of *Client* or of any third parties beyond *Learningtech.org*'s control, or from latent flaws in third party products or services recommended to *Client* in good faith by *Learningtech.org*. Notwithstanding anything to the contrary in this Agreement, *Learningtech.org* shall not be liable for any special, indirect, consequential, or punitive damages or lost profits. The limitation of liability set forth herein is for any and all matters for which *Learningtech.org* may otherwise have liability arising out of or in connection with this Agreement, whether the claim arises in contract, tort, statute, or otherwise. *Client's* exclusive remedy for any claim arising out of or relating to this Agreement shall be for *Learningtech.org*, in its discretion, upon receipt of written notice, either: (i) without any implication or admission of fault, to promptly use commercially reasonable efforts to cure, at its own expense, the matter that gave rise to the claim for which *Learningtech.org* is allegedly at fault, or (ii) to return to *Client* the fees paid by *Client* to *Learningtech.org* for the particular service that gave rise to the claim. In no circumstance shall the aggregate liability of *Learningtech.org* (including the corporation itself and its officers, directors, employees, subcontractors, and volunteers) in connection with any claim arising out of or relating to services performed, delays in performance, or failure to perform on the part of *Learningtech.org*, exceed such amount. *Client* agrees that it will not allege that this remedy fails its essential purpose and that this remedy is in lieu of all other remedies.
  
8. Unless credit terms have been arranged in advance, such as by the issuance and acceptance of a valid Purchase Order, payment is expected at the time that services are rendered. When credit is extended by *Learningtech.org* to *Client*, *Learningtech.org* shall submit invoices to *Client* from time to time (not more often than twice monthly nor less often than quarterly). In the case of Milestone-based or *Fixed Fee* agreements, the payment schedule has been set forth below or in the associated Proposal, if any. In the case of *Time and Materials* agreements, invoices shall provide a reasonable degree of detail including the dates work was performed, the names of the contributors, brief descriptions of activities, and the approximate time spent or milestones met. *Client* agrees to use reasonable efforts to pay within 15 days from receipt of invoice, and in no event later than 30 days. *Learningtech.org* has the right to stop work if any unpaid invoice aging exceeds thirty (30) calendar days, regardless of the potential for incidental or consequential damages to *Client*, such as not meeting deadlines including for grant applications or E-Rate filings. Promotional rates or other discounts shall automatically cease to be applicable to future invoices in the event that any invoice remains unpaid after thirty days. Late fees and/or finance charges up to the maximum amounts allowed by law shall be applied to past due accounts. Payments by *Client* will thereafter be applied first to late fees and accrued interest, and then to the principal unpaid balance. *Learningtech.org*'s waiver of or failure to enforce these provisions on one or more prior occasions shall not preclude or reduce *Learningtech.org*'s rights to enforce these provisions on subsequent occasions. *Client* shall pay attorney fees, court costs or other costs incurred to collect delinquent accounts.
  
9. This agreement is not a contract of employment. *Learningtech.org* is a corporate independent contractor and is responsible for its own payroll, income and sales taxes. *Learningtech.org*'s Federal Employer Identification Number is 91-2033223.
  
10. Except for pre-existing intellectual property or to the extent explicitly agreed otherwise in writing, work products directly resulting from this contract shall be *works for hire*, owned by *Client*.
  
11. *Learningtech.org* warrants that it will provide all necessary tools and services pursuant to its obligations under this agreement, except to the extent that the parties specifically agree in writing that certain specific tools or services are to be provided in a different manner. This does not include products or services purchased on behalf of *Client* for use by *Client*. *Client* will be responsible for all sales taxes payable on such purchases, and shall receive licenses to any software acquired specifically for *Client* under this agreement.
  
12. *Learningtech.org* warrants that services shall be performed by personnel possessing reasonable competency, following applicable industry standards, in a timely manner, and in accordance with best practices as generally recognized in the relevant fields of endeavor. No other representation, express or implied, and no warranty or guarantee are included or intended in this Agreement, or in any report, opinion, deliverable, work product, document or otherwise. Furthermore, no guarantee is made as to the efficacy or value of any services performed or software developed. This section sets forth the only warranties provided by *Learningtech.org* concerning its services and resulting work products. This warranty is made expressly in lieu of all other warranties, express or implied, including without limitation any implied warranties of fitness for a particular purpose, merchantability, non-infringement, title or otherwise.
  
13. Labor amounts mentioned in this Agreement and/or associated Proposal apply only to labor costs. Expenses incurred by *Learningtech.org* on behalf of *Client* for materials, parts, travel expenses, reproduction, postage, extensive cellular or long-distance calls, shipping, or other out-of-pocket costs (normally to be approved verbally, in advance) whenever not explicitly subsumed by any *Fixed Fee* elements of this project shall be invoiced at actual cost and shall not reduce the amount of any labor charges or commitments. *Learningtech.org* will alert *Client* as to likely expenses in advance and shall provide original receipts for each amount that is in excess of \$25. If *Learningtech.org* is asked to purchase more than nominal quantities of parts, equipment, services, or software on behalf of *Client*, a handling fee not less than the actual labor costs involved in procurement of the items will be applied and a deposit up to the estimated cost of the items may be required.






14. Minimum labor charges may be applicable to onsite visits, depending on location, except for any visit costs explicitly subsumed by a fixed fee Scope of Work, as detailed herein or in the associated Proposal, if any. *Learningtech.org* does not charge for travel time *per se*, but does charge for mileage at I.R.S.-approved rates, and other actual travel expenses, as well as for tangible work performed *en route* (such as meeting preparations while in flight). The applicable minimum for *Client's* primary location shall be as indicated on the signature page of this document. (If multiple locations for on site visits are involved, a separate sheet indicating each location and the applicable minimum should be attached.) Minimums may be waived or reduced at the sole discretion of *Learningtech.org*, in special situations, such as where suitably skilled personnel are already scheduled to be nearby and available at the time of a requested visit. For “by the hour” assignments, where applicable, minimum charges of fifteen minutes per incident shall apply to online conversations or telephone consultations and support.
15. Except as stated otherwise elsewhere in this Agreement and/or the associated Proposal, if any, *Learningtech.org* reserves the right to review and adjust labor rates once per year, on July 1. Annual rate adjustments may apply to both *Time and Materials* and *Fixed Fee* arrangements. Such automatic annual rate increases shall not exceed the adjusted Consumer Price Index, as published by the U.S. Bureau of Labor Statistics. For rate increases in excess of the adjusted Consumer Price Index, or at other times, *Learningtech.org* shall provide written notice of any such rate increases at least thirty (30) days before they become effective for new work and *Client* shall have the option to terminate the agreement as of the proposed increase date.
16. *Learningtech.org* agrees that, in connection with this Agreement, *Learningtech.org* may have access to private or confidential information which may be owned or controlled by *Client* including proprietary details or private information, the disclosure of which to third parties will be damaging to *Client*, its employees or students. *Learningtech.org* also understands and agrees that the disclosure of such information may violate state and/or federal law and may subject *Learningtech.org* to civil liability. Consequently, *Learningtech.org* agrees that all such information disclosed by *Client* to *Learningtech.org* shall be held in strict confidence and used only in performance of the work, unless disclosure is required by law or court order. *Learningtech.org* shall exercise the same standard of care to protect such data as is used to protect its own information.
17. Each party agrees not to directly retain or offer to retain the services of the employees or subcontractors of the other party, for the duration of this contract and for an additional six-month period upon termination of this contract, in the U.S. states within which the parties actively conduct business operations, unless explicitly released from this obligation in writing. The parties agree that each violation of this provision shall entitle the non-breaching party to a payment of \$10,000 or one-half of one year’s compensation proposed to be earned by the retained employee or subcontractor, whichever is greater.
18. When written notices are required by this agreement, notice will be deemed given, five (5) business days after deposit in the U.S. mail, using the addresses listed below, or when provided by email provided that a return receipt or message of reply has been sent by the recipient to the original sender. Changes of address for notices shall become effective when notice is provided in the same manner as for other notices.
19. This agreement shall be interpreted in accordance with the laws of the State of California.
20. If any portion of this agreement is found to be in violation of any applicable laws or regulations, or otherwise unenforceable, then that portion shall be considered null and void, but the remainder of this agreement shall remain in force.
21. This agreement – including the associated Proposal (an integral part of this Agreement, if any) – constitutes the entire understanding of the parties with respect to this matter, and any changes or modification must be in writing and signed by duly authorized agents of both parties.
22. *Learningtech.org* shall procure and maintain during the full term of this Agreement appropriate types and amounts of insurance coverage, including:
  - Not less than one million dollars (\$1,000,000) per occurrence General Liability insurance;
  - Not less than one million dollars (\$1,000,000) per occurrence Professional Liability insurance appropriate to nature of the work to be performed;
  - Workers’ Compensation insurance as required by law.
23. E-Rate projects are required by the Universal Services Administrative Company [USAC] to be further governed by one or more corresponding Letter(s) of Agency [LOAs]. Sample LOAs are available for review upon request. E-Rate projects also require that Client grant Learningtech.org full access to the online billing systems of its telecommunications and Internet service providers, to help ensure that all eligible services are properly discounted by E-Rate.




24. The Scope of Work shall be as set forth below (and/or in the associated Proposal, if any), taking into account all Key Assumptions including collaborative obligations of the *Client*. For *Fixed Fee* projects, some elements may vary depending upon factors that arise in the course of the work, such as changes in the number of locations receiving certain types of services.
  
25. The Fees and Payment Schedule shall be as set forth below and/or in the associated Proposal, if any. A deposit plus regular progress payments are required; work cannot begin until the deposit has been paid, and work may stop if payments fall behind schedule. Many projects may involve a combination of a *Fixed Fee* portion, for a well-defined Scope of Work, plus a *Time and Materials* contingency, for necessary, incremental work falling outside the Key Assumptions or well-defined Scope. This can be due to *Client*-requested changes in Scope, unanticipated changes in *Client* circumstances (adding or closing schools, for example), or inaccuracy of Key Assumptions as documented in this Agreement or associated Proposal (such as if *Client* becomes unable to provide required documentation in a timely manner). Resulting incremental effort is charged on a *Time and Materials* basis. Actual out-of-pocket expenses not explicitly covered by *Fixed Fees* are billed at actual cost, with receipts and without markup of any kind. Incremental hourly work, where applicable, is billed based on the nature of the work performed, according to the Labor Rate Schedule in effect at the time the work is performed. Except to the extent explicitly indicated otherwise in this Agreement and/or associated Proposal, services will be provided on a fee-for-service, *Time and Materials* basis.


Hourly Rates, Applicable to *Time and Materials* Projects or Project Elements  
 Effective through June 30, 2023; Adjustable within CPI Annually on July 1

Category	Rate
Complex Consultations (Chief Technical Officer)	\$275.00
Vice Presidents, Server Installation/Configuration; Network Design, Complex Troubleshooting; Cabling Installation Supervision; Complex Web Programming; Complex Data Manipulation; Senior Instructor	\$225.00
Most E-Rate Application and Tech Plan Preparation work; Instructor	\$175.00
Most Desktop/Laptop/Tablet/Phone Technical Support; E-Rate Application Support; Static Web Page Creation/Editing; Assistant Instructor	\$110.00
Administrative or Clerical Support; Routine Data Entry; Most Intern Labor	\$65.00



**Signature Page**

Executed on the date(s) set forth below, by duly authorized agents for the respective parties.

<i>Consultants:</i> <b>Learningtech.org</b> <i>The Miller Institute for Learning with Technology</i>	<i>Client:</i> <b>YPI Charter Schools</b>
<i>Address:</i> 751 Laurel Street	<i>Address:</i> 10660 White Oak Ave.
<i>Address, continued:</i> #411	<i>Address, continued:</i>
<i>City:</i> San Carlos	<i>City:</i> Granada Hills
<i>State:</i> CA	<i>State:</i> CA
<i>ZIP:</i> 94070	<i>ZIP:</i> 91344
<i>Telephone:</i> 650-598-0105	<i>Telephone:</i> 818-270-1340
<i>Fax:</i> 866-801-8667	<i>Fax:</i>
<i>Email Address:</i> mlmiller@learningtech.org	<i>Email Address:</i> rduenas@ypics.org
<i>Minimum Visit Hours for Primary Location:</i> N/A hours	
<i>Deposit Required Before Start of Work:</i> 33% of annual fixed fee	
<i>Proposal/Agreement Identifier:</i> ypi_2022_2023_ff_renewal_20220515	<i>P.O. Number or Project Identifier for Invoices:</i>
<i>Name of Authorized Representative:</i> Mark L. Miller, Ph.D.	<i>Name of Authorized Representative:</i> Ruben Duenas
<i>Title:</i> President and Executive Director	<i>Title:</i> Chief Operations Officer
<i>Signature:</i> 	<i>Signature:</i>
<i>Date:</i> 5/15/2022	<i>Date:</i>
Consulting Services Agreement Version 20140529	



## YPI CHARTER SCHOOLS

June 29, 2022

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

**FROM:** Yvette  
Executive Director

**SUBJECT: Recommendation to approve *Kaiser, Ca Dental Network, Beam Dental, and VSP* plans for benefited employees**

### BACKGROUND

Benefited employees receive medical, dental, vision and basic life insurance from YPI Charter Schools (YPICS). *Kaiser, Beam, VSP and Unum* have provided exceptionally great rates for the 22-23 as brokered for us by Teresa Sale. YPICS has a longstanding relationship with Teresa since we began participating in the CCSA JPA and then CharterLIFE Program in 2006. YPICS rates for all of our benefits carriers came in with nominal increases for the 22-23 school year.

YPICS employee usage and pro-active vs. reactive approach to health and wellness determines the final yearly cost and it was noted that the YPICS had high performance rates as an overall client during this past coverage period. Our *initial* proposed Kaiser medical rates for 2022-23 were approximately 50% LESS than the *final negotiated* rates last year. The dental and vision proposed rates were a 3% increase, which was lowered to 0% based on another major carrier competing for our business this year. Rates for *Kaiser, Beam, CDN, VSP and Unum life* have been exceptional, with little or no annual increases this year, while coverage levels have remained relatively unchanged.

### ANALYSIS

Rates for *Kaiser, California Dental Network, Beam, VSP and Unum basic life* have been received and are displayed below.

<b>Rates by Tier</b>	<b>Kaiser HMO \$20 Medical</b>	<b>CDN Dental HMO</b>	<b>BEAM Dental PPO</b>	<b>BEAM VSP Vision</b>	<b>Unum Group Life \$50K &amp; EAP</b>
<b>Employee Only</b>	\$524.88	\$14.86	\$35.63	\$11.46	\$3.75
<b>Employee+Spouse</b>	\$1,154.73	\$25.14	\$70.63	\$23.74	n/a
<b>Employee+Child(ren)</b>	\$1,049.76	\$38.44	\$139.29	\$34.32	n/a
<b>Employee+Family</b>	\$1,574.64	\$38.44	\$139.29	\$34.32	n/a

**2022-2023 Medical Health Plan**

***Kaiser OF Southern CALIFORNIA***

<b>Kaiser 2022-23 Tier</b>	<b>Monthly Rate</b>
Employee only	\$524.88
Employee+Spouse	\$1,154.73
Employee+Child(ren)	\$1,049.76
Employee+Family	\$1,574.64

**2022-2023 HMO & PPO Dental Plans**

***CALIFORNIA Dental Network (CDN)***

<b>CDN 2022-23 Tier</b>	<b>Monthly Rate</b>
Employee only	\$14.86
Employee+Spouse	\$25.14
Employee+Child(ren)	\$25.14
Employee+Family	\$38.44

**Beam Dental OF CALIFORNIA**

<b>Beam PPO Dental 2022-23 Tier</b>	<b>Monthly Rate</b>
Employee only	\$35.63
Employee+Spouse	\$70.63
Employee+Child(ren)	\$139.29
Employee+Family	\$139.29

**2022-2023 Vision Plan**

**VISION SERVICE PLAN (VSP)**

<b>VSP Vision 2022-23 Tier</b>	<b>Monthly Rate</b>
Employee only	\$11.46
Employee+Spouse	\$23.74
Employee+Child(ren)	\$34.32
Employee+Family	\$34.32

**2022-2023 Basic Life Plan**

<b>Unum Group Life \$50K &amp; EAP</b>
\$3.75

**RECOMMENDATION**

It is recommended that the Board of Directors approve *Kaiser, California Dental Network, Beam Dental, VSP and Unum life* plans for YPICS benefited employees.

# CharterSAFE

BE SAFE • FEEL SAFE

## INVOICE

Invoice Date: June 02, 2022

Account Number: 10097

INSURED: YPI Charter Schools, Inc.

CONTACT: Ruben Duenas

ADDRESS: 10660 White Oak Ave #B101  
Granada Hills, CA 91344

### Member Contribution for Policy Year 2022-2023

<b>Combined Member Contribution</b>	<b>\$218,213.00</b>
<b>COVID-19 Rebate</b>	<b>\$8,729.00</b>
<b>Total Member Contribution</b>	<b>\$209,484.00</b>

(Choose one option)	Amount	Use ACH	Due Date
<input type="checkbox"/> <b>Payment in Full</b>	<b>\$209,484.00</b>	<input type="checkbox"/>	<b>Due Now</b>

**Installment Plan:**

<b>Deposit (25%)</b>	<b>\$45,825.00</b>	<input type="checkbox"/>	<b>Due Now</b>
<b>Monthly Installment</b>	<b>\$18,184.00</b>	<input type="checkbox"/>	<b>August 01, 2022</b>

9 installments due the 1st of every month

**ACH PAYMENT OPTION!**

**See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.**

**Please Remit All Payments To:**

CharterSAFE  
P.O. Box 969  
Weimar, CA 95736

**Questions/Comments:**

Whitney Delano  
Director of Operations and  
Communications  
Email: wdelano@chartersafe.org

**Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**







**Learningtech.org**<sup>®</sup>

The Miller Institute for Learning with Technology

**E-Rate Consulting Renewal Proposal  
Fiscal Year 2022-2023 / E-Rate Funding Year 2023-2024  
YPI Charter Schools**

Learningtech.org appreciates the opportunity to provide E-Rate Consulting Services to your organization. During the past months, we facilitated application(s) that requested a total of **\$82,613.34** E-Rate discounts for FY2022 (7/1/2022 – 6/30/2023) with:

- Category 1 application for *continuing contracted services* that requested funding of **\$49,927.97**
- Category 1 application for *newly competed services* that requested funding of **\$24,300.00**
- Additional California Teleconnect Fund discounts are also anticipated for eligible Category 1 services
- Category 2 application *newly competed services* that requested funding of **\$8,385.37**

We look forward to continuing our relationship and anticipate providing Standard E-Rate Management Services for FY2023 (7/1/2023 – 6/30/2024) to your organization during fiscal year 2022 – 2023 (7/1/2022 – 6/30/2023), consistent with the attached **Scope of Work**.

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

- One (1) Category 1 application for continuing contract services
- One (1) Category 1 application for newly competed and awarded services (as needed)
- No Category 2 application. A separate consulting fee applies for Category 2 application; please request a quote if you intend to pursue Category 2 funding
- No additional schools or sites since last year. A separate consulting fee applies for additional schools or sites; please notify us immediately if you anticipate opening a new school or site in the next year
- Client will complete the E-Rate planning process, including Client approval signature on the E-Rate FY2023 PLANNING RECAP,<sup>1</sup> before the Application Window opens<sup>2</sup>

**Consistent with Paragraph 2 of the existing Consulting Agreement**, our current agreement ends on **6/30/22**; a new Consulting Agreement is attached to support this renewal proposal.

Further, this renewal proposal notifies Client of a need for other modifications, and includes these additional considerations:


- The annual Fixed Fee amount of **\$9,920.00**, which includes a Consumer Price Index adjustment, covers the Standard E-Rate Management Services and above assumptions

<sup>1</sup> The E-Rate FY2023 PLANNING RECAP (for dates of service 7/1/2023 – 6/30/2024) summarizes planning meetings, and any follow-up conversations or emails. This document governs all E-Rate actions Learningtech.org will execute on behalf of Client for the E-Rate funding year. For Clients unable to meet the timetable for planning and signature, Learningtech.org will make best efforts to meet the application deadline, but without a guarantee of timely filing.

<sup>2</sup> The FY2023 Application Window is expected to be 1/11/2023– 3/21/23. The actual Application Window opening and closing dates are announced annually by the Universal Services Administrative Company [USAC] a few weeks prior to the opening.

- Additional costs may be incurred if mutually agreed assumptions turn out to be inaccurate or if services are requested that are outside the stated Scope of Work
- Late fees and/or finance charges up to the maximum amounts allowed by law shall be applied to past due accounts
- At Client’s preference, the annual Fixed Fee for the fiscal year’s work can be paid:
  - In a single payment with 2% discount if paid within 10 days of invoice date, or
  - In 3 installments; we will assume you prefer installments unless we receive payment in full (less the 2% discount) within ten days of sending our electronic invoice
- Clients who refer new business to Learningtech.org that result in new clients by 60 days before the application window opens will receive \$200 credit on their next invoice

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

The Miller Institute for Learning with Technology	YPI Charter Schools
<i>Authorized Representative For Consultant</i>	<i>Authorized Representative For Client</i>
Mark L. Miller, Ph.D.	Ruben Duenas
<i>Name</i>	<i>Name</i>
President and Executive Director	Chief Operations Officer
<i>Title</i>	<i>Title</i>
	
<i>Signature</i>	<i>Signature</i>
5/15/2022	
<i>Date</i>	<i>Date</i>



## YPI CHARTER SCHOOLS

June 29, 2022

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

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

**SUBJECT: Recommendation to approve continued membership in *CharterSAFE* for Workers' Compensation Insurance and for Property and Liability Insurance**

### BACKGROUND

As per our charter renewals, all YPI Charter Schools (YPICS) are required to carry Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the organization from claims that may arise from our operations pursuant to the Workers' Compensation Act. Workers' Compensation Insurance coverage must also include Employers Liability coverage.

Additionally, the school must carry Property and Liability Insurance which includes coverage for Crime Insurance, Cyber Liability, Professional Educators Errors and Omissions Liability coverage, Sexual Molestation and Abuse coverage, Employment Practices Legal Liability coverage and excess/umbrella insurance. YPICS have been a member of the *CharterSAFE* Joint Powers Authority (JPA) since 2012.

### ANALYSIS

Premiums have remained cost effective, and customer assistance and support are consistently excellent. The premium for 2022-2023 is \$209,484.

For Property and Liability (P & L), YPICS has remained with *CharterSafe* since 2012. In this new world of AB 218 (Child Sexual Assault), catastrophic wildfire devastation, and COVID-19, P & L insurance has seen a dramatic increase as insurance carriers leave California and options are few. The rates for 2022-2023 will likely see an increase, with the excess layer of insurance from SELF presenting the greatest increase. YPICS is a member of SELF through our *CharterSafe* membership.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve continuing to purchase Workers' Compensation Insurance and Employer's Liability coverage & Property and Liability Insurance from *CharterSAFE* (which includes all the insurances listed above).



## YPI CHARTER SCHOOLS

June 29, 2022

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

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

**SUBJECT: Recommendation to approve 2022-2023 YPICS Board of Directors**

### BACKGROUND

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

Dean Cho  
Sandra Mendoza  
Walter Njboke

### ANALYSIS

An Ad Hoc Board Selection Committee chaired by the Board Chair, worked with the Executive Director to determine the following recommendation for the Board of Directors for the 2022-2023 school year:

<b>Board Member</b>	<b>Term</b>
Mary Keipp	Community Representative Term Expires: 6/30/2023
Cesar Lopez	Community Representative Term Expires: 6/30/2023
Michael Green	Community Representative Term Expires: 6/30/2023
Sandra Mendoza	Community Representative Term Expires: 6/30/2024
Walter Njboke	Community Representative Term Expires: 6/30/2024
Dean Cho	Community Representative Term Expires: 6/30/24

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the slate of Directors recommended by the Ad Hoc Board Selection Committee.

# Coversheet

## Local Control and Accountability Plans for BCCS, MORCS and BCCHS

**Section:** VI. Items Scheduled For Action  
**Item:** A. Local Control and Accountability Plans for BCCS, MORCS and BCCHS  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

Recommendation to approve 2022-2023 Local Control and Accountability Plans (LCAPs) for Bert Corona Charter School, Bert Corona Charter High School and Monseñor Oscar Romero Charter School.pdf

BCCH 6-28 2022\_LCFF\_Budget\_Overview\_for\_Parents\_Bert\_Corona\_Charter\_School\_20220628.pdf

BCCH 6-28 LCAP Summary and Budget (4).pdf

2022\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_High\_School\_20220628.pdf

2022\_Supplement\_to\_Annual\_Update\_for\_2021-22\_LCAP\_Bert\_Corona\_Charter\_High\_School\_20220628.pdf

BCCS 6-28 2022\_LCFF\_Budget\_Overview\_for\_Parents\_Bert\_Corona\_Charter\_School\_20220628 (3).pdf

BCCS BRW105BAD1C4E5E\_000614 (2).pdf

2022\_Supplement\_to\_Annual\_Update\_for\_2021-22\_LCAP\_Bert\_Corona\_Charter\_School\_20220628 (3).pdf

2022\_Local\_Control\_and\_Accountability\_Plan\_Bert\_Corona\_Charter\_School\_20220628 (2).pdf

MORCS BRW105BAD1C4E5E\_000604 (2).pdf

2022\_Supplement\_to\_Annual\_Update\_for\_2021-22\_LCAP\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20220628 (2).pdf

MORCS 6-282022\_LCFF\_Budget\_Overview\_for\_Parents\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20220628 (1).pdf

2022\_Local\_Control\_and\_Accountability\_Plan\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20220628 (1).pdf



## YPI CHARTER SCHOOLS

June 29, 2022

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

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

**SUBJECT: Recommendation to approve 2022-2023 Local Control and Accountability Plans (LCAPs) for Bert Corona Charter School, Bert Corona Charter High School and Monseñor Oscar Romero Charter School**

### BACKGROUND

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

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

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

On February 28, 2022, the Board of Directors were presented with an update on the annual update to the 2021-22 LCAP and budget overview for parents. The update included the following:



1. A one-time Supplement to the Annual Update for the 2021-22 LCAP using the State Board approved template.
2. All available mid-year outcome data related to metrics identified in the 2021-22 LCAP
3. Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP
4. An update on the Budget Overview for Parents

## **ANALYSIS**

The following are elements of the 2022-23 LCAP for the purposes of review, adoption, and approval.

1. 2022-23 Budget Overview for Parents
2. 2021-22 Supplement
3. 2022-23 LCAP
4. Action Tables for the 2022-23 LCAP
5. Instructions for the LCAP Template

The LCAP describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies to share their stories of how, what and why programs and services are selected to meet their local needs.

The LCAP Federal Addendum is designed to supplement the LCAP to ensure schools meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The Executive Director, Chief Operating Officer and Executive Administrators of YPICS present these final LCAP documents after careful review and analysis of the work the schools have accomplished and plans for the new school year. The LCAPs for the three YPICS will be submitted to the Los Angeles County Office of Education by June 30, 2022.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the Local Control and Accountability Plans (LCAPs) for **Bert Corona Charter School, Bert Corona Charter High School and Monseñor Oscar Romero Charter School** as submitted.

## 2022-23 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Bert Corona Charter School
<b>CDS Code:</b>	CA
<b>LEA Contact Information:</b>	Name: Yvette King Berg Position: Executive Director Email: ykingberg@ypics.org Phone: (818) 305-2791
<b>Coming School Year:</b>	2022-23
<b>Current School Year:</b>	2021-22

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

<b>Projected General Fund Revenue for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,818,103
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,033,260
<b>All Other State Funds</b>	\$465,462
<b>All Local Funds</b>	\$1,163,389
<b>All federal funds</b>	\$1,330,212
<b>Total Projected Revenue</b>	\$6,777,166

<b>Total Budgeted Expenditures for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,671,236
<b>Total Budgeted Expenditures in the LCAP</b>	\$4,576,696
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,038,635
<b>Expenditures not in the LCAP</b>	\$2,094,540

<b>Expenditures for High Needs Students in the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$884,577
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$943,118

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2022-23 Difference in Projected Funds and Budgeted Expenditures</b>	\$
<b>2021-22 Difference in Budgeted and Actual Expenditures</b>	\$

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter School

CDS Code: CA

School Year: 2022-23

LEA contact information:

Yvette King Berg

Executive Director

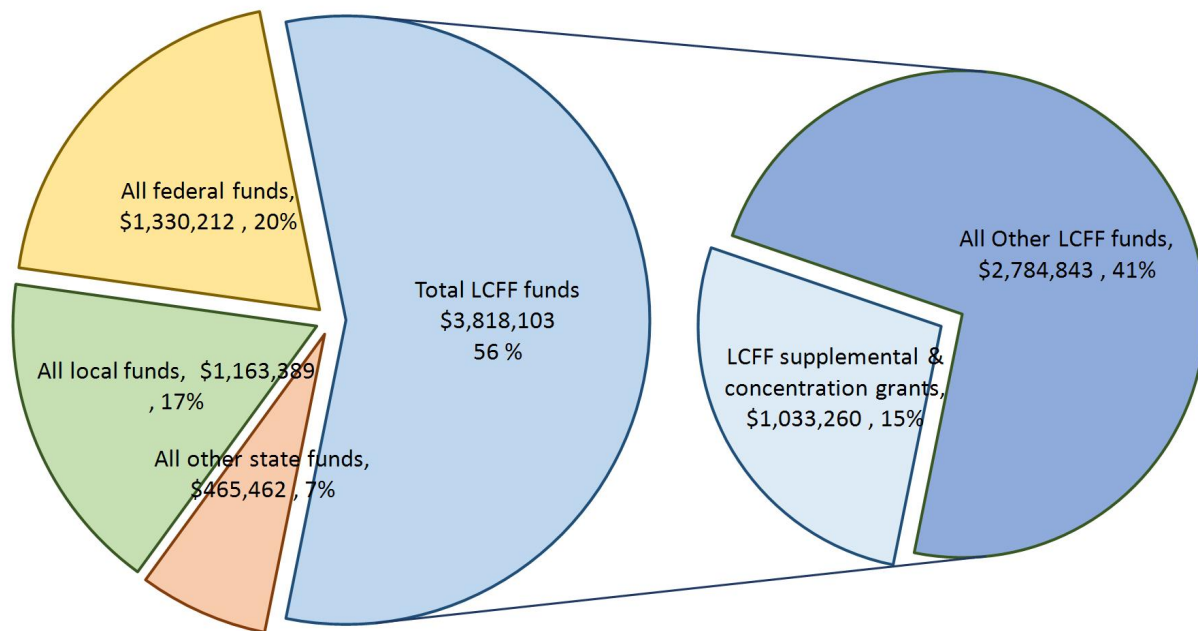
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2022-23 School Year

#### Projected Revenue by Fund Source



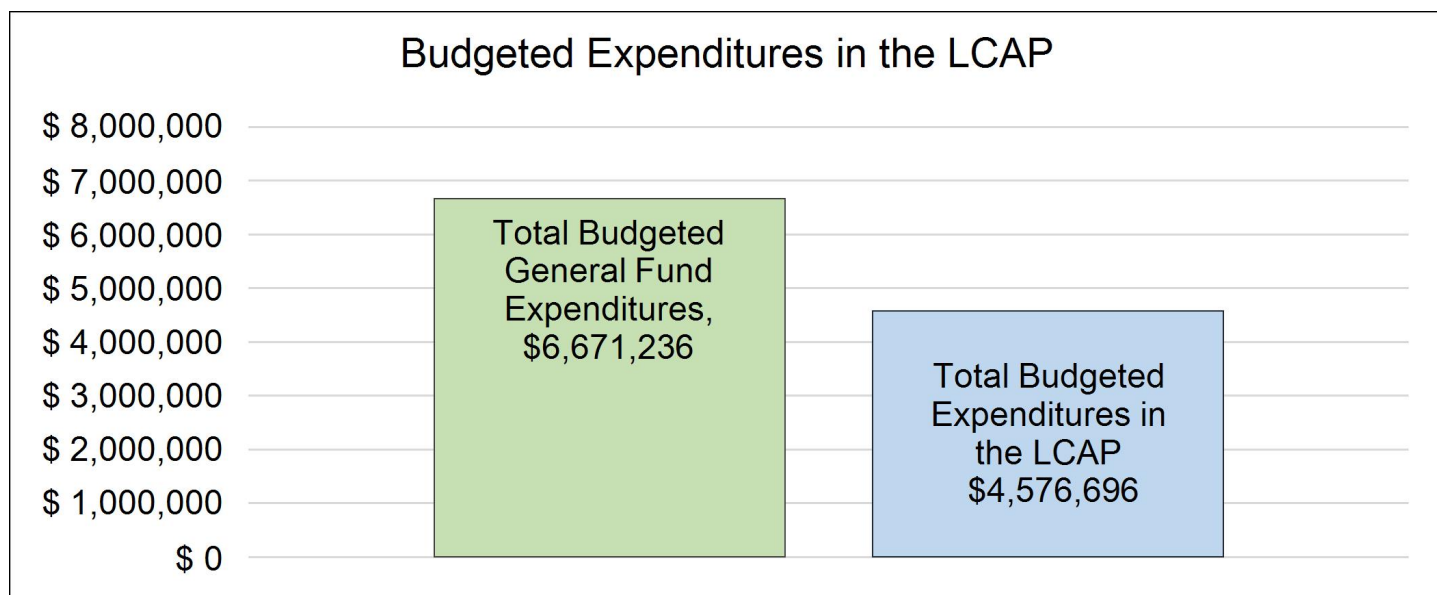
This chart shows the total general purpose revenue Bert Corona Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter School is \$6,777,166, of which \$3,818,103 is Local Control Funding Formula (LCFF), \$465,462 is other state funds, \$1,163,389 is local funds, and \$1,330,212 is federal funds. Of the \$3,818,103 in LCFF

Funds, \$1,033,260 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bert Corona Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter School plans to spend \$6,671,236 for the 2022-23 school year. Of that amount, \$4,576,696 is tied to actions/services in the LCAP and \$2,094,540 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

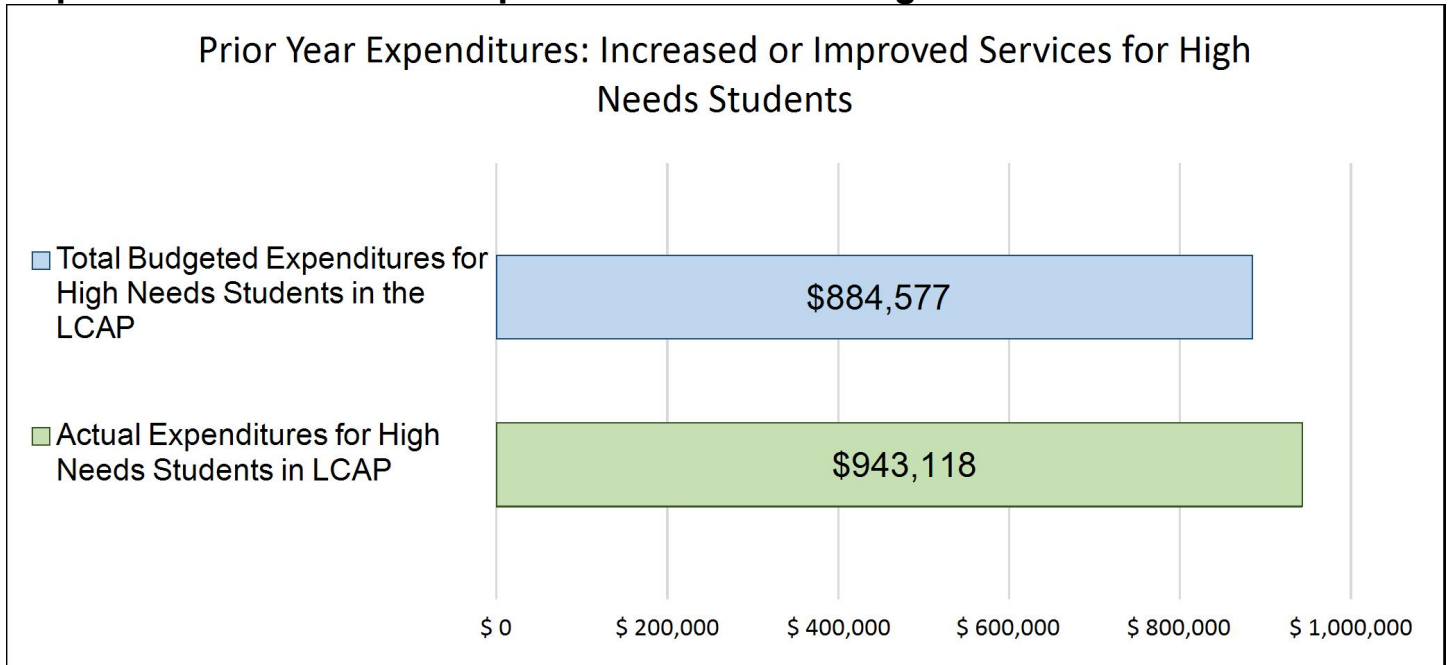
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bert Corona Charter School is projecting it will receive \$1,033,260 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter School plans to spend \$1,038,635 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Bert Corona Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Bert Corona Charter School's LCAP budgeted \$884,577 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent \$943,118 for actions to increase or improve services for high needs students in 2021-22.

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

Results 2021-2022 Student Achievement: Increase Student Achievement	2022-2023 Student Achievement: Increase Student Achievement	Results 2021-2022 Engagement: Student, teacher and parent engagement	2022-2023 Engagement: Student, teacher and parent engagement	Results 2021-2022 Basics: Provide an appropriate Basic Condition of Learning	2022-2023 Basics: Provide an appropriate Basic Condition of Learning
<p>Goal 1: Increase Student Achievement                      Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.                      (State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)</p>	<p>Goal 1: Increase Student Achievement                      Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.                      (State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)</p>	<p>Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.                      (State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p>Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.                      (State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p>Goal 3: Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.                      (State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>	<p>Goal 3: Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.                      (State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>
<p>2 Annual Progress on CA Dashboard (Status &amp; Change) Only 11<sup>th</sup> Graders are tests)</p> <p>English Language Arts                      Mathematics                      Chronic Absenteeism                      Suspension Rate                      English Learner Progress                      All Students                      Latino                      African American                      English Learners                      Economic                      2-3% growth on CAASP (UC Doorways A-G, WASC Accreditation)</p> <p>High School Graduation Rate</p>	<p>2- Annual Progress on CA Dashboard (Status &amp; Change) Only 11<sup>th</sup> Graders are tests)</p> <p>English Language Arts                      Mathematics                      Chronic Absenteeism                      Suspension Rate                      English Learner Progress                      All Students                      Latino                      African American                      English Learners                      Economic                      2-3% growth on CAASP (UC Doorways A-G, WASC Accreditation)</p> <p>High School Graduation Rate</p>	<p>Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)                      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>Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)</p>	<p>Use of Multi-tier schoolwide program (MTSS)                      2021-2022 Met:</p>	<p>Use of Multi-tier schoolwide program (MTSS)</p>
<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</p>	<p>Annual Progress on CA Dashboard (Status &amp; Change)                      Increase by 2-3% Verifiable <u>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</p>	<p>Engage parents &amp; students in decision making                      2021-2022: Met Continued engagement of parents in decision-making open communication on all levels.</p>	<p>Engage parents &amp; students in decision making</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation                      2021-2022 Met: 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers.</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p>

<p>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>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>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>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</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)  2021-2022 Met: 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</p>	<p>ADA rate above 84 % (Chronic Absenteeism)  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 ELs will have full access to CCSS- aligned curriculum as they develop EL proficiency.</p>



		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	100% of teachers and students will have access to State approved standards-based materials	Suspensions and Expulsion Rates Maintain below 1%  2021-2022 Met: <1% suspension and expulsion rate	Suspensions and Expulsion Rates Maintain below 1%	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 are clean and maintained in good repair.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.
100% 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.	100% of teachers and staff will be provided Professional Learning Teaching, social emotional learning and management strategies			School facilities are safe and secure 2021-2022 Met: School is safe and secure.	School facilities are safe and secure
100% of Student access to Broad Course of Study 2021-22 Met	100% of Student access to Broad Course of Study				
Advancement on ELPAC 2021-2022: Waiting for results on Reading Inventory	Advancement on ELPAC 2021-2022: Waiting for results on Reading Inventory				
EL Reclassification exceeds LAUSD 2021-2022: Waiting for results on Reading Inventory	EL Reclassification exceeds LAUSD				
2-3% growth on NWEA (Results indicate growth met and exceeded as follows)	2-3% growth on NWEA (Results indicate growth met and exceeded as follows)				
Met Growth Goals as presented above.					

**Budget Allocation for 2022-2023**

LCAP Goal 1			LCAP Goal 2			LCAP Goal 3		
Title	Description	Total Funds	Title	Description	Total Funds	Title	Description	Total Funds
1.1 Support to increase student academia achievement	Reading Specialist, Tutors; Specialist; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials.	\$302,871.00	2.1 Coordinator	The Coordinator of Operations will assist with the engagement of parents.	\$134,784.00	3.1 Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	\$2,028,544.00
1.2 Teacher Retention: Coaching Support	Ensure teacher retention remains high. Director of Instruction and 50% of Executive Administrator Provide consistent teacher observation, coaching, and mentoring support. Ensure teacher retention is increased.	197,407.00	2.2 Assistant Executive Administrator & Academic Counselor (SSC Team)	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV) The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	\$236,273.00	3.2 Professional Development	Development for all staff members. CCSS training will be embedded into professional development meetings. BTSA Training/ New Teacher Support (Title 2) . Backwards Design . Standards-Based Grading . Project-Based Learning . Service-Learning • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of Bert Corona Charter School's English Learner Plan • Whetstone Observation and Evaluation Process for teacher growth	24,037.00
			2.3 Student Activities	Student Activities to engage students in learning	11,261.00	3.3 Core Instructional Materials; Technology	Core Instructional Materials; Technology	56,650.00

			2.4 Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	18,000.00	3.4 Maintenance/Custodial/Security (2201)	Maintenance/Custodial/Security	55,042.00
						3.5 Technology Enhancement	Enhancement Additional Technology and IT Support to enhance the basic instructional program.	46,378.00
		\$500,278.00			\$400,318.00			\$2,210,651.00

**Total Allocation for LCAP \$3,111,247.00** (Includes Federal Funds)

Bert Corona Charter High School

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter High School

CDS Code: 19647330132126

School Year: 2022-23

LEA contact information:

Yvette King Berg

Executive Director

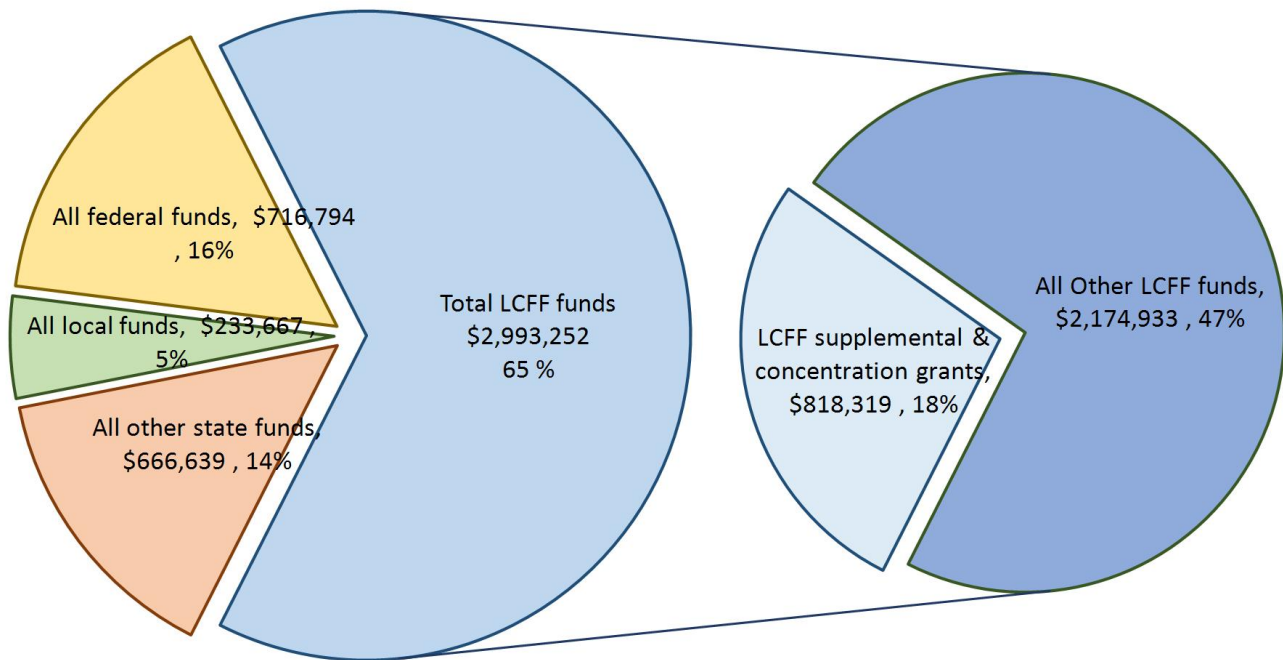
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



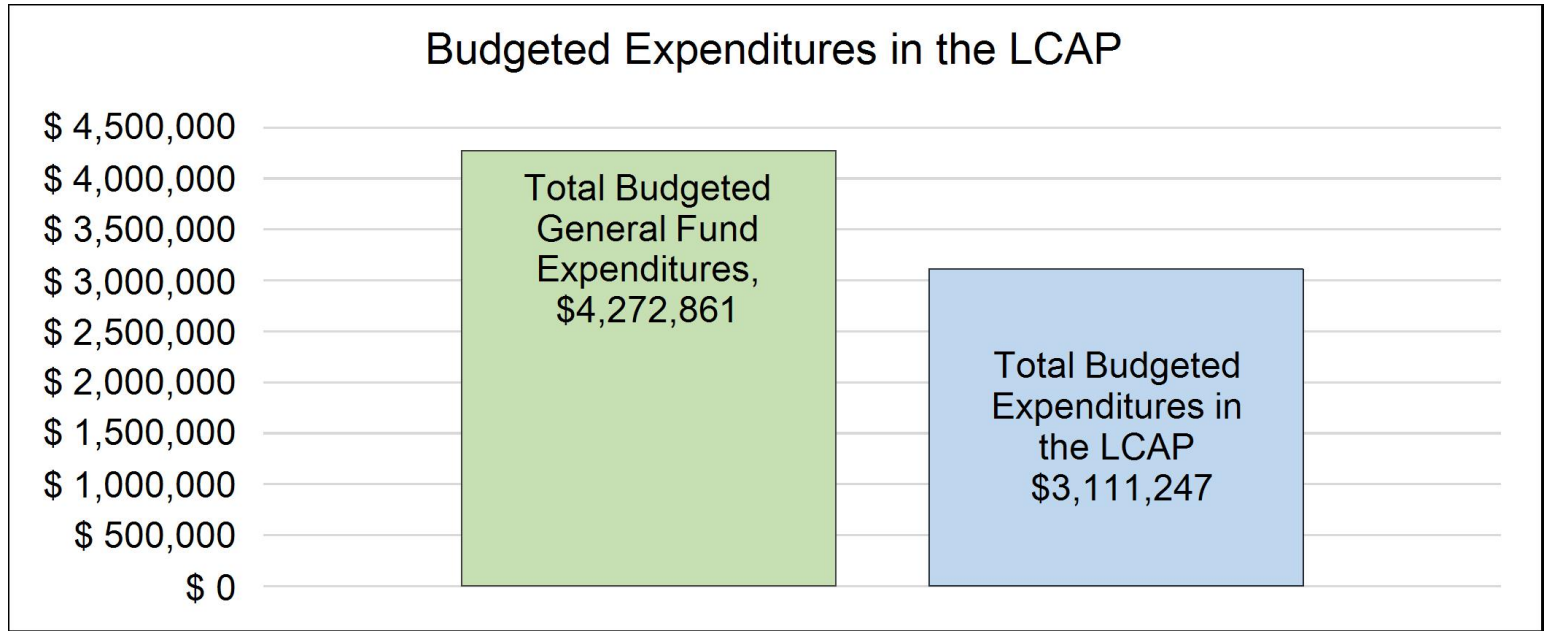
This chart shows the total general purpose revenue Bert Corona Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter High School is \$4,277,352, of which \$2,993,252 is Local Control Funding Formula (LCFF), \$666,639 is other state

funds, \$233,667 is local funds, and \$716,794 is federal funds. Of the \$2,993,252 in LCFF Funds, \$818,319 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bert Corona Charter High School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter High School plans to spend \$4,272,861 for the 2022-23 school year. Of that amount, \$3,111,247 is tied to actions/services in the LCAP and \$1,161,614 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

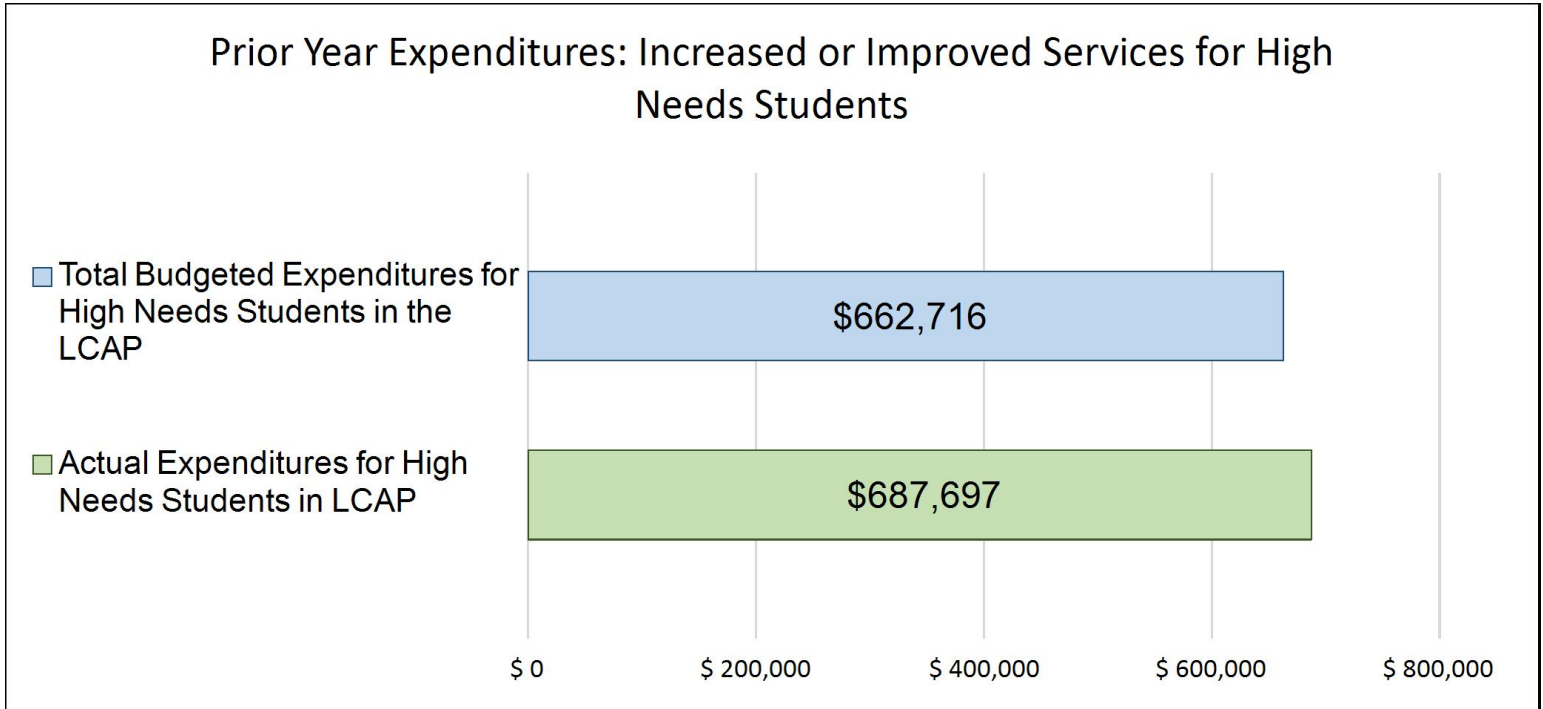
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bert Corona Charter High School is projecting it will receive \$818,319 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter High School plans to spend \$820,503 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Bert Corona Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Bert Corona Charter High School's LCAP budgeted \$662,716 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$687,697 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter High School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

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

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;



- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of NWEA data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.
- The Charter School will prioritize the following students for extended learning opportunities:
  - Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families;
  - Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year.

The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.
- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations.

Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services." All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person.

Charter School provides the public with an opportunity to provide comments and feedback and how The Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to [ykingberg@ypics.org](mailto:ykingberg@ypics.org)

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires 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, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary*

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Bert Corona Charter High School (BCCH and/or BCCHS) a Youth Policy Institute Charter School (YPICS), serves 200 students in the San Fernando Valley area of Los Angeles County. Represented with 98% Latino, .1% Black or African American, 1% Asian. 12.19% English Learners, 27% Students with Disabilities, and 80% of our students are on Free and Reduced Lunch.

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

**MISSION** The Bert Corona Charter High School early college program prepares urban students in grades 9-12 for academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

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

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

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

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

## Reflections: Successes

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

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

School Improvement Plans and Data Analysis Progress show the following:

Verifiable Data

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate
(Met/Not Met)	Frequency of Administration of	

Verified Data Assessment

1. NWEA MAPS (Reading) 11 Met 3x per school year
2. NWEA MAPS (Math) 11 Met 3x per school year

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/1yhZF1qVfm9qVA5M8YC4419OeLb1pev9o/view?usp=sharing>



Winter '21:

<https://drive.google.com/file/d/1UJKHfNAnqsbm3A3-jylPc4PiSL4tsQxs/view?usp=sharing>

Spring '22:

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

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.

11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities. This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was.

Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning in English, for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language.

We will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

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

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

School Adjusted Cohort Graduation Rate by (%)

Bert Corona Charter High 91.7%  
 Sun Valley High 81.1%  
 Arleta High 93.5%  
 John H. Francis Polytechnic 88%  
 Cesar Chavez Learning Academies Technology Preparatory Academy 87.0%  
 Resident Schools Median 87.5%

Los Angeles Unified 76.6%  
 (LAUSD Data Set 2019)

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

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

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

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

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

## Reflections: Identified Need

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

### Areas of Challenge:

#### Long Term English Learners (LTELs)

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

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

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

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

### Summary and Scope of Academic Action Plan

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

#### Data-Driven Instruction:

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

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

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

Mathematics Programs: XL Math is intended to be used for at least 3 hours per week by each student. The math teachers use XL as a supplemental resource and the UCCI-approved core math curriculum for each math class. They have been used during units to support the mathematical function. There is a point where Teachers can use the assignment option to give students access to the content they need at a particular point in time.

In evaluating Bert Corona Charter High's use of this program and from the available data gathered and used for teachers planning instruction, moving forward, teachers will ensure that Knowledge Checks will take place weekly. This allows teachers and students to have a streamlined approach with ongoing up-to-date data regarding student mastery of content in their XL Math courses.

## LCAP Highlights

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

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

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

Goal 1: Increase Student Achievement

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

Goal 3: Provide an appropriate Basic Condition for Learning

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Bert Corona Charter High School

### ***Support for Identified Schools***

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

Support is identified as follows:

1. Mathematics was identified as red by the California Department of Education's 5x by 5x and is being addressed by a new math adoption for 2019-2020
2. Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners' specific reading levels. Achieve, a computer-based program is provided to learners. Targets learners based on their Lexile levels provides informational texts and activities to foster comprehension and Lexile growth.
3. Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefits to learners. The team is using benchmark goals and consistently reviewing learners' progress towards meeting their IEP goals.

4. Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to establish the foundational skills for learners to progress through the program successfully. Enrichment is provided to learners in mathematics and intervention through additional periods of math instruction provided through electives. Learners in these electives are grouped based on their math levels and receive targeted instruction.
5. Learners through after-school intervention programs receive targeted Mathematics instruction through a gamified computer-based intervention.
6. Using Data to drive instruction
  - using conference and rotations in the classroom
  - Assess math and ELA programs, recommit to or acquire a new curriculum to meet the needs of students with special needs
  - strong observation and feedback cycle of instruction
  - Instructional leadership training
7. In addition, the use of the NWEA program, which is, based on actionable insights, engaging instruction, and a proven program that offers diagnostic results for a class, instructional groupings, diagnostic results for a student, serves as an overall standard of mastery indicator.
8. The NWEA program is neither credit-bearing nor degree-bearing. The program does not lead to any certification or licensure. Upon participant request, Relay will furnish a letter attesting to the number of hours a participant has attended at the end of each term.
9. Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full-year program.

### ***Monitoring and Evaluating Effectiveness***

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

Administrative Team monitored and evaluated the implementation and effectiveness of CSI plan to support student and school improvement. This process will be conducted through the implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. In addition Bert Corona Charter High School will use of the NWEA diagnostic process to replace NWEA

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

Academic & Instruction: School Culture & Climate Operations & Safety

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

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

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

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

The impact of these consultations provided an opportunity for all stakeholders to become involved and contribute to Bert Corona Charter HS'

successes.

The involvement of all stakeholders has been a tiered process that provides the opportunity for all teachers, administrators, Board Members, parents, community members, and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The Bert Corona Charter HS will review all internal data on an ongoing basis, benchmarks, i-Ready/NWEA, SFA, Achieve 3000, Illuminate assessments and other internally created documents and processes, Teachers assessments, grades, and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advice about the LCAP process and implementation.

All feedback was collected, synthesized, and organized to inform draft LCAP.

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

School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

Course Grades

Attendance Reports

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

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

A summary of the feedback provided by specific educational partners.

Feedback report shows high-level feedback for every survey theme asked of each stakeholder group. In the Alignment Across Groups section, the report introduces the survey themes included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: engagement, relationships, and culture. The report examines each theme and question asked across stakeholder groups in greater detail in the subsequent sections. This report does not include data on all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

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



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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	100% of students have access to a broad course of study	100% of students have access to a broad course of study			Increased student performance as monitored by NWEA scores show improvement from the start of the year to current
English Language Arts- Proficiency	All: 38.09% Latino: 38.71 SED: 41.82 SWD: 20.00	NWEA indicate 11 grade students at grade level from 50% to 61% a growth of 11%			NWEA indicate 11 grade students at grade level from 50% to 61% a growth of 11%  Dashboard All: 38.09% Latino: 38.71 SED: 41.82 SWD: 20.00 expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.
Mathematics Proficiency	All: 12.90%  Latino: 13.12	NWEA indicate 11 grade students at grade level from 40%			NWEA indicate 11 grade students at grade level from 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED: 12.96 SWD: 6.67</p> <p>The schoolwide Dashboard Math Indicator color is orange. Bert Corona High School’s 2019 Average DFS was - 109.3,</p>	<p>to 50% a growth of 10%</p>			<p>to 50% a growth of 10%</p> <p>Dashboard 11th graders</p> <p>All: 12.90%</p> <p>Latino: 13.12 SED: 12.96 SWD: 6.67</p> <p>The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.</p>
<p>Access NWEA assessment and technology</p>	<p>ELA: 50% Math: 40%</p> <p>Increased student performance as monitored by NWEA scores show improvement from start of the year to current</p>	<p>ELA: 61% Math: 50%</p> <p>Increased student performance as monitored by NWEA scores show improvement from start of the year to current</p>			<p>ELA: 61% Math: 50%</p> <p>Increased student performance as monitored by NWEA scores show improvement from start of the year to current</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learner proficiency	Schoolwide percentage of English Learner Progress making progress towards English proficiency was 280%, which was lower than the state at 48.3%. No color assigned for the ELPI on the Dashboard Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)	Due to Pandemic access to needed support was not available. A Reading Specialist has been hired to assist teachers and students in ELD.			English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)
EL Reclassification	Reclassification 23.5%	N/A			Reclassification 23.5%
Students with IEPs proficiency	Increase Students with IEPs on SBAC by 1% or more per year.	Due to Pandemic access to needed support was not available. A Reading Specialist has been hired to assist teachers and students in effective strategies.			Increase Students with IEPs on SBAC by 1% or more per year.
Next Generation Science	All: 17.07%	N/A			All: 17.07%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.				Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support to increase student academic achievement	Reading Specialist, Tutors; Specialist; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials.	\$302,871.00	Yes
1.2	Teacher Retention: Coaching Support	Ensure teacher retention is increased.  Executive Administrator, Lead Teacher Stipends Provide consistent observation, coaching, and mentoring support	\$197,407.00	Yes

## Goal Analysis [2021-22]

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

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

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None noted

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

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 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.



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

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.

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. 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.

### 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.

BCCH's implementation of its LCAP and 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 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%

BCCH will work in making 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 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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordinator of Operations and Operations Team	The Coordinator of Operations will assist with the engagement of parents.	\$134,784.00	Yes
2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	\$236,273.00	Yes
2.3	Student Activities	Student Activities to engage students in learning	\$11,261.00	Yes
2.4	Enrollment and Outreach- Schola and Increase ADA	Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	\$18,000.00	Yes

## Goal Analysis [2021-22]

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

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

As previously stated the effect of the Pandemic caused by COVID-19 where distance learning took place and returning to in-classroom instruction changed instructional deliver, however refocused on students socio-emotional well being did cause administrators, teachers, students and parents to refocus on addressing all needs immediately, helping learners learn.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

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

The following actions were used and intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Reduce class size to implement evidence-based activities to meet the comprehensive needs of students;
- Provided in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students received additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of NWEA data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.
- The Charter School will prioritize the following students for extended learning opportunities:
  - Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families;
  - Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.



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

Attendance was reevaluated as follows: Enrollment

1. Held meetings with the Operations team along with BCCH has with the YPICS Director of Marketing in declined from the spring/summer of 2022.
2. Use specific strategic planning to address the school's vision and goal(s) for outreach (2021-22) and enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar, which includes quarterly check-ins to ensure that the implementation is successful. Suspensions-Continuing to 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.
3. Through the use of PBIS, BCCH' staff 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.
4. Use of the MTSS process staff meets 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.
5. Use 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.
6. These combined use of effective research-based strategies and programs reflect that efforts have resulted in the following downward trend of suspensions: The BCCH 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 that we have already articulated in previous questions. Monitoring, modifying and 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 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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Inspection Lists with > 90% of items in compliance or good standing	practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).	practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).			practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).
Graduation Rate	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)			N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)%
College and Career	% AP Exams 3 or better (2018-19) 53.7%	% AP Exams 3 or better (2018-19) 53.7%			% AP Exams 3 or better (2018-19) 53.7%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	\$2,028,544.00	No
3.2	Professional Development	Professional Development for all staff members  CCSS training will be embedded into professional development meetings. BTSA Training/ New Teacher Support (Title 2) . Backwards Design . Standards-Based Grading	\$24,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>. Project-Based Learning</li> <li>. Service-Learning                             <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of BCCH English Learner Plan</li> <li>• Whetstone Observation and Evaluation Process for teacher growth</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social SFA Training, Coaching, and Support (Title 3)</li> </ul> </li> <li>Science                             <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using NWEA, iReady, Infinite Campus/Thinking Nation Writing Assessment Programs</li> <li>• Strategies for SWD to access core curriculum in the general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> </ul> </li> <li>Challenging, Engaging, and Empowering Students with Deeper Instruction</li> </ul>		
3.3	Core Instructional Materials; Technology	<p>Core Instructional Materials; Technology provided to all students.</p> <p>Standards-based instructional materials specific to the content area and grade level are provided to and implemented by teachers. All students have access to SBE-adopted and standards-aligned instructional materials specific to the content area and grade level are</p>	\$56,650.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>provided and implemented by teachers. Intervention and acceleration materials are used to benchmark students, assess gaps in knowledge, and provide differentiated remedial work to help students grade ELA and mathematics.</p> <p>BCCH conducts ongoing professional development connected to the state standards and curriculum and delivery of instruction.</p> <p>SFA Materials (Title 3)</p>		
3.4	Supervision and Safety	Supervision and Safety	\$55,042.00	No
3.5	Technology Enhancement	Additional Technology and IT Support to enhance the basic instructional program.	\$46,378.00	No

## Goal Analysis [2021-22]

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

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

BCCH 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 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.

The BCCH team developed strategies for improvement academic achievement in all areas with a focus on English Language Arts and ELD

BCCH met during the Spring of 2022 (Ongoing implementation, monitoring and focused on the use of strategic planning)-Use of developed strategic planning

2. Exceeded standard process to identify a specific vision and goal(s) for math proficiency (overall and for resource CAASPP compared students) in 22-23.

3. The team determined a detailed action plan including quarterly results.

4. Quarterly check-ins to ensure that students are reading evaluation of the implementation and monitoring of student academic achievements

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

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

LCAP implementation are working very well:

Collection of verified data (using NWEA diagnostics) demonstrating significant growth in reading and math over the last 3 years: Utilizing research-based instructional strategies. This year, our instructional team focused on the following strategies through professional development as well as coaching:

1. Sharing examples 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.

2. Providing structured checks for understanding that allow the teacher to get a “snapshot” of students’ progress towards the learning objective. These class-wide “cfu”s allow the teacher to 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.

3. 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.

4. Continued focus 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.

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

The process of addressing changes has been modified as follows: The BCCH 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 that we have addressed. Monitoring. Modifying and 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 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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$818,319	\$99,895

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.63%	0.00%	\$0.00	37.63%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

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

Goal 1: Action 1--Planned services for this action item include Reading Specialist Teacher, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include 75% of the Executive Administrator and Lead Teacher Stipends to focus on coaching/mentoring support for teachers.

Goal 2: Action 1 --Planned services for this action item include a Coordinator of Operations and the operations team to assist with the engagement of parents.

Goal 2: Action 2--Planned services for this action item include the Program Coordinator and Operations Team will focus on attendance, the School Climate & Culture (SCC) Team (the Assistant Executive Administrator and the Academic Counselor) will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

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

Goal 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.

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

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

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

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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

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

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

- Predictability
- Flexibility
- Connection
- Empowerment

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

FY 22-23, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. As stated above the Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level, UC Doorway approved (WASC) instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

Engagement of Parents and stakeholders in providing access to their student's academic and social achievements.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:43
Staff-to-student ratio of certificated staff providing direct services to students		1:13

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,007,117.00			\$104,130.00	\$3,111,247.00	\$2,966,932.00	\$144,315.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Support to increase student academic achievement	English Learners Foster Youth Low Income	\$302,871.00				\$302,871.00
1	1.2	Teacher Retention: Coaching Support	English Learners Foster Youth Low Income	\$197,407.00				\$197,407.00
2	2.1	Coordinator of Operations and Operations Team	English Learners Foster Youth Low Income	\$134,784.00				\$134,784.00
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	English Learners Foster Youth Low Income	\$146,180.00			\$90,093.00	\$236,273.00
2	2.3	Student Activities	English Learners Foster Youth Low Income	\$11,261.00				\$11,261.00
2	2.4	Enrollment and Outreach- Schola and Increase ADA	English Learners Foster Youth Low Income	\$18,000.00				\$18,000.00
3	3.1	Salaries and Benefits	All	\$2,028,544.00				\$2,028,544.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	\$10,000.00			\$14,037.00	\$24,037.00
3	3.3	Core Instructional Materials; Technology	All	\$56,650.00				\$56,650.00
3	3.4	Supervision and Safety	All	\$55,042.00				\$55,042.00
3	3.5	Technology Enhancement	All	\$46,378.00				\$46,378.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,174,933	\$818,319	37.63%	0.00%	37.63%	\$820,503.00	0.00%	37.73 %	<b>Total:</b>	\$820,503.00
								<b>LEA-wide Total:</b>	\$820,503.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support to increase student academic achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$302,871.00	
1	1.2	Teacher Retention: Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$197,407.00	
2	2.1	Coordinator of Operations and Operations Team	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bert Corona Charter High School 9-12	\$134,784.00	
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$146,180.00	
2	2.3	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$11,261.00	
2	2.4	Enrollment and Outreach-Schola and Increase ADA	Yes	LEA-wide	English Learners Foster Youth		\$18,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Professional Development	Yes	LEA-wide	Low Income English Learners Foster Youth Low Income		\$10,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,258,402.00	\$2,309,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	\$217,738.00	\$236,117
1	1.2	Teacher Retention: Coaching Support	Yes	\$118,133.00	\$118,133
2	2.1	Coordinator of Operations and Operations Team	Yes	\$151,933.00	\$159,206
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	\$221,729.00	\$221,729
2	2.3	Student Activities	Yes	\$2,000.00	\$10,270
2	2.4	Enrollment and Outreach- Schola and Increase ADA	Yes	\$15,000.00	\$18,000
3	3.1	Salaries and Benefits	No	\$321,525.00	\$1,390,770
3	3.2	Professional Development	Yes	\$25,261.00	\$25,261
3	3.3	Core Instructional Materials; Technology	No	\$43,689.00	\$43,689
3	3.4	Supervision and Safety	No	\$51,653.00	\$55,283



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	\$89,741.00	\$31,350
4	4.1				

### 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$685,108	\$662,716.00	\$687,697.00	(\$24,981.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	\$217,738.00	\$236,117		
1	1.2	Teacher Retention: Coaching Support	Yes	\$118,133.00	\$118,133		
2	2.1	Coordinator of Operations and Operations Team	Yes	\$151,933.00	\$159,206		
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	\$147,912.00	\$135,971		
2	2.3	Student Activities	Yes	\$2,000.00	\$10,270		
2	2.4	Enrollment and Outreach-Schola and Increase ADA	Yes	\$15,000.00	\$18,000		
3	3.2	Professional Development	Yes	\$10,000.00	\$10,000		

### 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,672,177	\$685,108	0	40.97%	\$687,697.00	0.00%	41.13%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

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



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

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

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

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

### **Actions Provided on a Schoolwide Basis:**



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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.



- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

## 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/1yhZF1qVfm9qVA5M8YC4419OeLb1pev9o/view?usp=sharing>

Winter '21:

<https://drive.google.com/file/d/1UJKHfNAnqsbm3A3-jylPc4PiSL4tsQxs/view?usp=sharing>

Spring '22:

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

4. 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 Grade SpEd on or ^GL</b>	<b>11th Grade ELL on or ^GL</b>	<b>11th Grade Hispanic/Latino on or ^GL</b>	<b>11th Grade Cohort on or ^GL</b>	<b>11th Grade Cohort Participation Rate for Each Subtest</b>
Fall Math - Sept	10%	0%	40%	40%	94%
Winter Math - Dec	10%	0%	43%	43%	96%
Spring Math - May	<b>18%</b>	0%	<b>50%</b>	<b>50%</b>	<b>96%</b>
Fall Reading - Sept	0%	0%	50%	50%	94%
Winter Reading - Dec	0%	20%	57%	57%	92%
Spring Reading - May	<b>33%</b>	10%	<b>61%</b>	<b>61%</b>	<b>98%</b>

“on or ^GL” means “On or Above Grade Level”

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

11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities.

This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was.

Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning *in English*, for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language.

We will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

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.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter High School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

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

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

- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of NWEA data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.
- The Charter School will prioritize the following students for extended learning opportunities:
  - Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families;
  - Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;

- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year.

The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.
- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.



Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations. Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services." All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person. Charter School provides the public with an opportunity to provide comments and feedback and how The Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to [ykingberg@ypics.org](mailto:ykingberg@ypics.org)

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires 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, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

**Impact of the 2021/22 Budget Act on the Budget Overview for Parents**

**Local Educational Agency (LEA) name:** Bert Corona Charter High School

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	2nd Interim Projection	Difference	Comments
Total LCFF funds	\$ 2,454,619.57	\$ 2,543,651.57	\$ 89,032.00	Higher Due to increase in Concentration funding
LCFF supplemental & concentration grants	\$ 648,885.22	\$ 735,604.11	\$ 86,718.89	Higher Due to increase in Concentration funding
All other state funds	\$ 279,591.14	\$ 282,594.55	\$ 3,003.41	BCHS is still developing plans for new funding included in the 2021 Budget act - A-G Completion Grant. As a result, neither revenue nor expense is included in the projections. Educator Effectiveness funds will be spent in future years and are also not reflected in the projections.
All local funds	\$ 143,692.00	\$ 509,943.31	\$ 366,251.32	Higher due to PPP Loan Forgiveness
All federal funds	\$ 488,657.58	\$ 308,441.99	\$ (180,215.59)	Lower due to deferral of use of ESSER II funds to FY22-23
Total Projected Revenue	\$ 3,366,560.28	\$ 3,644,631.42	\$ 278,071.14	
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>	<b>Original</b>	<b>Current</b>	<b>Difference</b>	<b>Comments</b>
Total Budgeted General Fund Expenditures	\$ 3,364,824.42	\$ 3,513,585.24	\$ 148,760.82	

BCCHS Academic Progress Check  
Board Academic Subcommittee  
January 24, 2022





## Reading Intervention Data



Fall '21 to Winter '21 MAPS Lexile Growth and Grade-Level Reading Equivalent Growth.

D	E	F	G	H	I	J	K	L
Current Student Grade Level	MAPS F '21 Lexile	Reading Equivalent Grade Level - Fall '21	MAPS W'21-21	Reading Equivalent Grade Level - Winter '21	Lexile Growth			
11th	820L - 970L	4th - 5th	1150L - 1300L	9th - 10th	330L			
9th	725-875	4th - 5th	820L - 970L	4th - 5th	95 L	Winter - Grade level band maintained from Fall.	37.50%	
11th	725-825	4th - 5th	800L - 950L	4th - 5th	75L			
9th	590-740	2nd - 3rd	610L - 760L	2nd - 3rd	20 L	Winter - Grew one grade level band.	29.20%	
9th	455-605	2nd - 3rd	1035L - 1185L	9th - 10th	580 L	+ = >	54.20%	
10th	590-740	2nd - 3rd	900L - 1050L	6th - 8th	310 L	Winter - Grew multiple grade level bands.	25%	
9th	650-800	2nd - 3rd	650L - 800L	2nd - 3rd	-----			
9th	515-665	2nd - 3rd	705L - 855L	4th - 5th	210L	Winter - Regressed one grade level band.	4%	
9th	995-1105	6th - 8th	995L - 1145L	6th - 8th	40 L			
9th	780-930	4th - 5th	780L - 930L	4th - 5th	-----	Winter - Missing Winter MAPS Exam	4%	
9th	745-895	4th - 5th	830L - 1030L	6th - 8th	135 L		99.70%	
9th	590-740	2nd - 3rd	780L - 930L	4th - 5th	190 L			
10th	1015-1165	9th - 10th	1170L - 1320L	11th - CCR	155 L			
10th	915-1065	6th - 8th	800L - 950L	3th - 5th	-115			
11th	780-930	4th - 5th	1015L - 1165L	9th - 10th	235 L			
9th	840-990	4th - 5th	955L - 1105L	6th - 8th	115 L			
9th	685 - 835	2nd - 3rd	550L - 700L	2nd - 3rd	-135			
11th	800-950	4th - 5th	840L - 990L	4th - 5th	40L			
10th	590 - 740	2nd - 3rd	955L - 1105L	6th - 8th	365 L			
11th	550-700	2nd - 3rd	1015L - 1165L	9th - 10th	465 L			
10th	935 - 1085	6th - 8th	915L - 1065L	6th - 8th	-20			
9th	495-695	2nd - 3rd	absent		not finished			
10th	685 - 835	2nd - 3rd	1185-1335	11th - CCR	500 L			
9th	665-815	2nd - 3rd	780L - 930L	4th - 5th	115 L			





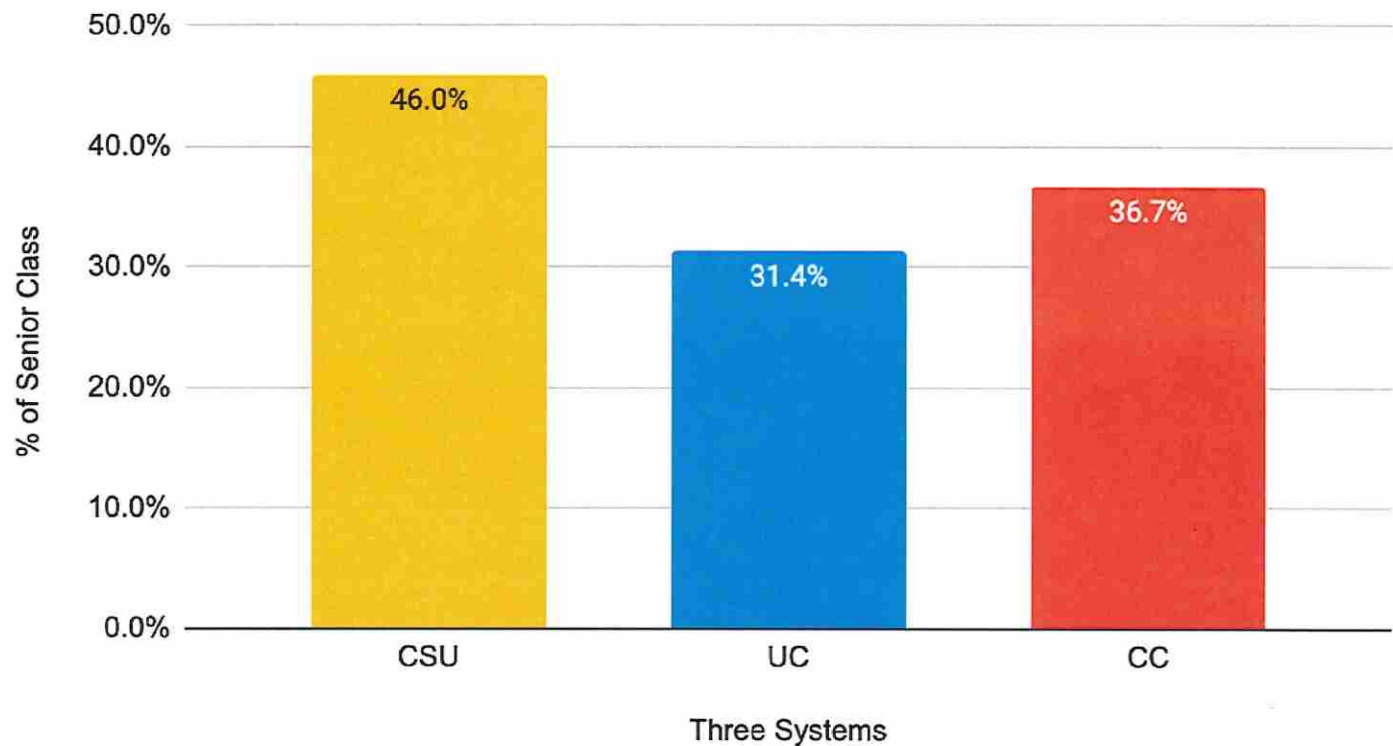
## BCCHS College-Going Data

College App GPA by Graduating Cohort – BCCHS 02/28/2022	
<b>CSU Qualifying GPA at the end of Grade 11</b> 9 of 18 students 50%	2018
<b>CSU Qualifying GPA at the end of Grade 11</b> 23 of 58 students 40%	2019
<b>CSU Qualifying GPA at the end of Grade 11</b> 37 of 84 students 44%	2020
<b>CSU Qualifying GPA at the end of Grade 11</b> 23 of 58 students 40%	2021
<b>CSU Qualifying GPA at the end of Grade 11</b> 16 of 35 students 48%	2022



Class of  
2022  
College  
Applications

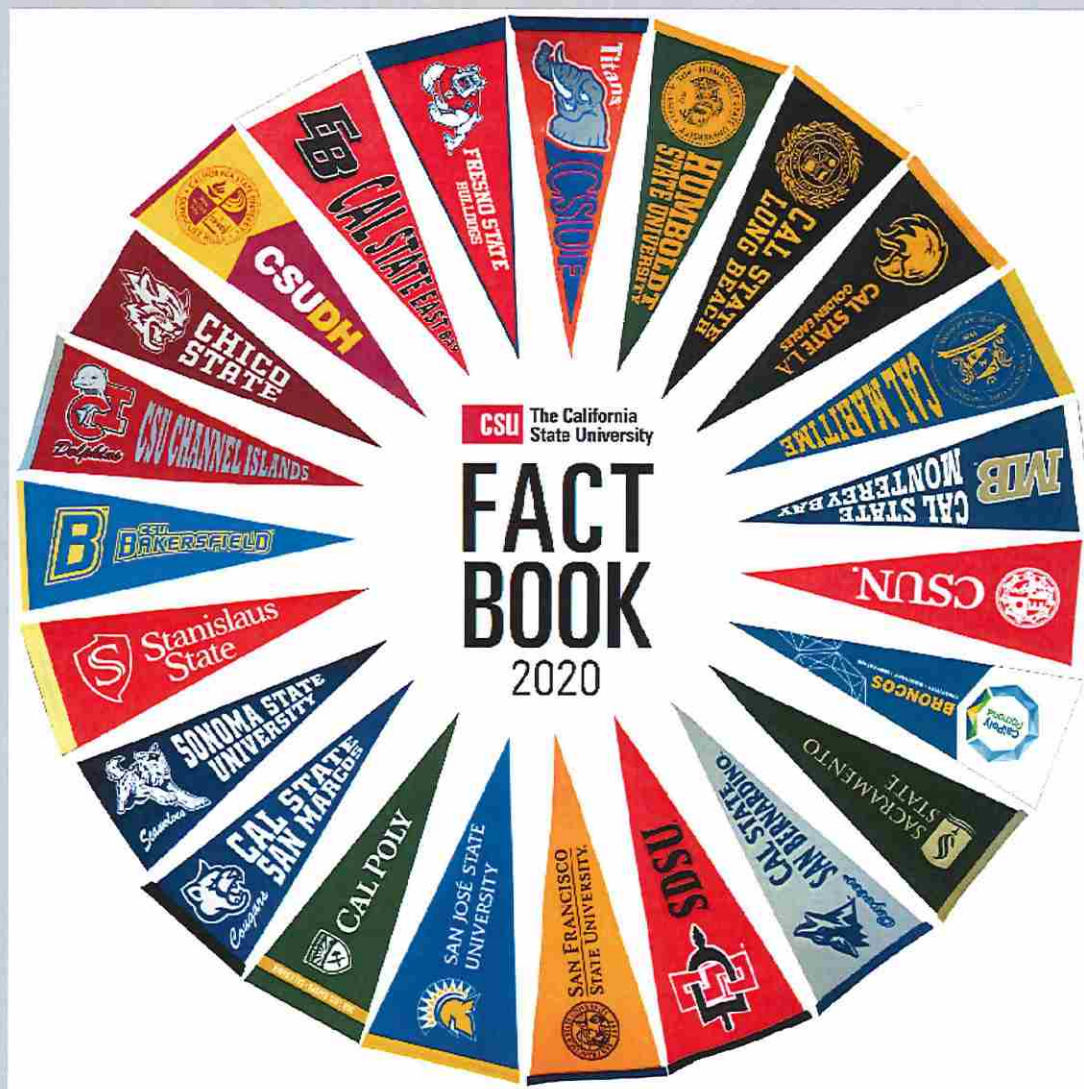
### App. Completion for Three Systems





The first acceptance letters offering BCCHS Knights Fall 2022 admission to 4-year universities have come from:

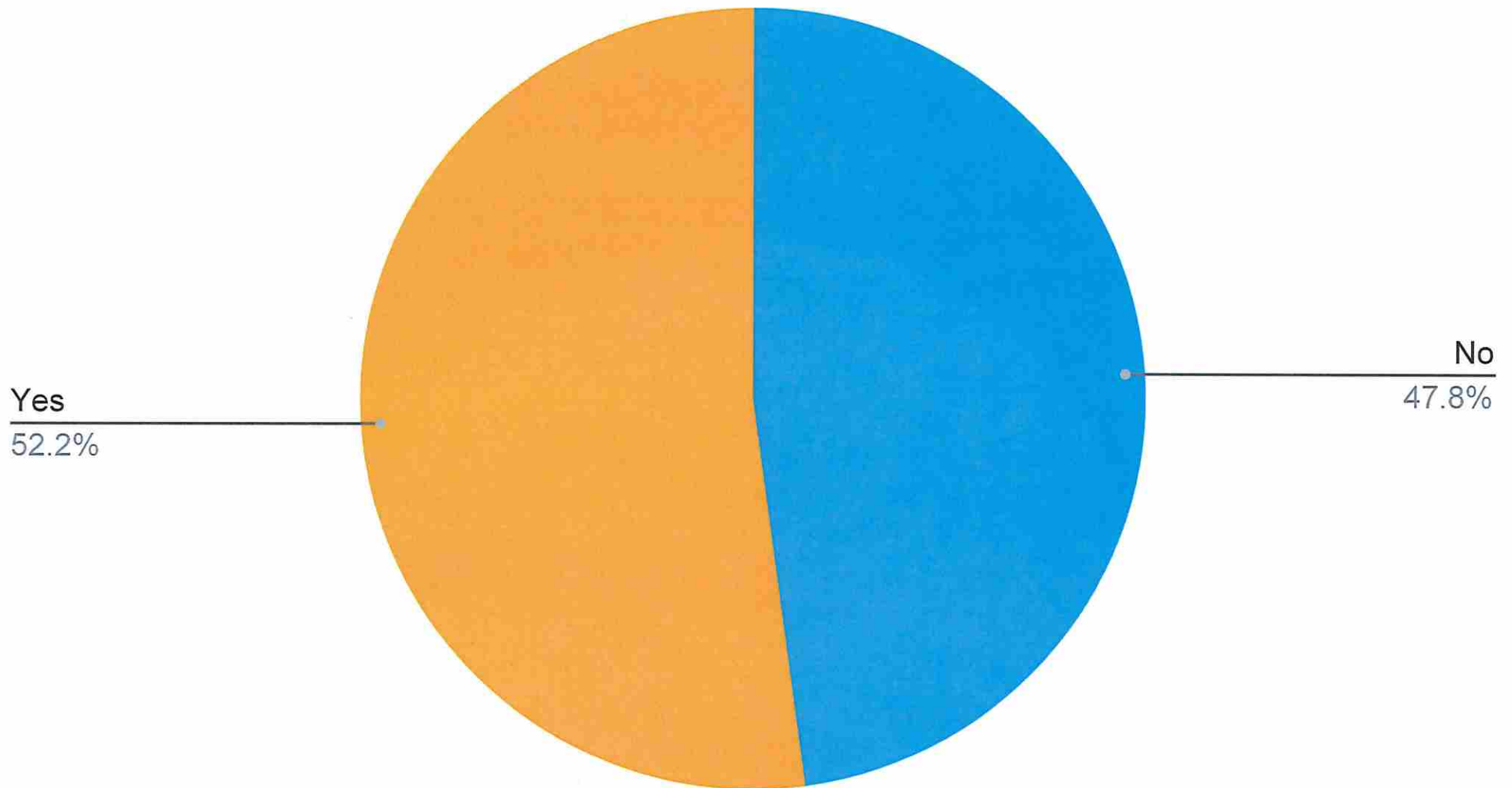
- CSU San Bernadino
- CSU San Marcos
- CSU Channel Islands
- CSU Northridge
- CSU Monterey Bay
- CSU East Bay



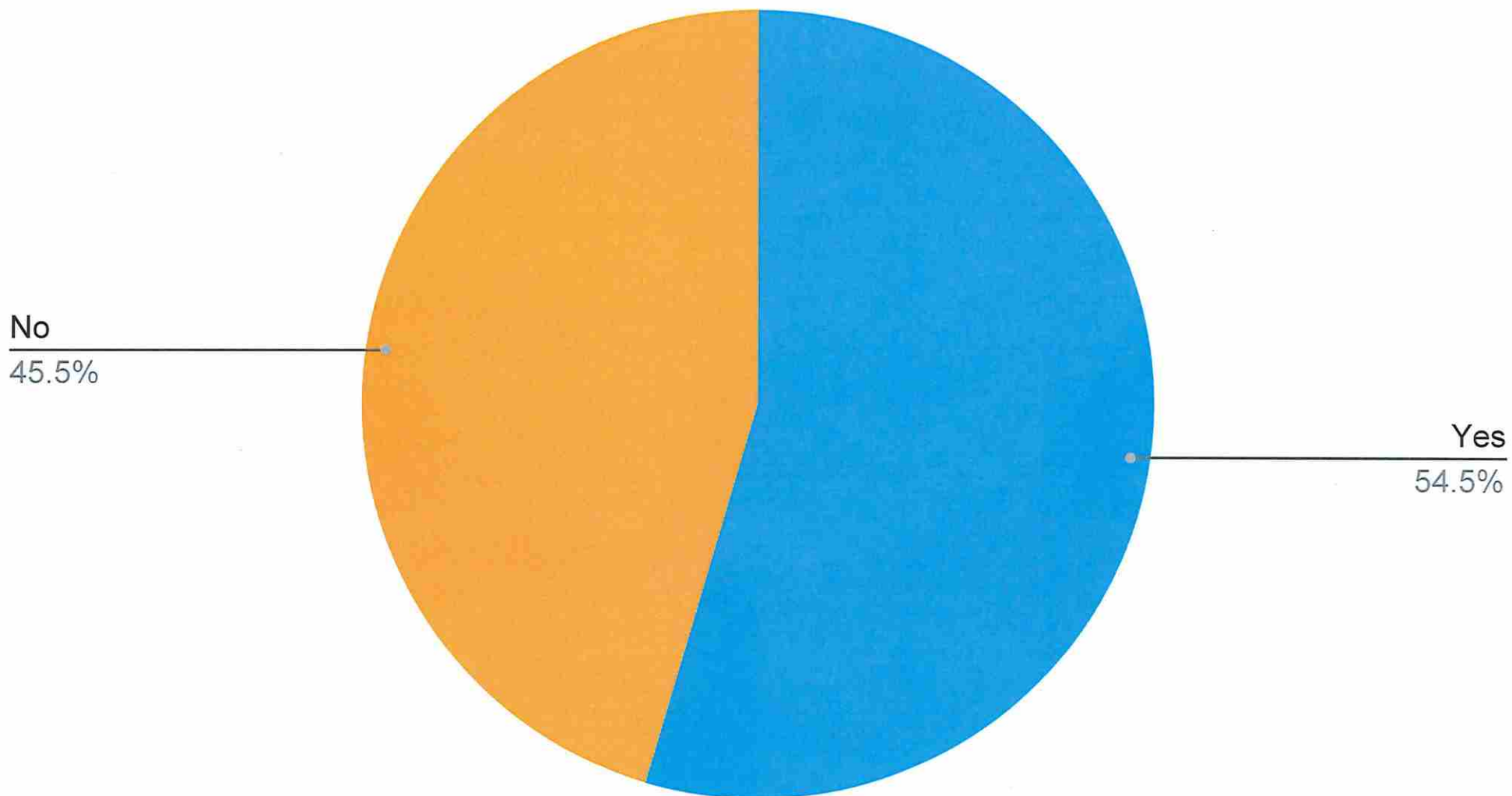


## BCCHS Fall '21 to Winter '21 MAPS Growth Data

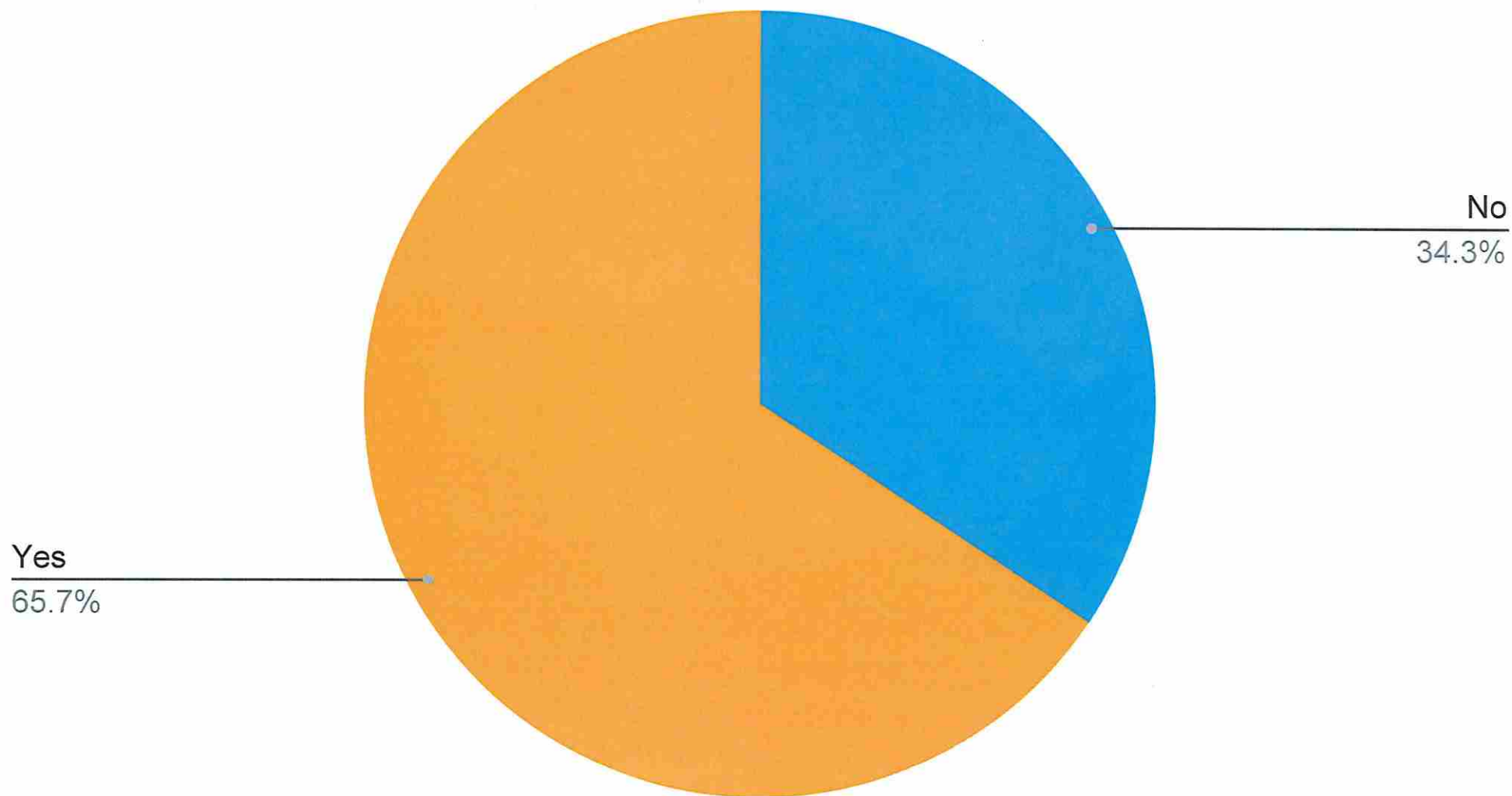
## Male: Reading Growth Projection Met



## Female: Reading Growth Projection Met

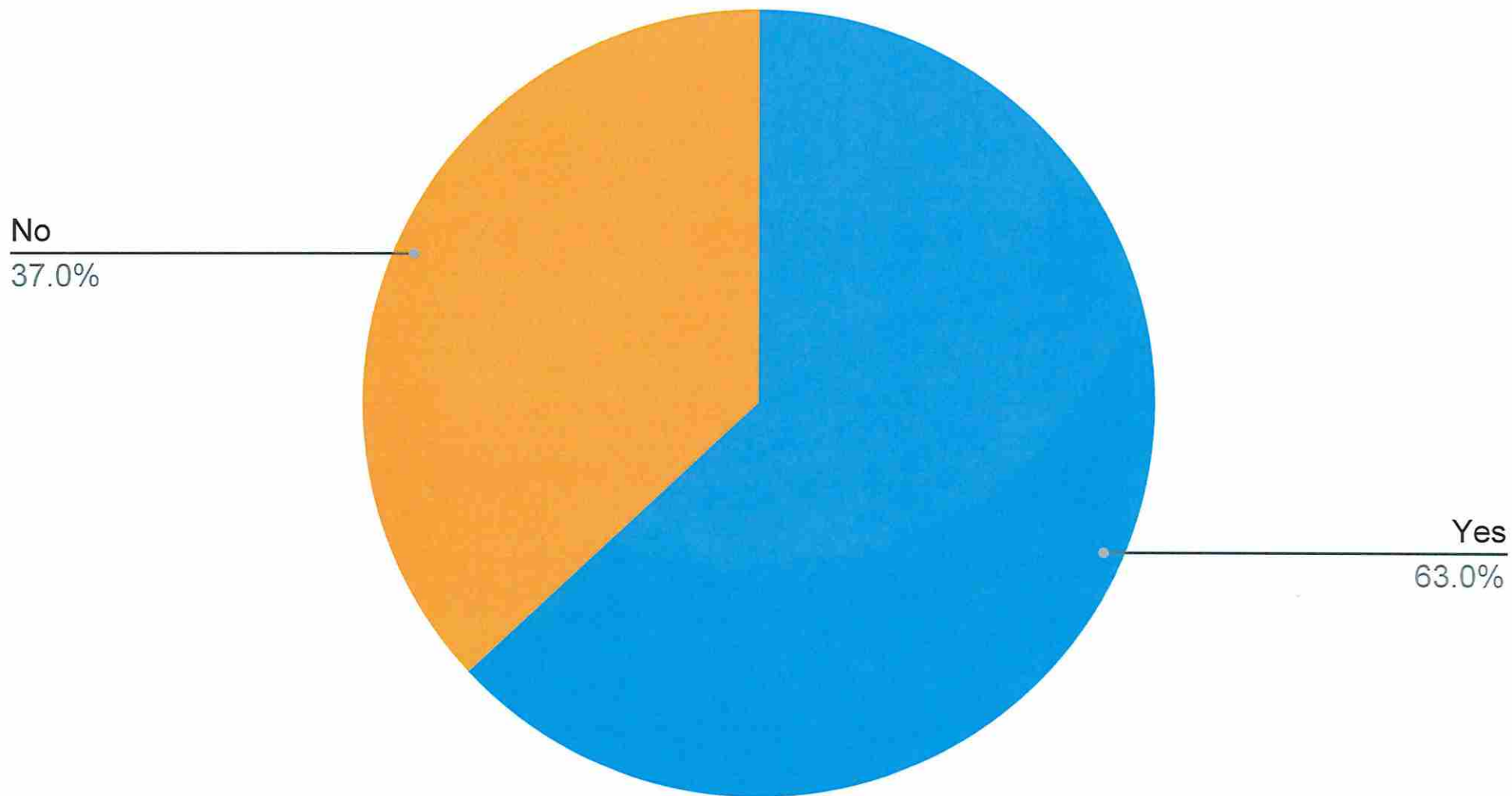


## Female: Math Growth Projection Met





## Male: Math Growth Projection Met





## BCCHS Service-Learning PBL “Projects Class”



BCCHS  
PBL Roadmap  
2021 - 2022



[https://docs.google.com/presentation/d/1g0iUpQQJ80Q\\_ZNh2TDp9gCt09ng-qZR4Jw\\_NQYpLNh4/edit?usp=sharing](https://docs.google.com/presentation/d/1g0iUpQQJ80Q_ZNh2TDp9gCt09ng-qZR4Jw_NQYpLNh4/edit?usp=sharing)



# BCCHS PBL Roadmap

## Assets and Resources

DQ: How can we use  
photography to help  
LA see our  
neighborhood the  
way we do?

Asset map of  
Pacoima / Arleta /  
SF Valley (cool  
places the  
community values  
and gathers)

Pacoima City Hall  
public space for  
displaying the  
exhibit

Pacoima Chamber  
of Commerce  
Literature

Digital SLR  
Cameras and  
lenses in CTE  
Resource Room

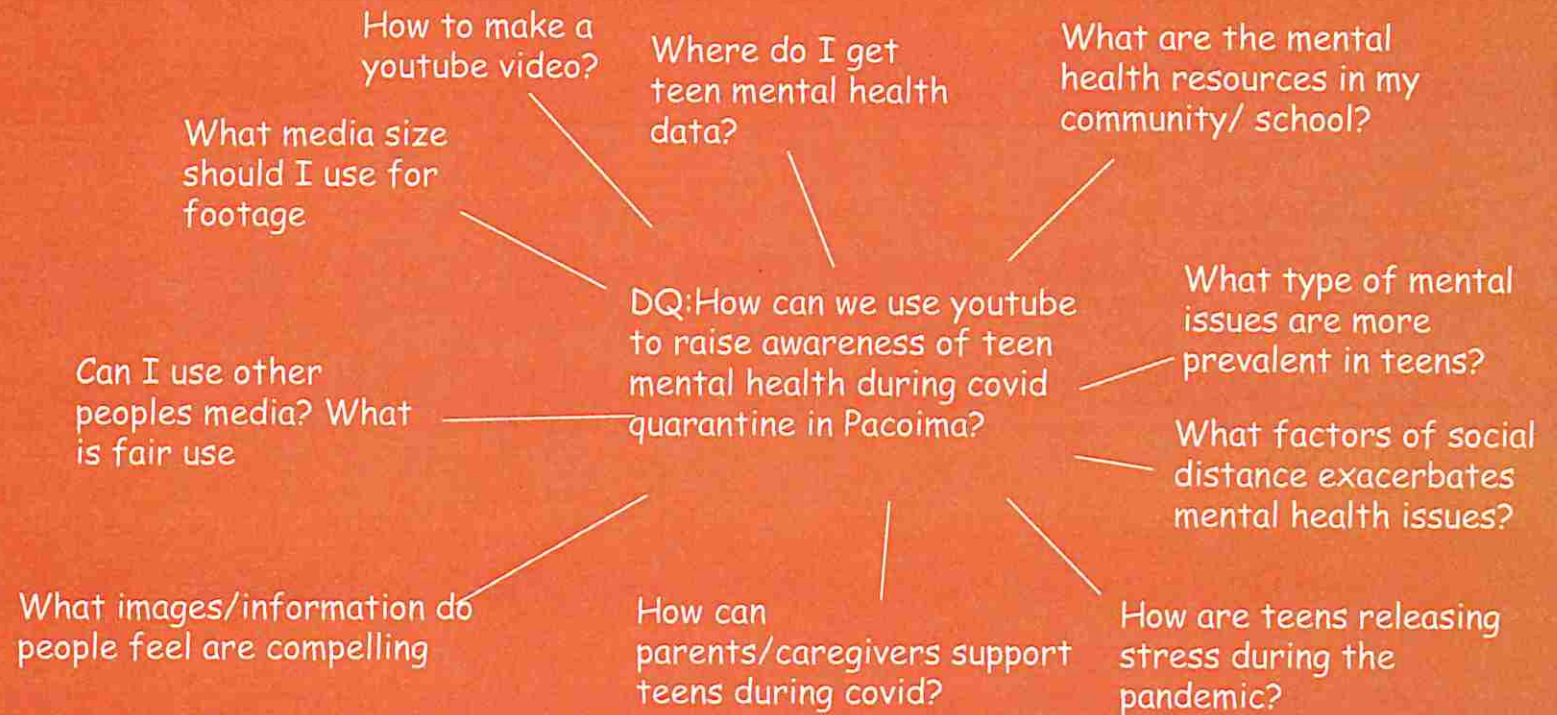
Benavides' expertise  
with SLR Cameras



## Exemplar - PBL on Teen Mental Health during COVID 19 Lockdown

### BCCHS PBL Roadmap

Complete "Need to Know (N2K)" research:  
What do we need to know in order to make  
an action plan for this project?





## Possible Strategies and Solutions:

### Reworking the concept of "Failure" at BCCHS:

1. Messaging -
  - a. Growth Mindset vs. Judgement.
  - b. Students learn by trying in their ZPD with a MKO, not by being penalized.
  - c. "You might have to try again if you don't show evidence of mastery by the end of the semester."
2. Logistics -
  - a. Grades will be A, B, C or "I"
  - b. Students not receiving a C- or better in a semester course will need to repeat all or part of a class (Edgenuity or validation of improvement), just as they do now for 'credit recovery.'
3. Teaching Practice
  - a. Recommitment to the formative assessment pathway for mastery as described in our foundational documents.
  - b. Recommitment to daily use of Mastery Rubrics and student reflection.
  - c. Data-driven differentiation with SGI (small group instruction) for reteaching, reassessment, and/or extension.
  - d. Coaching, feedback, and follow-up
4. Alignment and consistency throughout our school. (edited)

## 2022-23 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Bert Corona Charter School
<b>CDS Code:</b>	CA
<b>LEA Contact Information:</b>	Name: Yvette King Berg Position: Executive Director Email: ykingberg@ypics.org Phone: (818) 305-2791
<b>Coming School Year:</b>	2022-23
<b>Current School Year:</b>	2021-22

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

<b>Projected General Fund Revenue for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,818,103
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,033,260
<b>All Other State Funds</b>	\$465,462
<b>All Local Funds</b>	\$1,163,389
<b>All federal funds</b>	\$1,330,212
<b>Total Projected Revenue</b>	\$6,777,166

<b>Total Budgeted Expenditures for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,671,236
<b>Total Budgeted Expenditures in the LCAP</b>	\$4,576,696
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,038,635
<b>Expenditures not in the LCAP</b>	\$2,094,540

<b>Expenditures for High Needs Students in the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$884,577
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$943,118

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2022-23 Difference in Projected Funds and Budgeted Expenditures</b>	\$
<b>2021-22 Difference in Budgeted and Actual Expenditures</b>	\$

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter School

CDS Code: CA

School Year: 2022-23

LEA contact information:

Yvette King Berg

Executive Director

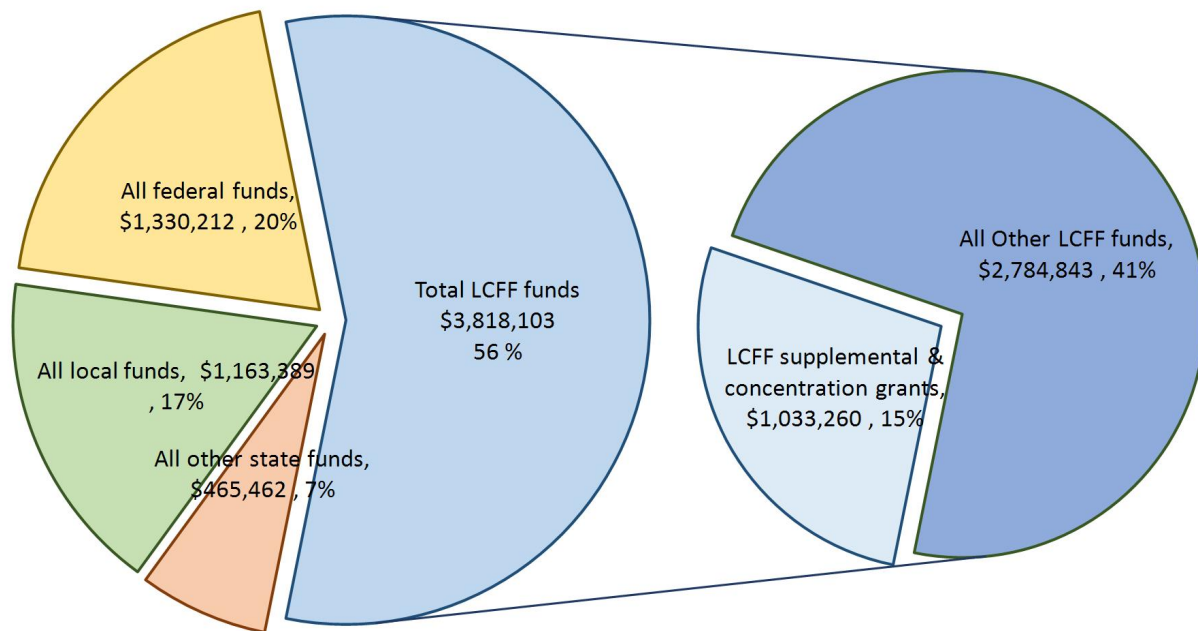
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2022-23 School Year

#### Projected Revenue by Fund Source



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

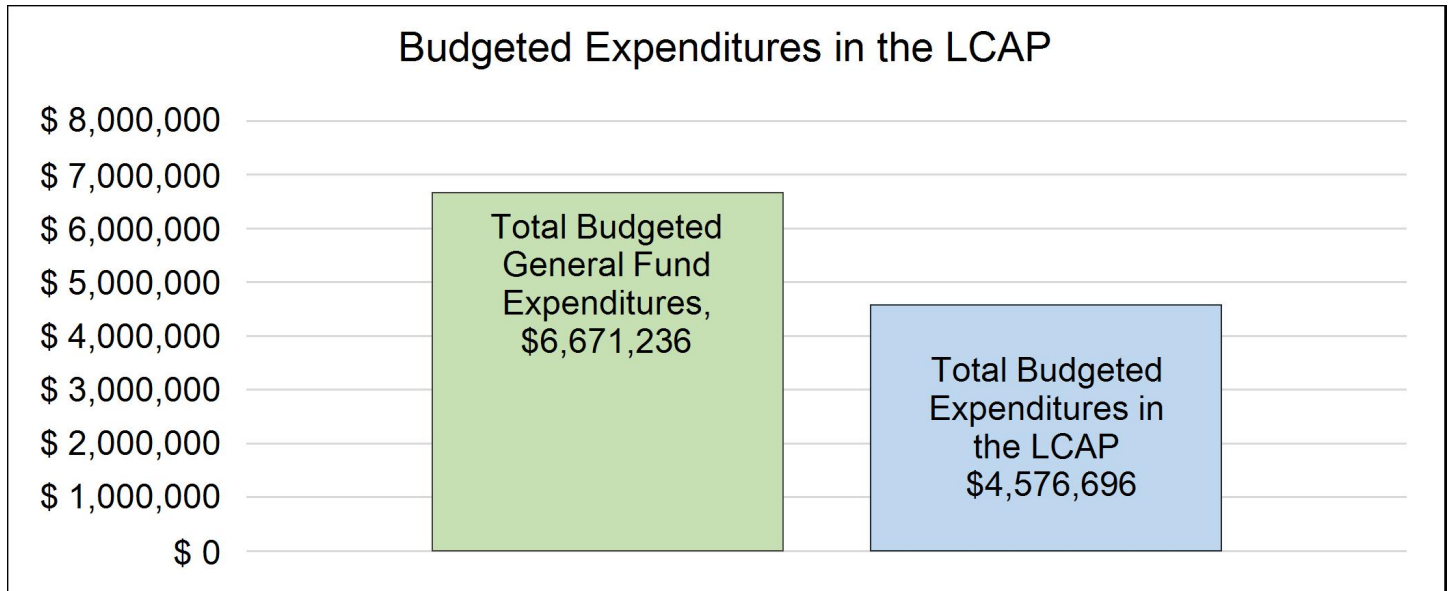
The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter School is \$6,777,166, of which \$3,818,103 is Local Control Funding Formula (LCFF), \$465,462 is other state funds, \$1,163,389 is local funds, and \$1,330,212 is federal funds. Of the \$3,818,103 in LCFF



Funds, \$1,033,260 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bert Corona Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter School plans to spend \$6,671,236 for the 2022-23 school year. Of that amount, \$4,576,696 is tied to actions/services in the LCAP and \$2,094,540 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

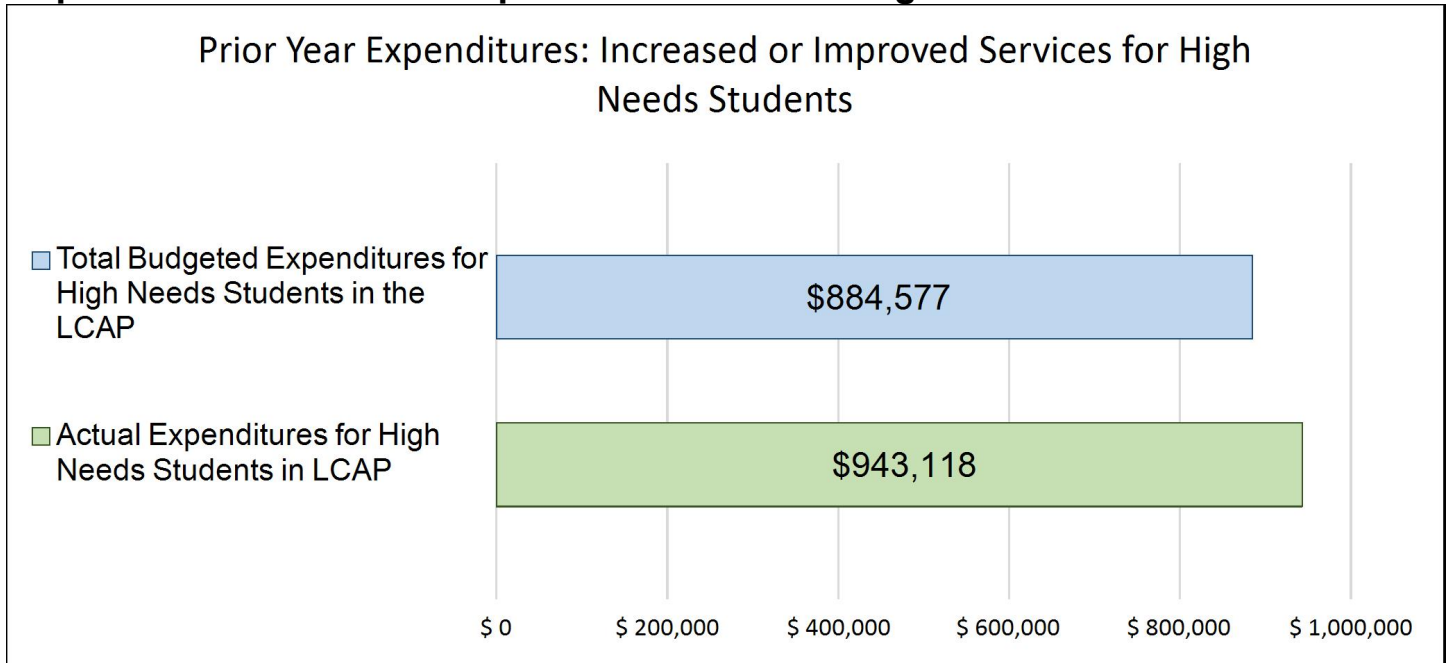
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bert Corona Charter School is projecting it will receive \$1,033,260 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter School plans to spend \$1,038,635 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Bert Corona Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Bert Corona Charter School's LCAP budgeted \$884,577 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent \$943,118 for actions to increase or improve services for high needs students in 2021-22.

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

LCAP Goal Student Achievement Increase Student Achievement	2021-2022 Student Achievement Increase Student Achievement	2022-2023 Student Achievement Increase Student Achievement	Results for 2021-2022 Student, teacher and parent engagement	Results for 2021-2022 Student, teacher and parent engagement	Results for 2021-2022 Student, teacher and parent engagement	Results for 2021-2022 Student, teacher and parent engagement								
<b>LCAP Goals</b>  Goal 1: Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)	Goal 1: Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)	Goal 1: Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)	Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)	Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)	Goal 3: Provide and appropriate Basic Condition of Learning	Goal 3: Provide and appropriate Basic Condition of Learning								
Annual Progress on CA Dashboard (Status & Change)  English Language Arts Mathematics Chronic Absenteeism Suspension Rate English Learner Progress  All Students <ul style="list-style-type: none"> <li>• Latino</li> <li>• African American</li> <li>• English Learners</li> <li>• Economic</li> </ul> 2-3% growth on CAASP  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>Reading</b></td> <td style="padding: 2px;">67% Met</td> </tr> <tr> <td style="padding: 2px;">(1-Ready Results)</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><b>Math</b></td> <td style="padding: 2px;">59% Met</td> </tr> <tr> <td style="padding: 2px;">(1-Ready Results)</td> <td style="padding: 2px;"></td> </tr> </table>	<b>Reading</b>	67% Met	(1-Ready Results)		<b>Math</b>	59% Met	(1-Ready Results)		Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)  2021-2022: Met: Survey Ranked the school in Meet with School Culture and Climate	Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)	Use of Multi-tier schoolwide program (MTSS) 2021-2022 Met: 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers	Use of Multi-tier schoolwide program (MTSS) 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers		
<b>Reading</b>	67% Met													
(1-Ready Results)														
<b>Math</b>	59% Met													
(1-Ready Results)														

<p>Annual Progress on CA Dashboard (Status &amp; Change)                  Verifiable Data I-Ready                  2021-22: Met                  Met using Verifiable Data                  Reading:                  67% Met-Typical Growth (I-Ready Results)                  Reading: 3% increase, 50 point I-Ready growth, 15 students raised test scores by 30 points, 60% met RIT growth goal, 100 point Lexile increase                  Met Verifiable Data                  Mathematics:                  Math                  59% Met-Typical Growth (I-Ready Results)</p>		<p>Engage parents &amp; students in decision making                  2021-2022: Met                  Continued engagement of parents in decision-making open communication on all levels.</p>	<p>Engage parents &amp; students in decision making</p>	<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency</p>	<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</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                  2021-2022 Met: 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>ADA rate above 90% (Chronic Absenteeism) Due to COVID-19                  Attendance Committee</p>	<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency</p>	<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</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		Suspensions and Expulsion Rates Maintain below 1% 2021-2022 Met: <1% suspension and expulsion rate	Suspensions and Expulsion Rates Maintain below 1%	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.	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.
100% 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.	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	School facilities are safe and secure
100% of Student access to Broad Course of Study 2021-22 Met all students have access to Broad Course of Study	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	Advancement on ELPAC				
EL Reclassification exceeds LAUSD 2021-2022: Waiting for results on Reading Inventory	EL Reclassification exceeds LAUSD				
2-3% growth on i-Ready					
2021-2022 Met Growth Goals as presented above.					

Bert Corona Charter School  
 Summary Proposed 2022-2023 LCAP Allocation

LCAP Goal 1	Description	Total Funds	LCAP Goal 2	Description	Total Funds	LCAP Goal 3	Description	Total Funds
1.1 Support to increase student academia achievement	Counselor, Tutors; Specialist; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials.	\$517,243.00	2.1 Parent Coord	The parent Coordinator will assist with the engagement of parents.	\$67,454.00	3.1 Salaries and Be	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	\$2,787,441.00
1.2 Teacher Retention: Coaching Support	Ensure teacher retention remains high. Director of Instruction and 50% of Executive Administrator Provide consistent teacher observation, coaching, and mentoring support. Ensure teacher retention is increased.		2.2 Program Coordinator/Operations Team & School Culture Climate Tea	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV) The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)		3.2 Professional Development	Development for all staff members. CCSS training will be embedded into professional development meetings. BTSAs Training/ New Teacher Support (Title 2)	
		206,404.00	2.3 Student Act	Student Activities to engage students in learning	\$338,181.00	3.3 Core Instructional Materials; Technology	Core Instructional Materials; Technology	144,926.00
								48,573.00

Bert Corona Charter School  
 Summary Proposed 2022-2023 LCAP Allocation

				2.4 Enrollment and Outreach- "SCHOLA Services " and	Ensure that all parents have on-boarding support from first point of LEA interest and	15,000.00	3.4 Maintenance/Custodial/Security (2201)	Maintenance/Custodial/Security	317,516.00
								Enhancement Additional Technology and IT Support to enhance the basic instructional program.	79,658.00
		\$723,647.00				\$471,935.00			\$3,378,114.00

Total Allocation for LCAP \$4,573,696.00 (includes Federal Funds)



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

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

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;

- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:

- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have experience aspects of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year. The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.
- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a

description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations. Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services." All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person.

Charter School provides the public with an opportunity to provide comments and feedback and how The Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to [ykingberg@ypics.org](mailto:ykingberg@ypics.org)

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires 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, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

**Impact of the 2021/22 Budget Act on the Budget Overview for Parents**

Local Educational Agency (LEA) name: BERT CORONA CHARTER SCHOOL

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	2nd Interim Projection	Difference	Comments
Total LCFF funds	\$ 3,502,671.13	\$ 3,500,605.06	\$ (2,066.08)	
LCFF supplemental & concentration grants	\$ 848,006.17	\$ 932,060.58	\$ 84,054.40	Higher Due to increase in Concentration funding
All other state funds	\$ 578,073.05	\$ 622,971.97	\$ 44,898.93	Higher due to increase in Nutrition and ASES revenue. BCCS is still developing plans for new funding included in the 2021 Budget act - Expanded Learning Opportunity Program funds. As a result, neither revenue nor expense is included in the projections. Educator Effectiveness funds will be spent in future years and are also not reflected in the projections.
All local funds	\$ 218,243.52	\$ 920,506.05	\$ 702,262.53	Higher due to PPP Loan Forgiveness
All federal funds	\$ 3,039,984.36	\$ 2,878,138.88	\$ (161,845.48)	Lower due to deferral of use of ESSER II funds to FY22-23
Total Projected Revenue	\$ 7,338,972.06	\$ 7,922,221.96	\$ 583,249.89	
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>	<b>Original</b>	<b>Current</b>	<b>Difference</b>	<b>Comments</b>
Total Budgeted General Fund Expenditures	\$ 7,330,722.52	\$ 7,817,422.37	\$ 486,699.85	The main driver for the increase is the increased costs for the meal program and vendor repairs



# BCCS Data Updates

January 24, 2022

# iReady Diagnostic 2 Summary

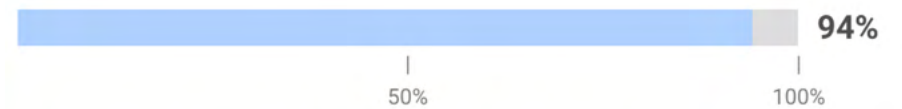
Taken December 2021

# iReady Reading

Taken December 2021

# January 2022

## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Grade 5	58%
Grade 6	7%
Grade 7	74%
Grade 8	39%

Grade 5	95%
Grade 6	116%
Grade 7	20%
Grade 8	100%

Students Assessed/Total: **313/347**

### Progress to Annual Typical Growth (Median)

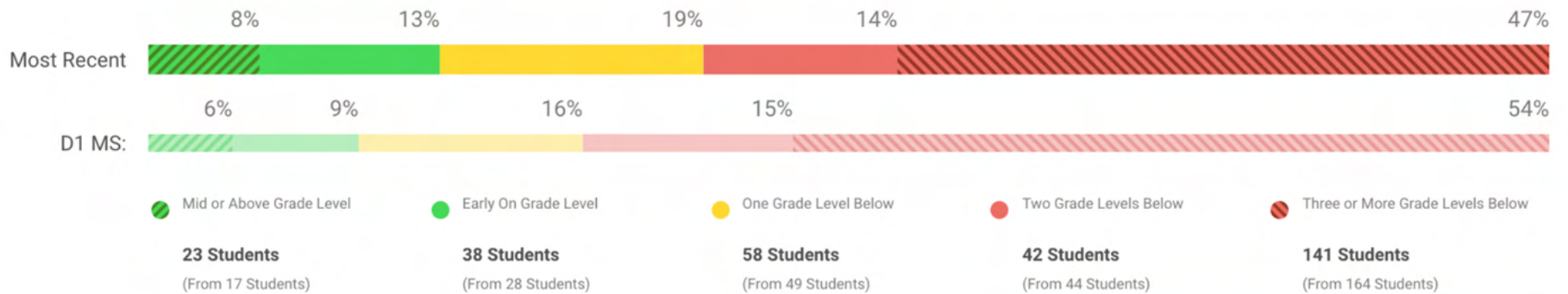
A horizontal bar chart showing the median progress towards annual typical growth. The bar is blue and extends to 47% on a scale from 0% to 100%. Vertical tick marks are present at 50% and 100%.

Progress to Annual Typical Growth (Median)	47%
--	-----

Grade 5	58%
Grade 6	7%
Grade 7	74%
Grade 8	39%

### Overall Placement

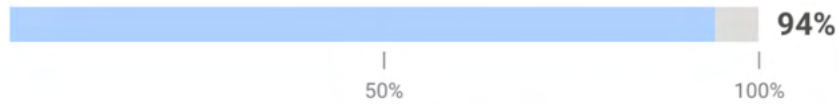
Students Assessed/Total: **302/345**



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

Students Assessed/Total: **326/345**

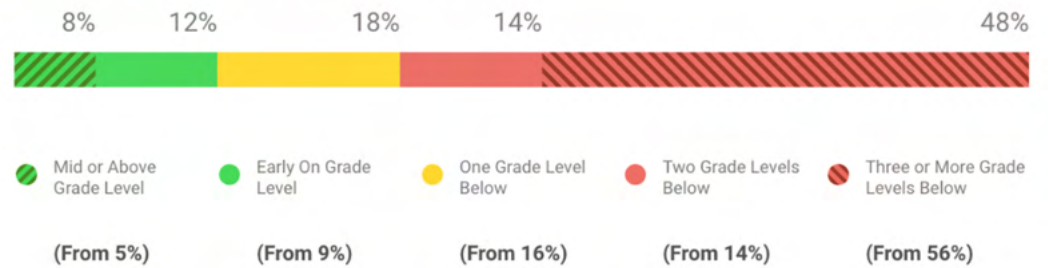
### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

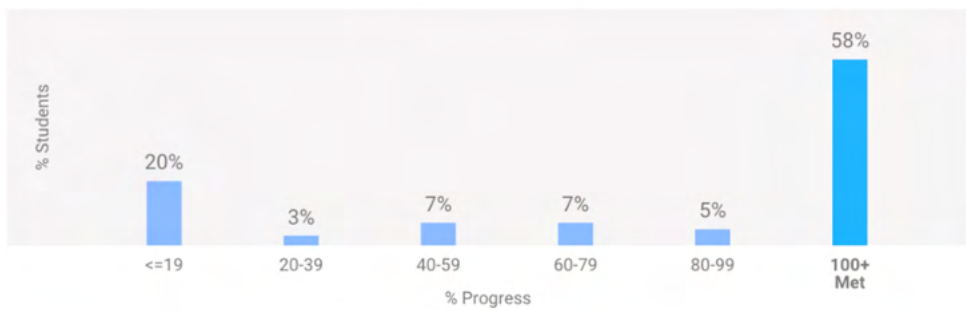
### Current Placement Distribution



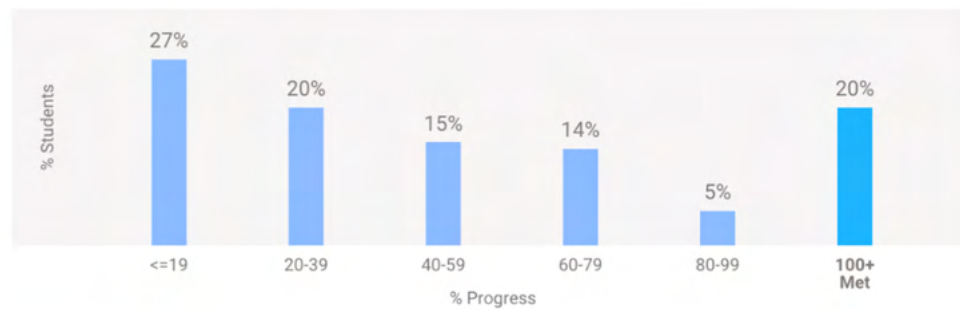
[The Mapping Between 5-Level and 3-Level Placement](#)

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	95%	47%	47%	12%	59%	17/17
Grade 6	119%	59%	47%	20%	57%	100/103
Grade 7	23%	38%	8%	15%	32%	98/107
Grade 8	100%	50%	32%	13%	48%	109/116

Distribution of Progress to Annual  
Typical Growth



Distribution of Progress to Annual  
Stretch Growth®





**D2 MATH SCALE SCORE GROWTH ANALYSIS**

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
		Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total
5	18	5	5	25	18	5	18	14	18
6	20	6	24	18	20	6	19	22	20
7	8	7	11	6	8	7	7	10	8
8	10	8	10	9	10	8	6	27	10
<b>Grand Total</b>	<b>13</b>	<b>Grand Total</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>Grand Total</b>	<b>11</b>	<b>19</b>	<b>13</b>

Grade	Level K	Level 1	Level 2	Level 3	Level 4	Early 5	Level 5	Early 6	Mid 6	Level 6	Late 6	Early 7	Mid 7	Level 7	Late 7	Early 8	Mid 8	Level 9	Grand Total
5	1		3	4	5	4													17
6	1	7	10	31	16		19	8	6		4			1					103
7	4	5	7	19	17		16			16		9	6		3				102
8		2	5	20	15		14			13				21		19	4	1	114
<b>Grand Total</b>	6	14	25	74	53	4	49	8	6	29	4	9	6	22	3	19	4	1	336

\*Scores to the right/above the red line indicate students who are on grade level. Currently, as a school, we have 65 students performing on or above GL.

D2 GRADE LEVEL ANALYSIS					
Grade	Below GL	% Below GL	On GL	% On GL	Grand Total
5	13	76%	4	24%	17
6	84	82%	19	18%	103
7	84	82%	18	18%	102
8	90	79%	24	21%	114
<b>Grand Total</b>	<b>271</b>	<b>81%</b>	<b>65</b>	<b>19%</b>	<b>336</b>

# iReady Math

Taken December 2021

# January 2022

## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Students Assessed/Total: **301/347**

## Progress to Annual Typical Growth (Median)

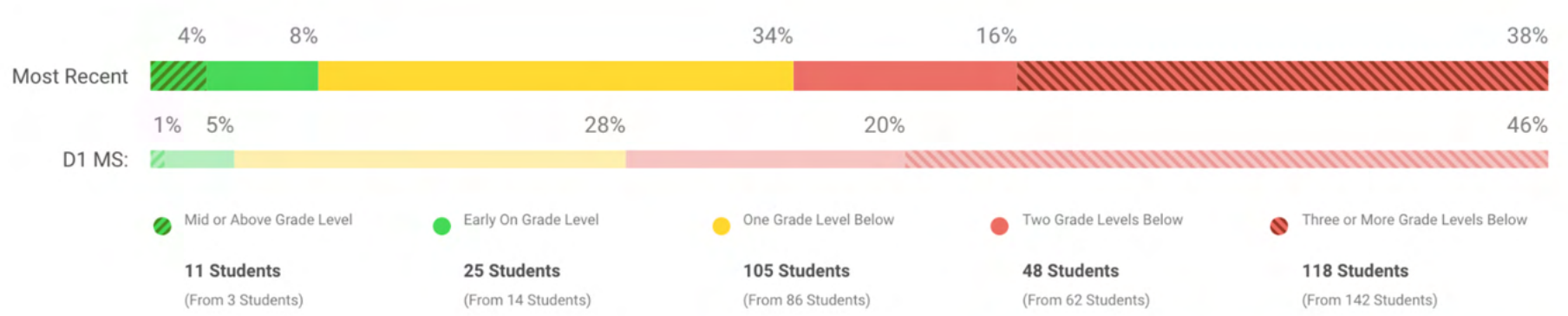


Grade 5	25%
Grade 6	36%
Grade 7	23%
Grade 8	44%

Grade 5	70%
Grade 6	67%
Grade 7	80%
Grade 8	40%

### Overall Placement

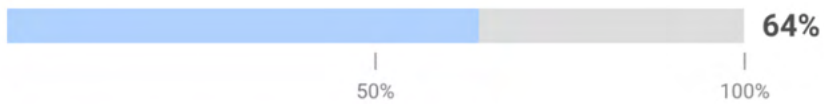
Students Assessed/Total: **307/345**



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

Students Assessed/Total: **330/345**

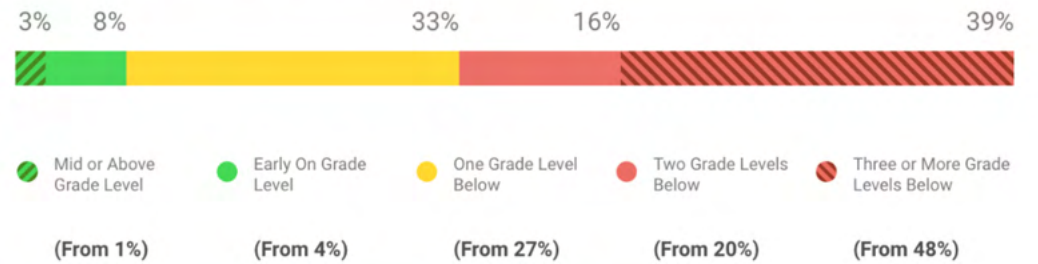
### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

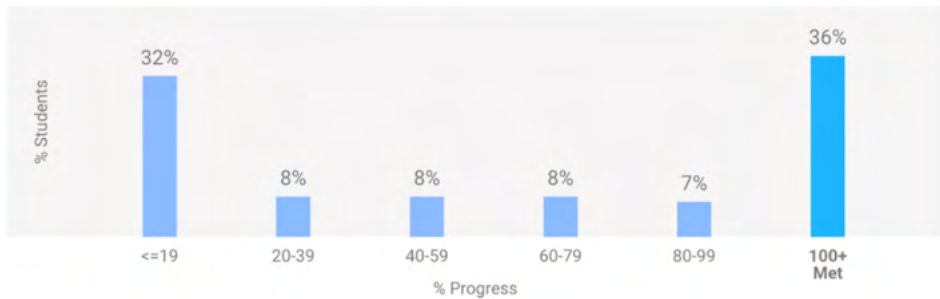
### Current Placement Distribution



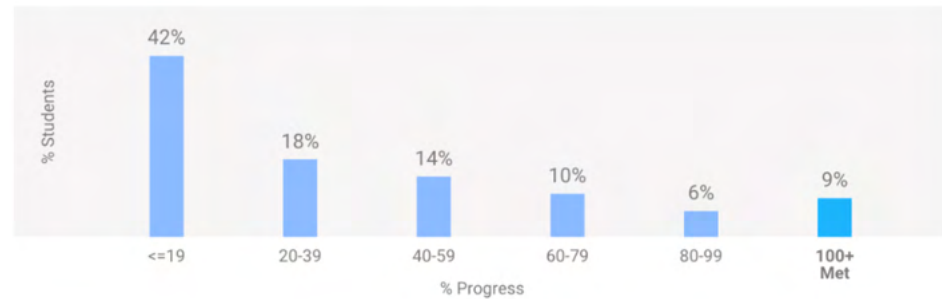
[The Mapping Between 5-Level and 3-Level Placement](#)

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⇅	% Met ⇅	Progress (Median) ⇅	% Met ⇅		
<b>Grade 5</b>	70%	29%	34%	6%	76%	17/17
<b>Grade 6</b>	67%	38%	30%	7%	52%	101/103
<b>Grade 7</b>	83%	40%	35%	14%	47%	103/107
<b>Grade 8</b>	40%	33%	17%	7%	39%	108/116

Distribution of Progress to Annual  
Typical Growth



Distribution of Progress to Annual  
Stretch Growth®





**D2 MATH SCALE SCORE GROWTH ANALYSIS**

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
			EL	Non-EL	Grand Total		N	Y	Grand Total
5	14	5	14	14	14	5	14	17	14
6	9	6	4	11	9	6	10	5	9
7	9	7	4	11	9	7	11	1	9
8	5	8	2	6	5	8	3	15	5
<b>Grand Total</b>	<b>8</b>	<b>Grand Total</b>	<b>4</b>	<b>10</b>	<b>8</b>	<b>Grand Total</b>	<b>8</b>	<b>6</b>	<b>8</b>

Grade	Level 1	Level 2	Level 3	Level 4	Early 5	Level 5	Early 6	Mid 6	Level 6	Early 7	Mid 7	Level 7	Early 8	Mid 8	Grand Total
5	1	1	7	7	1										17
6	8	14	13	24		29	11	4							103
7	5	12	8	19		10			35	11	3				103
8	1	7	6	21		16			14			34	3	4	106
<b>Grand Total</b>	15	34	34	71	1	55	11	4	49	11	3	34	3	4	329

\*Scores to the right/above the red line indicate students who are on grade level. Currently, as a school, we have 37 students performing on or above GL.

	<b>Purpose</b>	<b>Platform</b>	<b>Frequency</b>	<b>Initial Data Set</b>	<b>Goal</b>
<b>iReady Math</b>	Diagnostic Data	iReady (online)	3x per year	2019	30% OGL* 100% typical growth 50% stretch growth
<b>iReady Reading</b>	Diagnostic Data	iReady (online)	3x per year	2019	40% OGL* 100% typical growth 50% stretch growth
<b>ELPAC</b>	EL language prof.	TOMS (state, online)	1x per year (Mar-May)	Annually	20% reclassification
<b>CAASPP ELA</b>	ELA Proficiency	TOMS (state, online)	1x per year (May)	Annually	40% OGL*
<b>CAASPP Math</b>	Math Proficiency	TOMS (state, online)	1x per year (May)	Annually	30% OGL*
<b>Suspension Rate</b>	% of students suspended at least once	N/A	Ongoing	2018-19	21-22 rate < 5%
<b>Infinite Campus Grades</b>	Grades for all classes	Infinite Campus and Google Classroom	Ongoing	Ongoing	3.0+ average
<b>Final Exhibition Scores (Rubric-based)</b>	Authentic assessment of key academic skills.	School-based assessment	1x per year	2022-23	Average 3 on Presentation Rubric

\*OGL= on grade level by the end of the year

	<b>Purpose</b>	<b>Platform</b>	<b>Goal</b>	<b>Progress (Jan 2022)</b>
<b>iReady Math</b>	Diagnostic Data	iReady (online)	30% OGL* 100% typical growth 50% stretch growth	12% OGL* 64% typical growth 29% stretch growth
<b>iReady Reading</b>	Diagnostic Data	iReady (online)	40% OGL* 100% typical growth 50% stretch growth	19% OGL* 94% typical growth 34% stretch growth
<b>ELPAC</b>	EL language prof.	TOMS (state, online)	20% reclassification	Test not yet taken
<b>CAASPP ELA</b>	ELA Proficiency	TOMS (state, online)	40% OGL*	Test not yet taken
<b>CAASPP Math</b>	Math Proficiency	TOMS (state, online)	30% OGL*	Test not yet taken
<b>Suspension Rate</b>	% of students suspended at least once	N/A	21-22 rate < 5%	21-22 rate < 1.5%
<b>Infinite Campus Grades</b>	Grades for all classes	Infinite Campus and Google Classroom	3.0+ average	2.56 average
<b>Final Exhibition Scores (Rubric-based)</b>	Authentic assessment of key academic skills.	School-based assessment	Average 3 on Presentation Rubric	Presentations not yet given

- New SFA and Math Support Placements
  - Targeted EL Instruction
  - Math or SFA, depending on student need
- EL hotlist for reclassification
- PD focus on EL supports and ELD standards integration
- Team building and relationship building in 7th grade
- Mentor and coaching support (based on Student Outcomes Reflection and ongoing assessment performance)

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter School

CDS Code: CA

School Year: 2022-23

LEA contact information:

Yvette King Berg

Executive Director

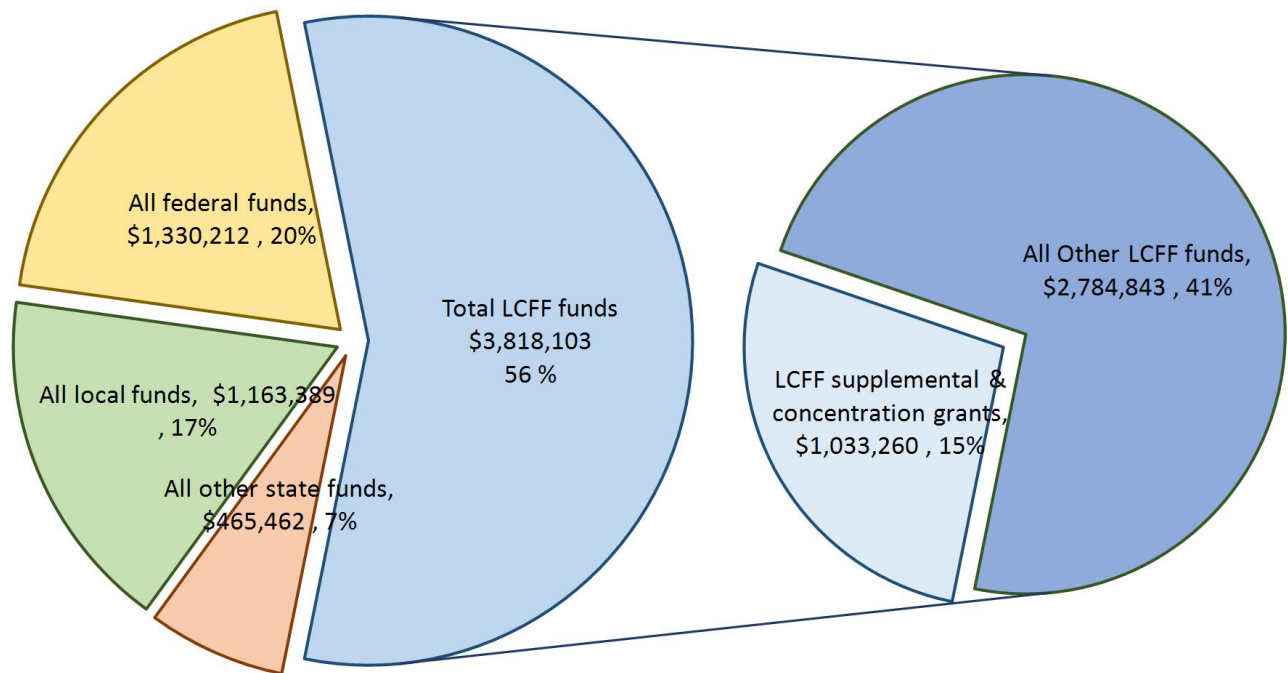
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



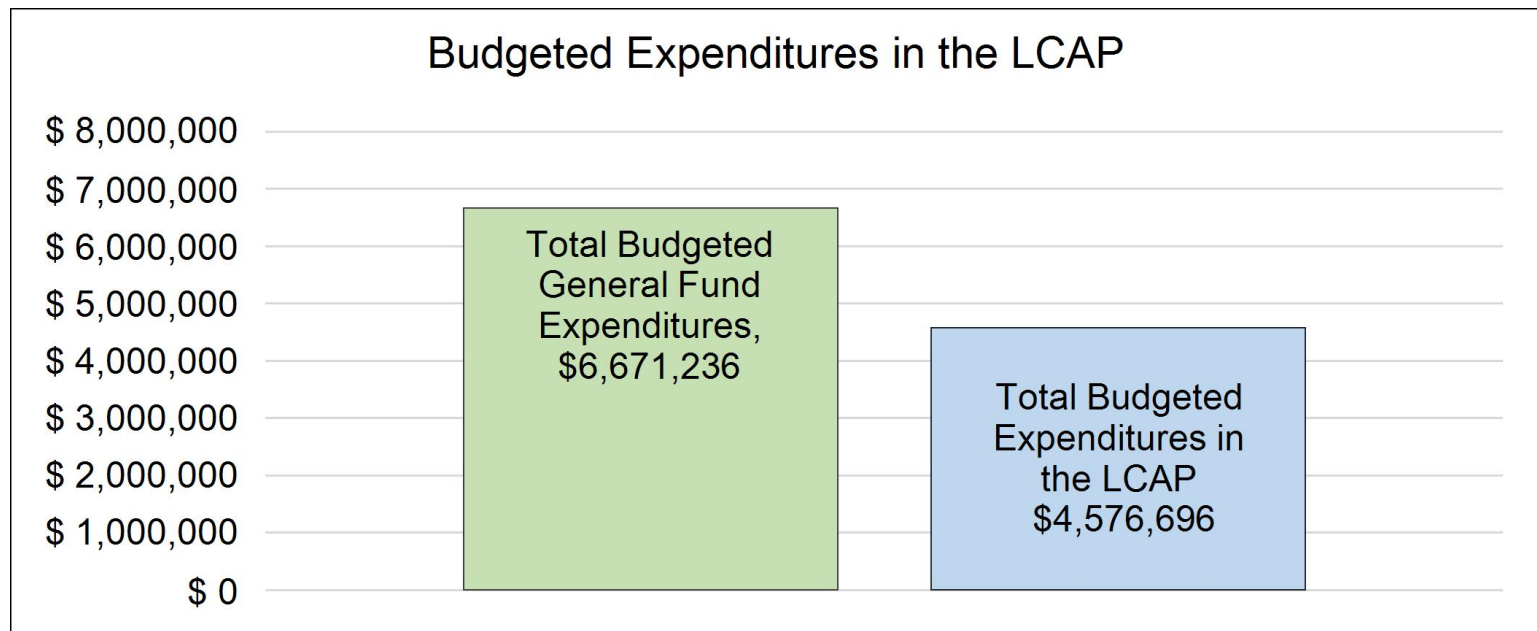
This chart shows the total general purpose revenue Bert Corona Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter School is \$6,777,166, of which \$3,818,103 is Local Control Funding Formula (LCFF), \$465,462 is other state funds,

\$1,163,389 is local funds, and \$1,330,212 is federal funds. Of the \$3,818,103 in LCFF Funds, \$1,033,260 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bert Corona Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter School plans to spend \$6,671,236 for the 2022-23 school year. Of that amount, \$4,576,696 is tied to actions/services in the LCAP and \$2,094,540 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

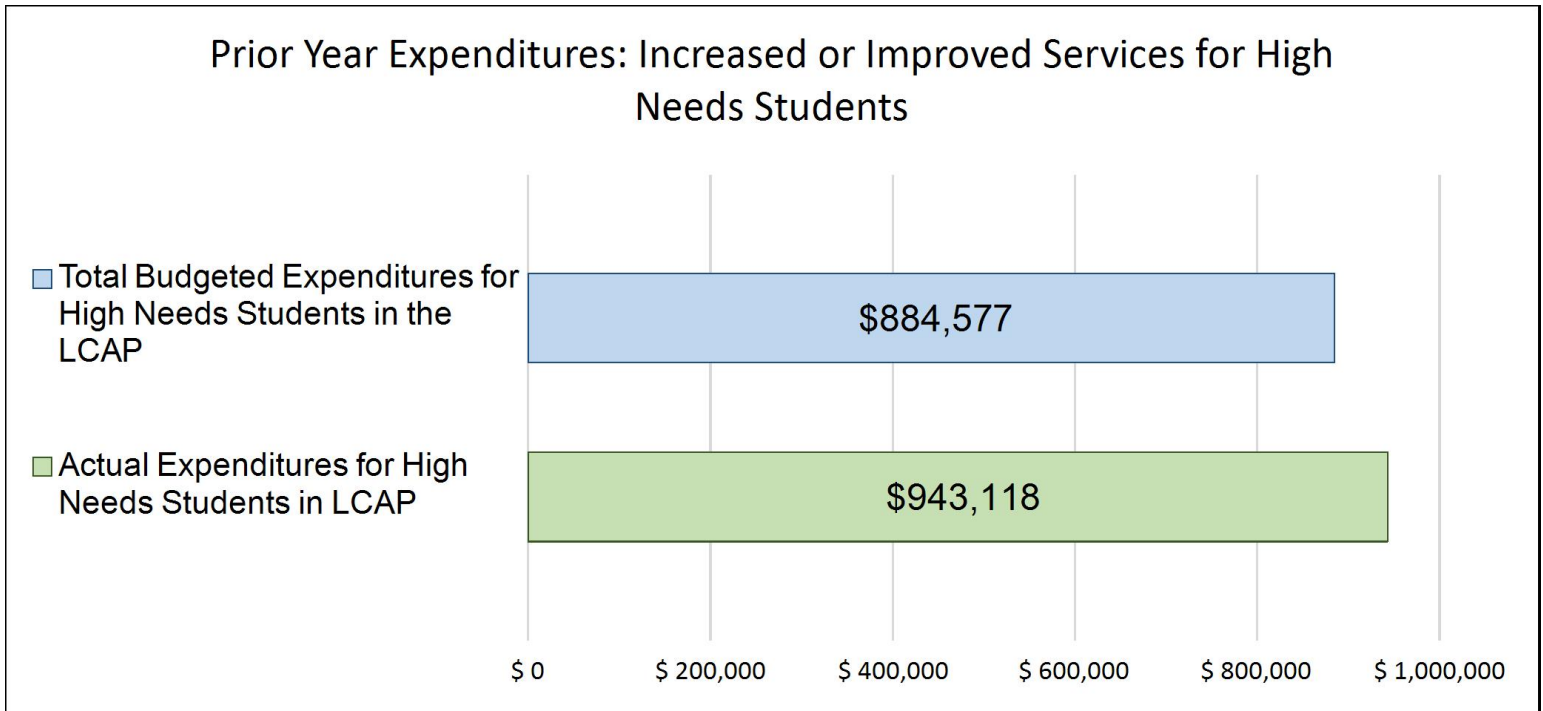
### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bert Corona Charter School is projecting it will receive \$1,033,260 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter School plans to spend \$1,038,635 towards meeting this requirement, as described in the LCAP.



## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Bert Corona Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Bert Corona Charter School's LCAP budgeted \$884,577 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent \$943,118 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

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

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;

- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:

- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have experience aspects of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year. The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.

- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations.

Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services." All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person.

Charter School provides the public with an opportunity to provide comments and feedback and how The Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to [ykingberg@ypics.org](mailto:ykingberg@ypics.org)

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires 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, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Bert Corona Charter School (BCCS), a Youth Policy Institute Charter School (YPICS), serves 339 students in the San Fernando Valley area of Los Angeles County. Represented with .1% African American, 97% Latino, 1% Native Hawaiian or Other Pacific Islander, .2% White, 21.8% English Learners, 19% Students with Disabilities, and 80% of our students who participate in Free and Reduced Lunch.

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

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

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

course for the new year based on the students' needs. Subgroups in need of intervention/acceleration are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School Continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments. Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

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

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

## Reflections: Successes

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

California School Dashboard data for 2019-2020, 2020-21 and 2021-22 is not available for analysis due to school closures resulting from COVID-19. Amidst the global pandemic, teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a format to provide small group support and designated ELD. Scholars are provided opportunities to engage in Integrated ELD Daily. Certificated and classified staff worked in collaboration to meet the needs of English Learners, foster youth, and low-income scholars.

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

BCCS successes are as follows:

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 managed operations when specific issues arose throughout the school year. Ensuring 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 students came into this year (out of the pandemic virtual learning time) with learning loss and deficits instruction is provided at their grade level while scaffolding to ensure they made up for lost instruction. In addition to providing authentic learning experiences and that the needs of all students were met through our support programs.

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

To monitor progress and to ensure student growth, the use of classroom assessments to track mastery, use the iReady diagnostic to provide a benchmark 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, students will not be able to perform academically if their other needs are not met. BCCS has counselors and support staff who are trained to provide counseling and support to our students. PBIS framework is used 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. BCCS partners 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: ELA & Math Growth (2019-20, 2020-21 and 2021-2022)

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 X Met Administered 3 times per year
2. iReady Math Diagnostic 5-8 X Met Administered 3 times per year

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.

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.

BCCS analyzed performance across all student groups our mathematics diagnostic initial assessment indicated that a large percentage of students were performing below grade level. The i-Ready assessment used focuses on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680, students collectively continued to strive for a higher average scale score for each grade level. 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 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.

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.

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

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

#### Technology in the classroom

Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000, and other programs. As noted in Bert Corona Charter School, 2019-20 LCAP on it is our goal to provide our students with chrome books 1 to 1 ratio". With increased

access to computers in every classroom, more time is devoted to online tools designed to precisely target standard alignment in reading and writing. Programs such as open-source programs such as i-Ready, Achieve3000, SFA, and licensed software as presented above Bert Corona Charter School scholars' innovative ways of reaching standard mastery.

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 student 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.

#### English Learners

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

#### COVID-19 Aligned Strengths

##### Community Engagement/Support

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

##### Student Engagement

- BCCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In May 2021, BCCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In May 2021, BCCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

### Digital Divide

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

### Social/Emotional Wellbeing

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

### COVID-19 Aligned Vulnerabilities

#### Student Engagement

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

LAUSD annual visit reflects the following:

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

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

The LAUSD annual visit reflects the following:

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

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

## Reflections: Identified Need

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

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

Areas of growth 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 participating on our campus. An intentional focus on rebuilding our parent engagement in all aspects of school, academics, school culture, and school safety. Additionally, 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.

## LCAP Highlights

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

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

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

Goal 1: Increase Student Achievement

Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.  
 Goal 3: Provide an appropriate Basic Condition for Learning

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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

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

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

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

### ***Support for Identified Schools***

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

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

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



## **Monitoring and Evaluating Effectiveness**

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

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

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

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

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

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

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

**Academic & Instruction: School Culture & Climate Operations & Safety**

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

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

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

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

## A summary of the feedback provided by specific educational partners.

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

Students at BCCS were surveyed in November 2021 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about Project-Based Learning, Student Voice and Leadership, and Drugs and Alcohol.

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

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

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

Academic Rigor  
Engagement

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

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

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

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

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

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

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

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned curricular and instructional materials	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)			100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science)
Teacher Retention	Teacher turnover (core content teachers form 18-19 to 19-20).	COVID19 affected teacher retention-N/A			Retain Teachers->50% Due to the large shortage of teachers and the competitive salaries offered by larger districts this will not be applicable.
Professional Learning: Teaching, social-emotional learning, and Management Strategies	100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by	100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by			100% of BCCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside	outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside			outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	100% Teachers are provided with curriculum aligned to current content and performance standards.	California Accountability Dashboard N/A 100% Teachers are provided with curriculum aligned to current content and performance standards.			California Accountability Dashboard N/A 100% Teachers are provided with curriculum aligned to current content and performance standards.
Student Access to Broad Course of Study	100% of students have access to a broad course of study	100% of students have access to a broad course of study			100% of students have access to a broad course of study
English Language Arts- Proficiency	All: 16.76%  EL: 0.00 Latino: 16.98 SED: 16.72 SWD: 2.60  SBAC 2018-2019 English Language Arts was DFS -78.2 .points below	California Accountability Dashboard N/A Use of Verifiable Data i-Ready results			California Accountability Dashboard N/A Use of Verifiable Data i-Ready results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards (declining 15.7 points)				
Mathematics Proficiency	<p>All: 11.44%</p> <p>EL: 0.00</p> <p>Latino: 11.23</p> <p>SED:</p> <p>SWD: 1.30</p> <p>The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School’s 2019 Average DFS was -109.5 points. All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at -176.7 vs. -119.4 point</p>	<p>California Accountability Dashboard N/A</p> <p>Use of Verifiable Data i-Ready results: Reading</p> <p>172% of student typical growth</p> <p>All grades</p> <p>165% to 200% growth</p> <p>13% of students at grade to 24% Mathematics</p> <p>122% of student typical growth</p> <p>All grades</p> <p>28% of students at grade</p>			<p>California Accountability Dashboard N/A</p> <p>Use of Verifiable Data i-Ready results: Reading</p> <p>172% of student typical growth</p> <p>All grades</p> <p>165% to 200% growth</p> <p>13% of students at grade to 24% Mathematics</p> <p>122% of student typical growth</p> <p>All grades</p> <p>28% of students at grade</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Access iReady assessment and technology</p>	<p>ELA: Math:</p> <p>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current</p>	<p>95% of students participated in testing 3 times a year.</p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Ready results are as follows:</li> <li>• Students “On or Above”</li> </ul> <p>Grade level increased from 28% in</p> <ul style="list-style-type: none"> <li>• Students “Two or More Grade Levels Below” decreased from __%</li> <li>• Median Progress to Annual Typical Growth is at 97% overall for all students in reading</li> <li>• All grade levels showing growth from D1 to D2 in Reading</li> </ul> <p>Math i-Ready results areas follows: Students “On or Above” Grade level increased from 6% to</p>			<p>ELA: Math:</p> <p>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		11% in Math from D1 to D2 <ul style="list-style-type: none"> <li>• Students “Two or More Grade Levels Below” decreased</li> <li>• Median Progress to Annual Typical Growth is at 73% overall for all students in math</li> <li>• 8th grade math saw the highest growth at 108% median growth and 42% stretch growth</li> <li>• All grade levels showing growth from D1 to D2 in Math</li> </ul>			
English Learner Proficiency	Reclassification % of English Learners who progress in English Proficiency (Measured by ELPAC) 10.23% 2018-2019 Learners at -107.2 vs. -45.1 points;	Reclassification measured reviewed to include Reading Inventory Proficiency Band for Reclassification BASIC			Reclassification measured reviewed to include Reading Inventory Proficiency Band for Reclassification BASIC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with IEPs proficiency	Increase Students with IEPs on SBAC by 1% or more per year.	Increase Students with IEPs on SBAC by 1% or more per year.			Increase Students with IEPs on SBAC by 1% or more per year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support to increase student academic achievement	Counselor, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials	\$517,243.00	Yes
1.2	Teacher Retention: Coaching Support	Ensure teacher retention remains high. Director of Instruction and 50% of Executive Administrator Provide consistent teacher observation, coaching, and mentoring support	\$206,404.00	Yes

## Goal Analysis [2021-22]

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

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

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None noted

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

BCCS 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.

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).

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

BCCS took careful steps to analyze performance across all student groups for our mathematics diagnostic. 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. 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 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.

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. 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.

BCCS' assessments were all administered as intended. BCCS maintains 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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall Youth Truth Survey: Parent Involvement	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication.			School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication
Spring Parent Survey: Engagement	School will engage parents and students in decision-making.	Continued engagement of parents in decision-making open communication on all levels.			School will engage parents and students in decision-making.
ADA Rate	School will continue to maintain ADA rate at or above 96%	The team continues to address the issues and have determined a detailed action plan and/or a marketing			School will continue to maintain ADA rate at or above 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.			
Suspensions and Expulsion Rates	The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.	Maintained below 1%			The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Coordinator	The parent Coordinator will assist with the engagement of parents.	\$67,454.00	Yes
2.2	Program Coordinator/Operations Team & School Culture Climate Team	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	\$338,181.00	Yes
2.3	Student Activities	Student Activities to engage students in learning	\$51,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	\$18,000.00	Yes

## Goal Analysis [2021-22]

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

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

As previously stated the effect of the Pandemic caused by COVID-19 where distance learning took place and returning to in-classroom instruction changed instructional deliver, however refocused on students socio-emotional well being.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

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

Parents, teachers and students were polled regarding issues on student learning and all elements affecting student learning.

- Polled staff, students and parents using 2021 Youth Truth targeted questions about school safety survey, students and culture in the spring of 2022.
- Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022.
- Used a strategic planning process to for CA schools) identify a specific vision and goal(s) for school culture in 22-23. The team determined a detailed action plan, based on the survey data (and other SCC data) provided.
- The action plan includes quarterly check-ins to ensure that the implementation is successful by monitoring and calibrating results to actions.65th)

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

Attendance was reevaluated as follows:  
Enrollment



1. Held meetings with the Operations team along with BCCS has with the YPICS Director of Marketing in declined from the spring/summer of 2022.
2. Use a (2019-20), to 318 strategic planning process to identify a (2020-21), to specific vision and goal(s) for outreach (2021-22). ?and enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar, which includes quarterly check-ins to ensure that the implementation is successful. ?Suspensions?Continuing to 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.
3. Through the use of PBIS, BCCS' staff 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.
4. Use of the MTSS process staff meets 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.
5. Use 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.
6. These combined use of effective research-based strategies and programs reflect that efforts have resulted in the following downward trend of suspensions: ?The BCCS' 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 that we have already articulated in previous questions. Monitoring. modifying and 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 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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Mutli-tier schoolwide program (MTSS)	100%	100%			100%
ADA	96.%	96%			96.%
Chronic Absenteeism	The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. Bert Corona Middle School's 2019 Chronic Absenteeism Percentage was 7.0%, which was lower than the State at 10.1%.	N/A			<7.0% for all students
Suspensions	The schoolwide Dashboard	0 Suspensions			<6.2% a decline of 6%

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	\$2,787,441.00	No
3.2	Professional Development	<p>Professional Development for all staff members</p> <p>CCSS training will be embedded into professional development meetings.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> <li>. Backwards Design</li> <li>. Standards-Based Grading</li> <li>. Project-Based Learning</li> <li>. Service-Learning                             <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Bert Corona Charter School's English Learner Plan</li> <li>• Whetstone Observation and Evaluation Process for teacher growth</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social</li> </ul> </li> </ul> <p>SFA Training, Coaching, and Support (Title 3)</p> <p>Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs</li> <li>• Strategies for SWD to access core curriculum in the general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> </ul>	\$48,573.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> </ul> Challenging, Engaging, and Empowering Students with Deeper Instruction		
3.3	Core Instructional Materials; Technology	Core Instructional Materials; Technology provided to all students.  Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms  SFA Materials (Title 3)	\$144,926.00	No
3.4	Maintenance/Custodial/Security (2201)	Maintenance/Custodial/Security  School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists iwth greater than 90% of items in compliance or good standing.	\$317,516.00	No
3.5	Technology Enhancement	Additional Technology and IT Support to enhance the basic instructional program.	\$79,658.00	No

## Goal Analysis [2021-22]

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

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

Implementation of a BCCS' team developed strategies for improvement specific to mathematics.

1. BCCS met during the Spring of 2022 (Ongoing implementation, monitoring and focused on the use of strategic planning)-Use of developed strategic planning
2. Exceeded standard process to identify a specific vision and goal(s) for math proficiency (overall and for resource CAASPP compared students) in 22-23.
3. The team will determine a detailed action plan including quarterly reviews.
4. Continued collaborations with Math and Resource teams in the progress to annual spring/summer of 2022. Use a strategic growth on iReady planning process to identify a specific vision was 54% for and goal(s) for math proficiency (overall and resource students in for resource students) in 22-23. The team met in December to determine a detailed action plan.
6. Quarterly check-ins to ensure that teachers are reading evaluation of the implementation and monitoring of student academic achievements

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

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

LCAP implementation are working very well:

Collection of verified data (using iReady diagnostics) demonstrating significant growth in reading and math over the last 3 years: Utilizing research-based instructional strategies. This year, our instructional team focused on the following strategies through professional development as well as coaching:

1. Sharing examples 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.
2. Providing structured checks for understanding that 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.
3. 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.
4. Continued focus 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, 16% of English Learners met their stretch growth in Math, and 31% met their stretch growth in Reading.
5. i-Reading results support growth Reading 5% to 13%, Math was 1% and went to 9% growth,

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

The process of addressing changes has been modified as follows: The BCCS 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 that we have addressed. Monitoring. Modifying and 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 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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,033,260	\$127,908

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.10%	0.00%	\$0.00	37.10%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

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

Goal 1: Action 1--Planned services for this action item include School Counselor, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include the Director of Instruction and 50% of Administrator focus on coaching support for teachers.

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

Goal 2: Action 2--Planned services for this action item include Program Coordinator & operations team (attendance), School Climate & Culture (SCC) Coordinator, and the SCC Team will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

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



Goal 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.

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

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

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

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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

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

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

- Predictability
- Flexibility
- Connection
- Empowerment

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

FY 22-23, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. As stated above the Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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

Engagement of Parents and stakeholders in providing access to their student's academic and social achievements.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:29
Staff-to-student ratio of certificated staff providing direct services to students		1:16

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,368,176.00			\$208,520.00	\$4,576,696.00	\$3,997,112.00	\$579,584.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Support to increase student academic achievement	English Learners Foster Youth Low Income	\$487,243.00			\$30,000.00	\$517,243.00
1	1.2	Teacher Retention: Coaching Support	English Learners Foster Youth Low Income	\$206,404.00				\$206,404.00
2	2.1	Parent Coordinator	English Learners Foster Youth Low Income	\$67,454.00				\$67,454.00
2	2.2	Program Coordinator/Operations Team & School Culture Climate Team	English Learners Foster Youth Low Income	\$188,234.00			\$149,947.00	\$338,181.00
2	2.3	Student Activities	English Learners Foster Youth Low Income	\$51,300.00				\$51,300.00
2	2.4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	English Learners Foster Youth Low Income	\$18,000.00				\$18,000.00
3	3.1	Salaries and Benefits	All	\$2,787,441.00				\$2,787,441.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	\$20,000.00			\$28,573.00	\$48,573.00
3	3.3	Core Instructional Materials; Technology	All	\$144,926.00				\$144,926.00
3	3.4	Maintenance/Custodial/Security (2201)	All	\$317,516.00				\$317,516.00
3	3.5	Technology Enhancement	All	\$79,658.00				\$79,658.00



## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,784,843	\$1,033,260	37.10%	0.00%	37.10%	\$1,038,635.00	0.00%	37.30 %	<b>Total:</b>	\$1,038,635.00
								<b>LEA-wide Total:</b>	\$1,038,635.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support to increase student academic achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$487,243.00	
1	1.2	Teacher Retention: Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$206,404.00	
2	2.1	Parent Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bert Corona charter Middle School 5-8	\$67,454.00	
2	2.2	Program Coordinator/Operations Team & School Culture Climate Team	Yes	LEA-wide	English Learners Foster Youth Low Income		\$188,234.00	
2	2.3	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$51,300.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Yes	LEA-wide	English Learners Foster Youth Low Income		\$18,000.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,357,947.00	\$3,750,241.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	\$354,070.00	\$405,473
1	1.2	Teacher Retention: Coaching Support	Yes	\$199,511.00	\$178,757
2	2.1	Parent Coordinator	Yes	\$58,656.00	\$58,656
2	2.2	Program Coordinator/Operations Team & School Culture Climate Team	Yes	\$374,008.00	\$310,253
2	2.3	Student Activities	Yes	\$40,000.00	\$20,000
2	2.4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Yes	\$15,000.00	\$18,000
3	3.1	Salaries and Benefits	No	\$1,867,513.00	\$2,109,633
3	3.2	Professional Development	Yes	\$48,573.00	\$48,573
3	3.3	Core Instructional Materials; Technology	No	\$144,926.00	\$144,926
3	3.4	Maintenance/Custodial/Security (2201)	No	\$213,756.00	\$376,312



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	\$41,934.00	\$79,658

### 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$939,858	\$884,577.00	\$943,118.00	(\$58,541.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	\$354,070.00	\$431,327		
1	1.2	Teacher Retention: Coaching Support	Yes	\$199,511.00	\$199,109		
2	2.1	Parent Coordinator	Yes	\$58,656.00	\$58,656		
2	2.2	Program Coordinator/Operations Team & School Culture Climate Team	Yes	\$197,340.00	\$196,026		
2	2.3	Student Activities	Yes	\$40,000.00	\$20,000		
2	2.4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Yes	\$15,000.00	\$18,000		
3	3.2	Professional Development	Yes	\$20,000.00	\$20,000		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,590,033	\$939,858	0	36.29%	\$943,118.00	0.00%	36.41%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

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



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

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

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

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

### **Actions Provided on a Schoolwide Basis:**



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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.



- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

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

LCAP Goal	Results for 2021-2022 Student Achievement: Increase Student Achievement	2022-2023 Student Achievement: Increase Student Achievement	Results for 2021-2022 Engagement: Student, teacher and parentengagement	2022-2023 Engagement: Student, teacher and parentengagement	Basics: Provide an appropriate Basic Condition of Learning	Basics: Provide an appropriate Basic Condition of Learning
<b>LCAP Goals</b>	<b>Goal 1:</b> Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)	<b>Goal 1:</b> Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)	<b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)	<b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)	<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. (State Priorities: 1 Basic Services, Other Pupil Outcomes)	<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. (State Priorities: 1 Basic Services, Other Pupil Outcomes)
	Annual Progress on CA Dashboard (Status & Change)  English Language Arts Mathematics Chronic Absenteeism Suspension Rate English Learner Progress  All Students <ul style="list-style-type: none"> <li>Latino</li> <li>African American</li> <li>English Learners</li> <li>Economic</li> </ul> 2-3% growth on CAASP  Verifiable Data i-Ready 2021-22 Goal Met using Verifiable Data Reading: <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</li> </ul>	Multiple opportunities for Parent Engagement Measured Fall Youth Truth Survey: Parent Involvement) 2021-2022: Met: Survey Ranked the school in Meet with School Culture and Climate	Multiple opportunities for Parent Engagement (Measured Fall Youth Truth Survey: Parent Involvement)	Use of Multi-tier schoolwide program (MTSS) 2021-2022 Met: 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers	Use of Multi-tier schoolwide program (MTSS) Maintain/increase 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers	

<p>100% Teacher Proper Credentials Assignments 2021-22: Met: Restructured SFA/ELD classroom</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>ADA rate above 90% (Chronic Absenteeism) Due to COVID-19 Attendance Committee</p>	<p>100% of ELs will have full access to CCSS- aligned curriculum as they develop EL proficiency</p>	<p>100% of ELs will have full access to CCSS- aligned curriculum as they develop EL proficiency.</p>
<p>Met Verifiable Data Mathematics:</p> <ul style="list-style-type: none"> <li>Students "On or Above" Grade level increased from 6% to 11% in Math from Students "Two or 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 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>					
<ul style="list-style-type: none"> <li>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>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 and expulsion rate</p>	<p>Suspensions and Expulsion Rates Maintain below 1%</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>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>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: 100% of facilities safe and secure</p>	<p>School facilities are safe and secure                  2021-2022 Met: 100% of facilities safe and secure</p>
<p>Advancement on ELPAC                  2021-2022: Waiting for results on Reading Inventory</p>	<p>Advancement on ELPAC</p>				
<p>EL Reclassification exceeds LAUSD                  2021-2022: Waiting for results on Reading Inventory</p>	<p>EL Reclassification exceeds LAUSD</p>				

Monsenor Oscar Romero Charter School  
 Summary Proposed 2022-2023 LCAP Allocation

LCAP Goal 1	Description	Total Funds	LCAP Goal 2	Description	Total Funds	LCAP Goal 3	Description	Total Funds
1.1 Support to increase student academic achievement	English Language Development Teacher, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials	\$446,008.00	2.1 Parent Coordinator	The parent Coordinator will assist with the engagement of parents.	\$71,387.00	3.1 Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	\$2,376,241.00
1.2 Teacher Retention: Coaching Support	Director of Instruction and 50% of Executive Administrator Provide consistent teacher observation, coaching, and mentoring support		2.2 Program Coordinator/Operations Team & School Culture Climate Tea	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV) The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)		3.2 Professional Development	Development for all staff members CCSS training will be embedded into professional development meetings. BTSA Training/ New Teacher Support (Title 2) Backwards Design Standards-Based Grading Project-Based Learning Service-Learning CCSS ELD Strategies for EL students to access core curriculum/attain academic English Implementation of Bert Corona Charter School's English Learner Plan Whetstone Observation and Evaluation Process for teacher growth	
		200,747.00	2.3 Student Activities to engage students in learning	Student Activities to engage students in learning	\$342,301.00	3.3 Core Instructional Materials; Technology	Core Instructional Materials; Technology	51,160.00
					25,000.00			258,672.00

Monsenor Oscar Romero Charter School  
 Summary/ Proposed 2022-2023 LCAP Allocation

			2.4 Enrollment and Outreach- "SCHOLA Services " and	Ensure that all parents have on-boarding support from first point of LEA interest and	18,000.00	3.4 Maintenance/Custodial/Security (2201)	Maintenance/Custodial/Security	421,719.00
							Enhancement Additional Technology and IT Support to enhance the basic instructional program.	79,939.00
		\$646,755.00			\$456,688.00			\$3,187,731.00

**Total Allocation for LCAP \$4,291,174.00 (Includes Federal Funds)**

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monsenor Oscar Romero Charter School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

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

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;

- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:

- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:



- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have experienced aspects humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti- Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year.

The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.
- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

Continued to provide community outreach program offerings and resources to support student academic achievement. Provide parents with ongoing educational support, social emotional support to enable them address the changes of COVID 19 and much needed social emotional health access.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; hand washing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations. Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services. All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person.

Charter School provides the public with an opportunity to provide comments and feedback and how the Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of administrators, staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop the COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to [ykingberg@ypics.org](mailto:ykingberg@ypics.org) directly to the Executive Director.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires 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, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

**Impact of the 2021/22 Budget Act on the Budget Overview for Parents**

Local Educational Agency (LEA) name: MONSENOR OSCAR ROMERO

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	2nd Interim Projection	Difference	Comments
Total LCFF funds	\$ 2,953,743.67	\$ 3,149,627.22	\$ 195,883.55	Higher Due to increase in Concentration funding and increase in ADA
LCFF supplemental & concentration grants	\$ 749,029.57	\$ 879,282.00	\$ 130,252.43	Higher Due to increase in Concentration funding
All other state funds	\$ 510,992.06	\$ 578,168.31	\$ 67,176.25	Higher due to increase in ASES revenue and receipt of CTE Grant. MORCS is still developing plans for new funding included in the 2021 Budget act - Expanded Learning Opportunity Program funds. As a result, neither revenue nor expense is included in the projections. Educator Effectiveness funds will be spent in future years and are also not reflected in the projections.
All local funds	\$ 196,490.71	\$ 928,865.39	\$ 732,374.69	Higher due to PPP Loan Forgiveness
All federal funds	\$ 952,585.00	\$ 808,133.54	\$ (144,451.47)	Lower due to deferral of use of ESSER II funds to FY22-23
Total Projected Revenue	\$ 4,613,811.44	\$ 5,464,794.47	\$ 850,983.03	
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>	<b>Original</b>	<b>Current</b>	<b>Difference</b>	<b>Comments</b>
Total Budgeted General Fund Expenditures	\$ 5,395,994.39	\$ 5,822,723.07	\$ 426,728.68	The main driver for the increase is the increased costs for the meal program, increases in salaries, and increased in expenses for CTE grant.

# MORCS Academic Excellence Board Report

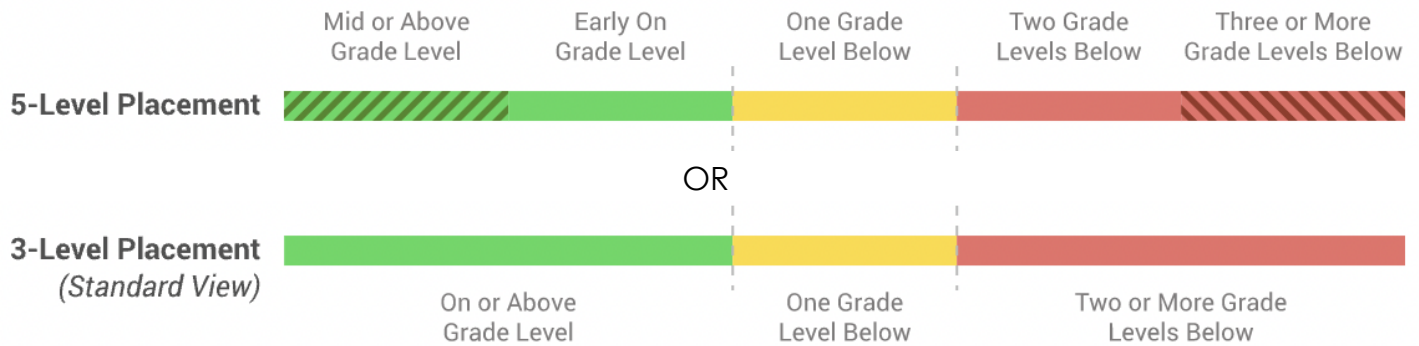
1.24.22



## I. iReady Diagnostic Exams - General Info

	Diagnostic #1 (Fall)	Diagnostic #2 (Winter)
<b>Enrollment</b> (at time of diagnostic)	295	295
<b>Testing Window</b>	08/04/21 - 09/03/21	11/29/21 - 12/18/21
<b>Students Tested (Math)</b>	271 (92%)	289 (98%)
<b>Students Tested (Reading)</b>	263 (89%)	287 (97%)

### Test Results Legend:

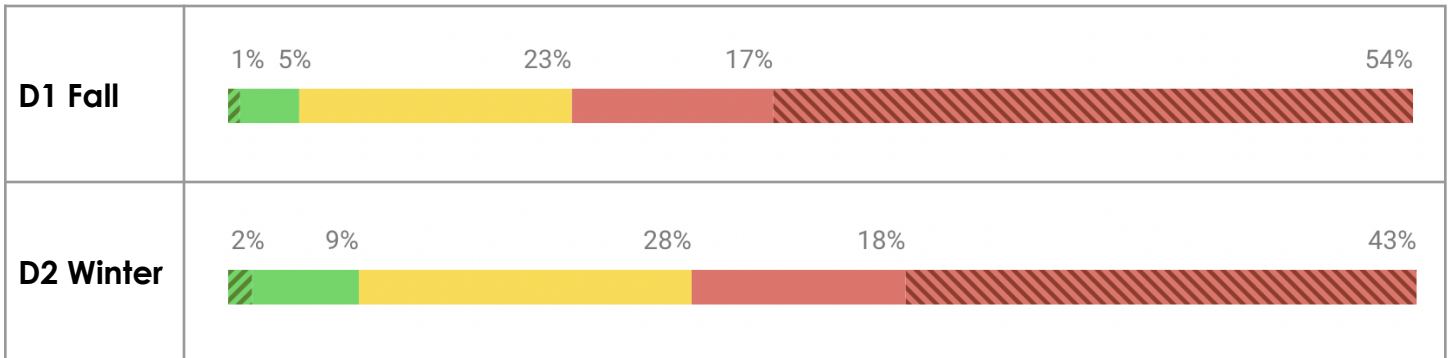


### Analysis:

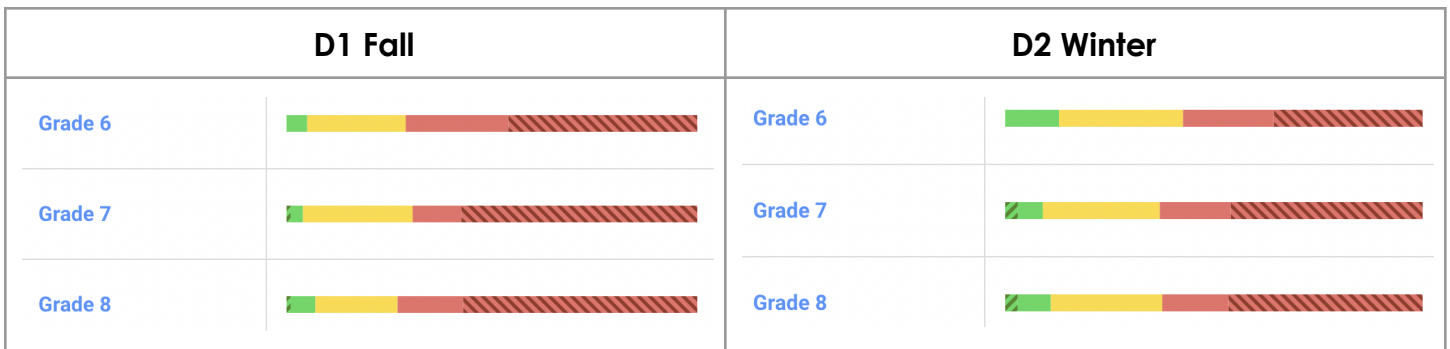
- More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading)
- Total enrollment levels were the same during both testing sessions
- 12 weeks in between testing sessions

## II. iReady Results (MATH)

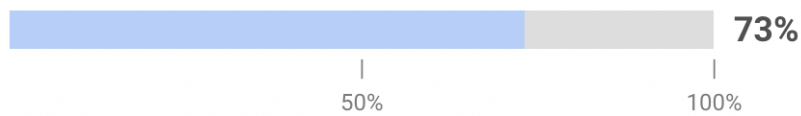
### ALL STUDENTS (MATH)



### BY GRADE LEVEL (MATH)



### Progress to Annual Typical Growth (Median)



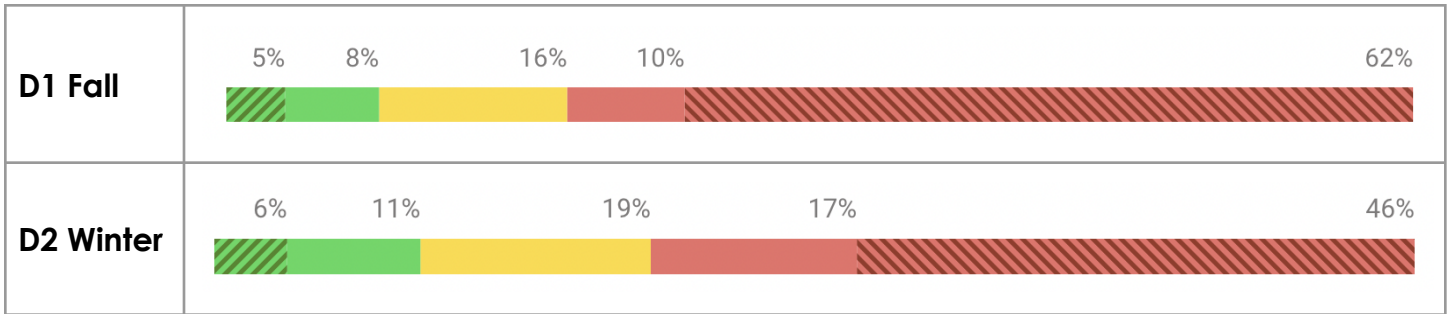
### Analysis:

- Students "On or Above" Grade level increased from 6% to 11% in Math from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- 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
- All grade levels showing growth from D1 to D2 in Math

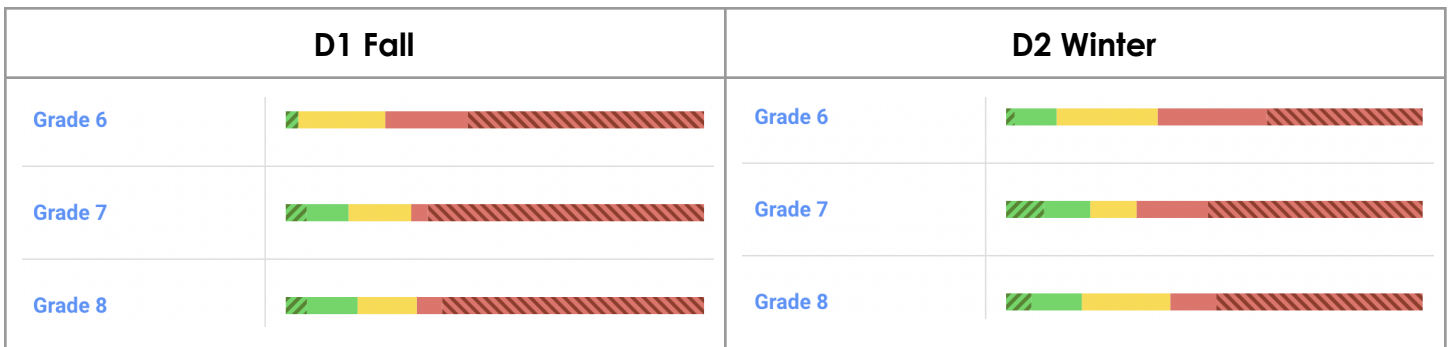


### III. iReady Results (READING)

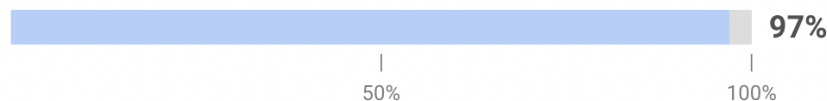
#### ALL STUDENTS (READING)



#### BY GRADE LEVEL (READING)



#### Progress to Annual Typical Growth (Median)



#### Analysis:

- Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2
- Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2
- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Reading

## IV. Subgroup Growth Analysis

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

	Math	Reading
6th Grade	69%	89%
7th Grade	62%	124%
8th Grade	108%	81%
All Students	80%	98%

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

	Math	Reading
6th Grade	69%	132%
7th Grade	96%	141%
8th Grade	133%	94%
All EL Students	99%	122%

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

	Math	Reading
6th Grade	66%	116%
7th Grade	38%	233%
8th Grade	58%	111%
All Resource Students	54%	153%

### ANALYSIS

#### GLOWS:

- 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 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 were demonstrated almost twice as much growth as the other groups!).

- At all grade levels, Special Education students demonstrated **growth of over 100% in Reading**
- 8th grade students and English Learners **demonstrated significant growth in Math (over 100%) especially as compared to other grade levels**
- 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:**

- Students demonstrated relatively **low growth in 6th and 7th grade math.**
- Special Education students demonstrated **very low growth in math at all grade levels.**

## 2022-23 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Monsenor Oscar Romero Charter School
<b>CDS Code:</b>	19647330114959
<b>LEA Contact Information:</b>	Name: Yvette King Berg Position: Executive Director Email: ykingberg@ypics.org Phone: (818) 305-2791
<b>Coming School Year:</b>	2022-23
<b>Current School Year:</b>	2021-22

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

<b>Projected General Fund Revenue for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,350,351
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$937,788
<b>All Other State Funds</b>	\$1,070,080
<b>All Local Funds</b>	\$312,609
<b>All federal funds</b>	\$1,270,743
<b>Total Projected Revenue</b>	\$6,003,783

<b>Total Budgeted Expenditures for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,742,109
<b>Total Budgeted Expenditures in the LCAP</b>	\$4,291,174
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$937,912
<b>Expenditures not in the LCAP</b>	\$2,450,935

<b>Expenditures for High Needs Students in the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$782,416
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$899,827

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2022-23 Difference in Projected Funds and Budgeted Expenditures</b>	\$
<b>2021-22 Difference in Budgeted and Actual Expenditures</b>	\$

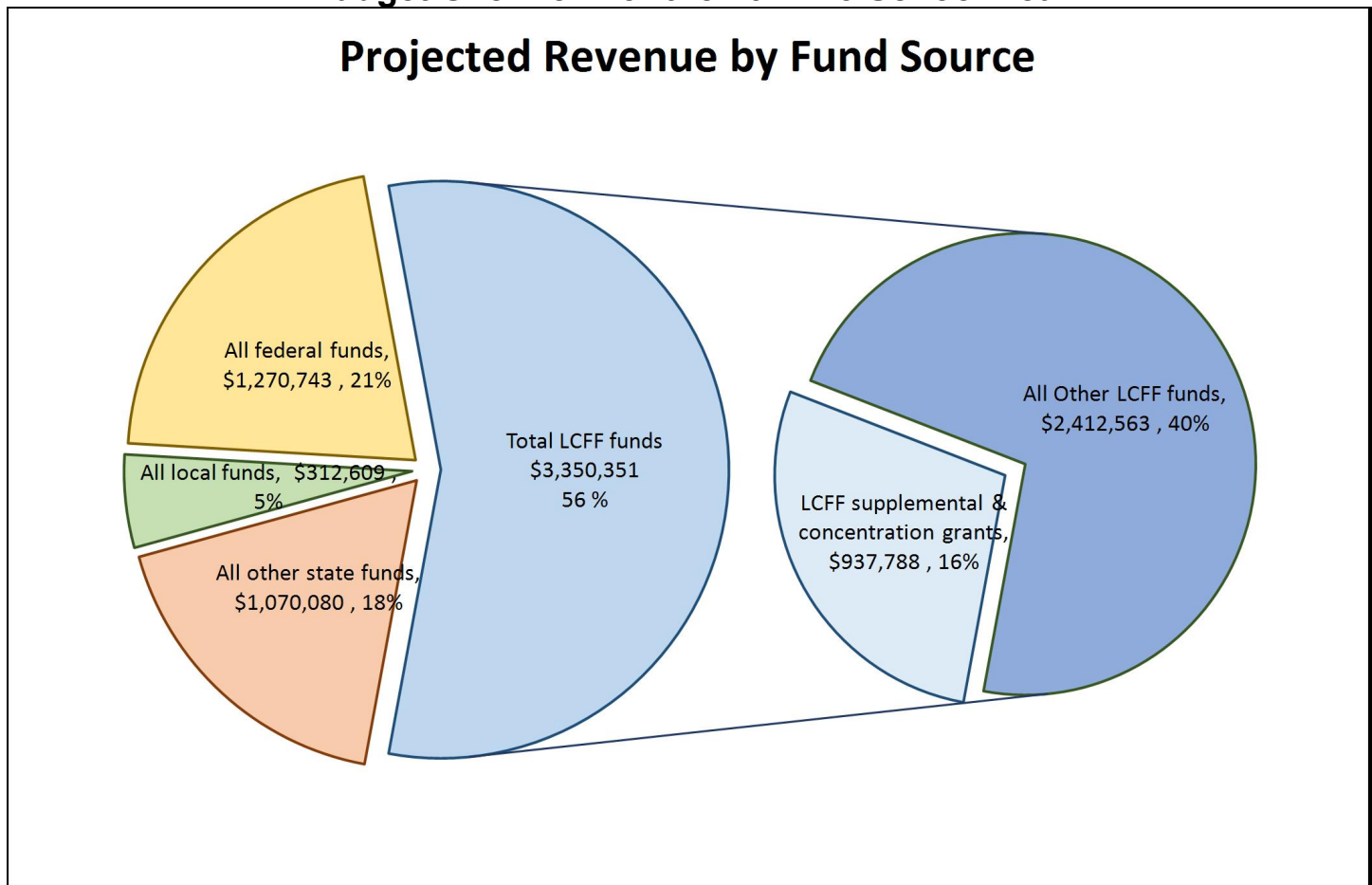
<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monsenor Oscar Romero Charter School  
 CDS Code: 19647330114959  
 School Year: 2022-23  
 LEA contact information:  
 Yvette King Berg  
 Executive Director  
 ykingberg@ypics.org  
 (818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2022-23 School Year



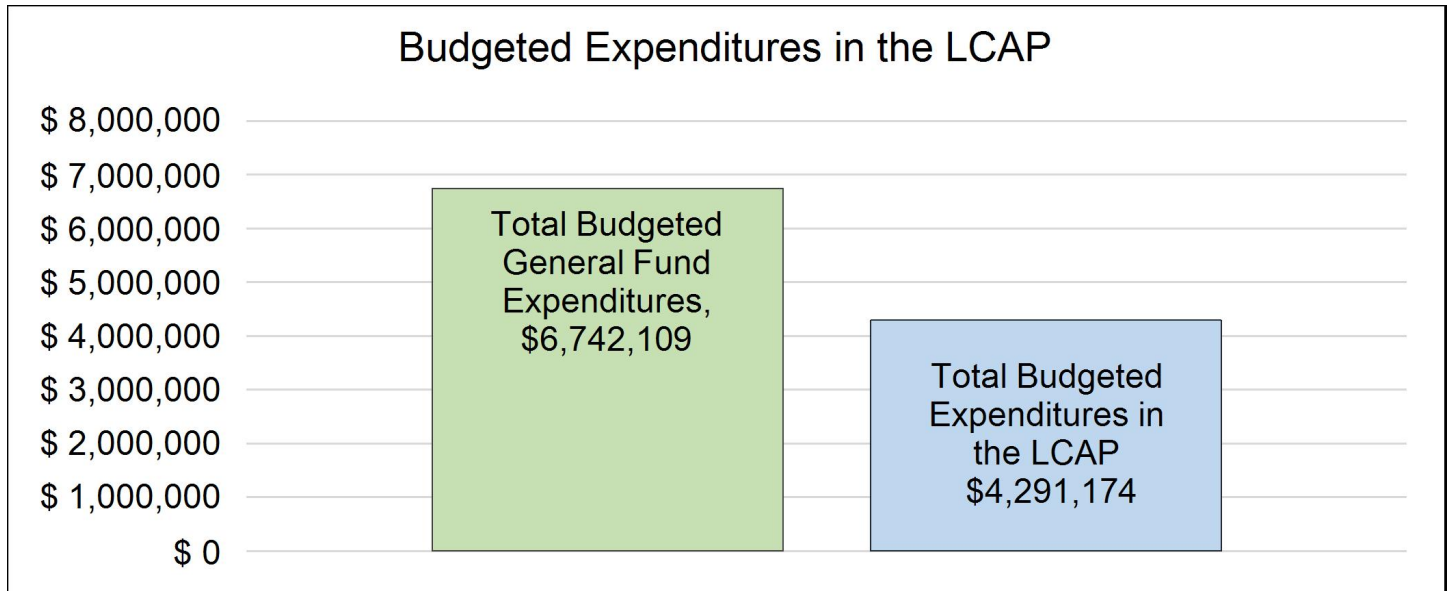
This chart shows the total general purpose revenue Monsenor Oscar Romero Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monsenor Oscar Romero Charter School is \$6,003,783, of which \$3,350,351 is Local Control Funding Formula (LCFF), \$1,070,080 is other state funds, \$312,609 is local funds, and \$1,270,743 is federal funds. Of the

**\$3,350,351 in LCFF Funds, \$937,788 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).**

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Monsenor Oscar Romero Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monsenor Oscar Romero Charter School plans to spend \$6,742,109 for the 2022-23 school year. Of that amount, \$4,291,174 is tied to actions/services in the LCAP and \$2,450,935 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

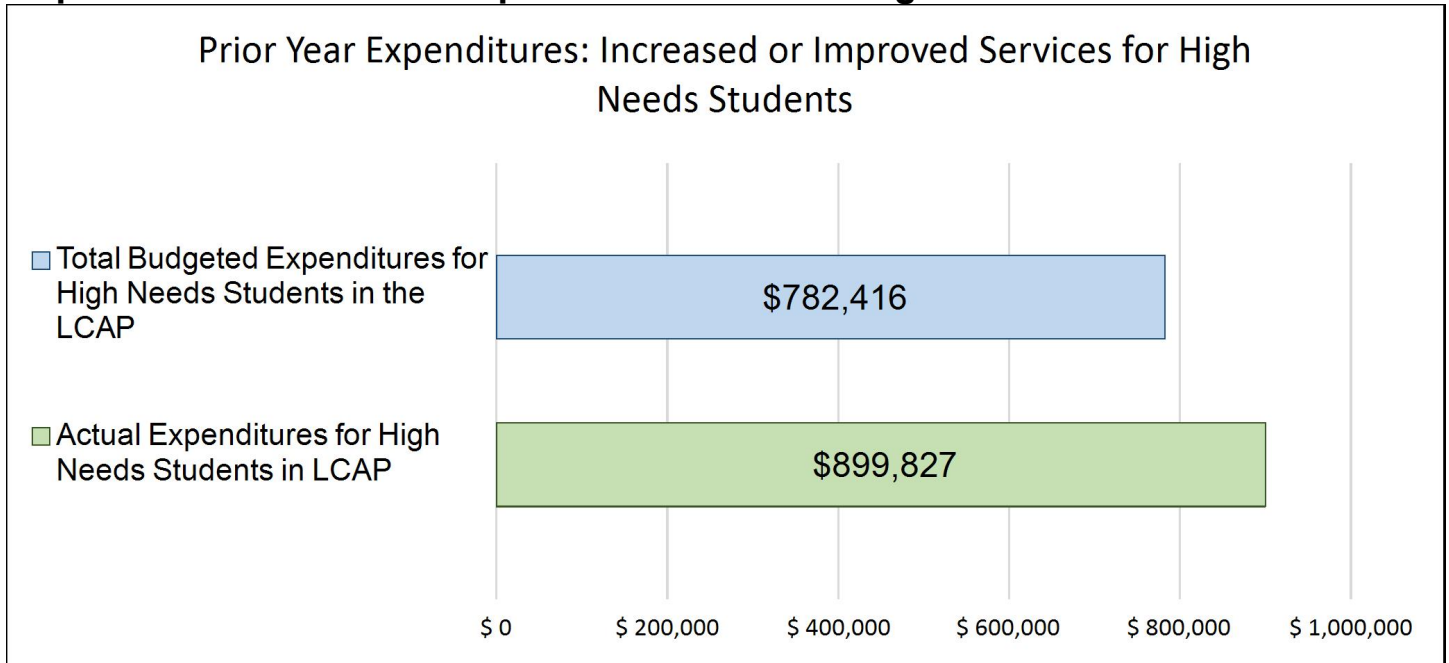
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Monsenor Oscar Romero Charter School is projecting it will receive \$937,788 based on the enrollment of foster youth, English learner, and low-income students. Monsenor Oscar Romero Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Monsenor Oscar Romero Charter School plans to spend \$937,912 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Monsenor Oscar Romero Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monsenor Oscar Romero Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Monsenor Oscar Romero Charter School's LCAP budgeted \$782,416 for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent \$899,827 for actions to increase or improve services for high needs students in 2021-22.



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monsenor Oscar Romero Charter School

CDS Code: 19647330114959

School Year: 2022-23

LEA contact information:

Yvette King Berg

Executive Director

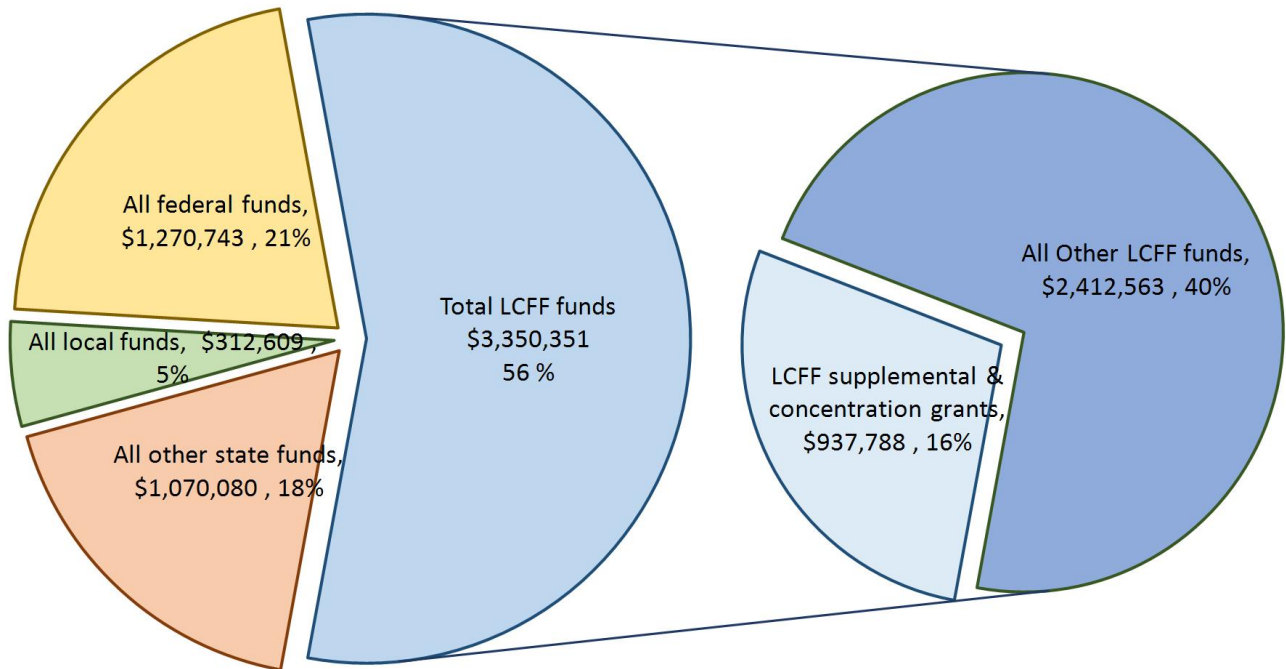
ykingberg@ypics.org

(818) 305-2791

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



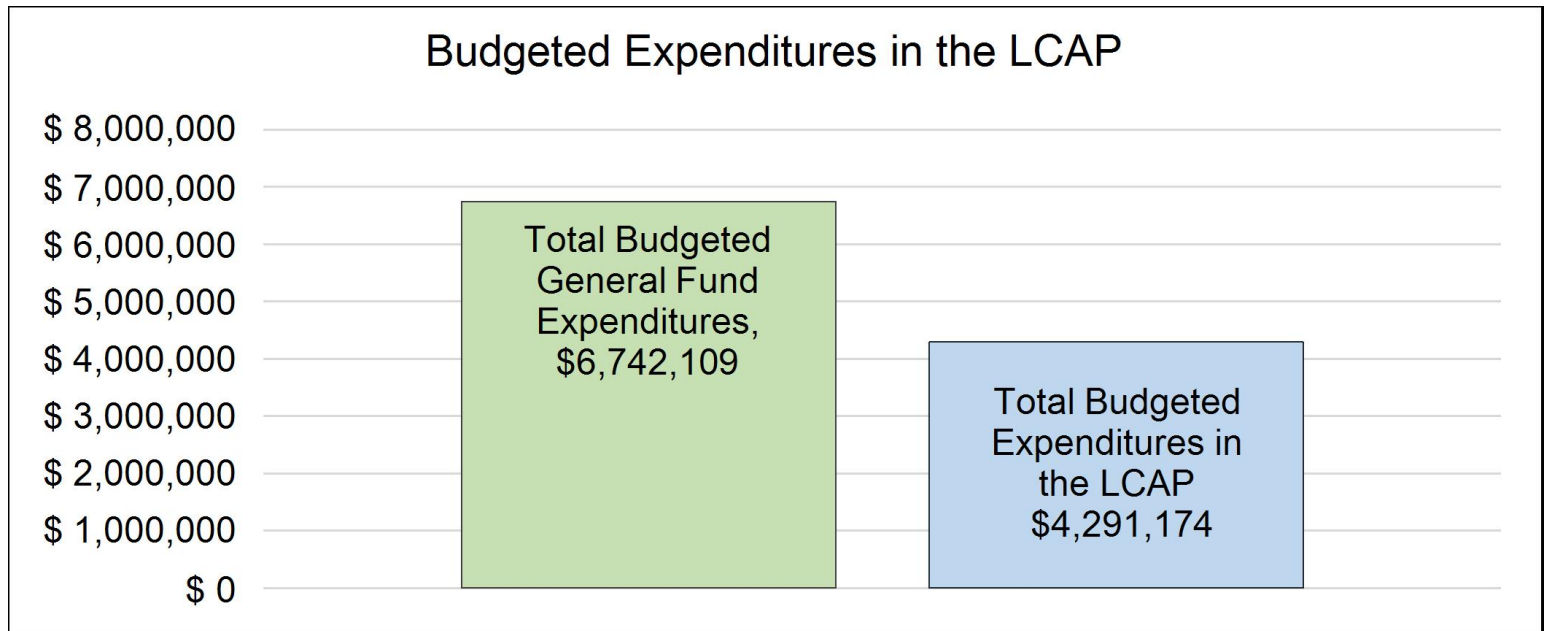
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state funds, \$312,609 is local funds, and \$1,270,743 is federal funds. Of the \$3,350,351 in LCFF Funds, \$937,788 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Monsenor Oscar Romero Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

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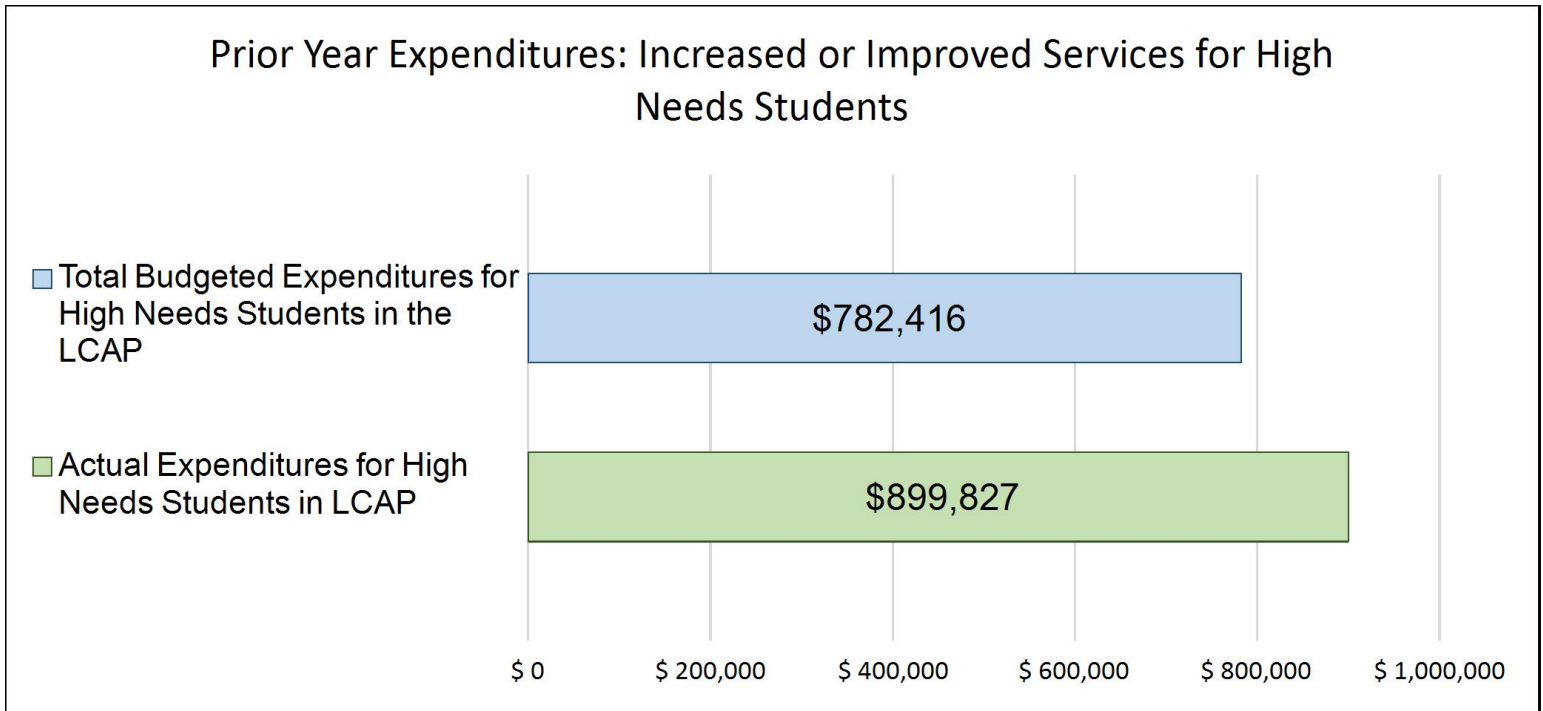
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Monsenor Oscar Romero Charter School is projecting it will receive \$937,788 based on the enrollment of foster youth, English learner, and low-income students. Monsenor Oscar Romero Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Monsenor Oscar Romero Charter School plans to spend \$937,912 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Monsenor Oscar Romero Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monsenor Oscar Romero Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Monsenor Oscar Romero Charter School's LCAP budgeted \$782,416 for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent \$899,827 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monsenor Oscar Romero Charter School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

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

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;

- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:

- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have experienced aspects humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti- Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year.

The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.

- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

Continued to provide community outreach program offerings and resources to support student academic achievement. Provide parents with ongoing educational support, social emotional support to enable them address the changes of COVID 19 and much needed social emotional health access.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; hand washing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations. Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services. All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person.

Charter School provides the public with an opportunity to provide comments and feedback and how the Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of administrators, staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop the COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to [ykingberg@ypics.org](mailto:ykingberg@ypics.org) directly to the Executive Director.



## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires 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, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

### Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Monseñor Oscar Romero Charter School (MORCS) a Youth Policy Institute Charter School (YPICS), serves 287 students In the San Fernando Valley area of Los Angeles County. Represented with 100% Latino.19% English Learners, 13% Students with Disabilities, and 93% of our students are on Free and Reduced Lunch.

**VISION:** Our school is named in honor of and inspired by Monseñor Oscar Romero Charter, a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give an eloquent and insistent voice to the cardinal importance of education. Monseñor Oscar Romero believed in the Jeffersonian ideal that democracy and its attendant ideals become quite impossible without an intelligent citizenry.

**MISSION:** The Monseñor Oscar Romero Charter School prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico-Union area of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area.

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

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

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

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

## Reflections: Successes

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

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

MORCS success is as follows:

Verified Data: ELA & Math Growth (2019-20, 2020-21, and 2021-22)

MORCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of Education as "verified data." Despite challenges from the pandemic, at both the school- and grade levels, MORCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. On average, MORCS

students had over a year of typical growth in ELA (129%) and a year of growth in Math (100%) from Fall to Spring 2020-21. From Fall to Spring 2019-20, MORCS students had over a year of typical growth in ELA (129%) & Math (127%). It is also worth noting that 8th-grade students had nearly two years of typical growth (194%) in ELA and 164% progress in Math in 2019-20, which suggests that students who had been at MORCS for longer experienced more growth.

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%.

#### Math Reading

mid-year EOY projected mid-year EOY projected

All Students 71% 142% 92% 188%

#### Socioeconomically

Disadvantaged Students 71% 142% 92% 188%

Latino Students 71% 142% 92% 188%

English Learners 99% 198% 122% 244%

Students with Disabilities 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 above 99%. Based on these results students are on track to expect average growth of at least one-year schoolwide and for each subgroup of students. An anticipated growth will be verified by the May 2022 administration of the diagnostic.

- 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.
- 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).

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

#### English Learner Progress

- 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

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

#### Technology in the classroom

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

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

#### COVID-19 Aligned Strengths

##### Community Engagement/Support

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

##### Student Engagement

- MORCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In November 2020, MORCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In November 2020, MORCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

### Digital Divide

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

### Social/Emotional Wellbeing

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

### COVID-19 Aligned Vulnerabilities

#### Student Engagement

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

## Reflections: Identified Need

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

Academic Indicator Performance C Dashboard-due to Pandemic these are the indicators used. Use of Verifiable data from i-Ready indicates growth.

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

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

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

#### Suspension Rates



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

### COVID-19 Achievement and Engagement Data

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

Data that MORCS tracked over the past year include:

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

### English Learner Reclassification Rates

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

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

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

## LCAP Highlights

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

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

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

Goal 1: Increase Student Achievement

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

Goal 3: Provide an appropriate Basic Condition for Learning

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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

Hispanic

Red

120.3 points below the standard

Declined -11.8 points 326

Less than 11 Students - Data Not Displayed for Privacy

Current English Learner

- 199.9 points below the standard

Declined Significantly -31.1 points 81

Reclassified English Learners

112.7 points below the standard

Declined -5.5 points 121

English Only

121 points below the standard

Increased ++3 points 30

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

### ***Support for Identified Schools***

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

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

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

### ***Monitoring and Evaluating Effectiveness***

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

The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. CSD discussed with the school leaders the need to ensure all staff members have cleared credentials. The LEA noted that two returning employees marked as Teacher Associates do not have the proper EL authorization. In summary, 5 teachers were currently listed as "Teacher Associates" due to no EL authorization; at the time of the oversight, the school leader had a substitute teacher working in each of those classrooms to ensure that the school complies with this requirement. Among the strategies implemented during 2018 to the present include:

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

- SBAC Mathematics intervention and acceleration: An initiative was started in the latter half of 2018-19 onto 2019-2020 to prioritize Mathematics. During this initiative:
    - o Identified bubble students who were close to moving up an achievement band. (2019-20)
    - o Planned, intentional small group instruction to target student needs. (2019-20)
    - o Due to the Pandemic, teachers were able to provide acceleration and intervention during extended class time, offering access to reteaching, additional daily support through an individual instructional plan for each student.
      - MORCS provided ongoing Professional Development and coaching. The presenters also observed teachers and gave them feedback on implementing the strategies covered during professional development.
      - Implemented intervention blocks of time where teachers target students' deficits in small groups. (2020-21)
      - Developed IEP's as a comprised team of various stakeholders:
        - o Parents/caretakers, teachers, staff, SPED, admin, etc.).
          - Targeted Mathematics instruction began implementation in 2019-20.
          - Used i-Ready results to determine student Math levels (2019-20).
          - Implemented practice i-Ready assessments twice a year (2019-20).
          - After-school program assisted by providing intervention and accelerated support during Fall Break, Winter Break, and Spring Break, starting in 2019-20 and 2020-2021. The Pandemic ongoing learning opportunities were made available.
          - Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, differentiated instruction, and other research-based learning strategies.
          - MORCS provided socio-emotional support, supplemental support systems, food, and concentrated support for families.
- To identify appropriate root causes for both English Language Arts and Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

Academic & Instruction: School Culture & Climate Operations & Safety

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

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

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

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

## A summary of the feedback provided by specific educational partners.

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

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

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

Culture  
Relationships  
and the lowest rated themes were:

Engagement  
Belonging & Peer Collaboration

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

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

I take pride in my school work. (which is in the Engagement theme)  
Respondents also provided feedback about Project-Based Learning. For example, 54% of respondents responded positively to the question: In school, I can find solutions to problems that I haven't been taught how to solve.

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

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

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

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

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Improve academic achievement for all students

## Measuring and Reporting Results

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



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	100% Teachers are provided with curriculum aligned to current content and performance standards.	100% Teachers are provided with curriculum aligned to current content and performance standards.			100% Teachers are provided with curriculum aligned to current content and performance standards.
Student Access to Broad Course of Study	100% of students have access to a broad course of study	100% of students have access to a broad course of study			100% of students have access to a broad course of study
English Language Arts- Proficiency	All: 22.19%  EL: 0.00 Latino: 22.22 SED: 21.81 SWD: 2.56 SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 points),				The expected outcome is an overall increase of at least 2-3% of students who meet or exceed the standard on their subsequent CAASPP i-Ready results indicate that students are showing academic achievement.
Mathematics Proficiency	All: 10.98%  EL: 0.00 Latino: 10.84 SED: 10.94 SWD: 2.56  SBAC Mathematics as DFS-119.8 point	i-Ready results areas follows:: Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2 <ul style="list-style-type: none"><li>• Students “Two or</li></ul>			The expected outcome is an overall increase of at least 2-3% of students who meet or exceed the standard on their subsequent CAASPP i-Ready results indicate that students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard (declined 11.5 Points),	<p>More Grade Levels Below” decreased from 71% to 61% from D1 to D2</p> <ul style="list-style-type: none"> <li>• Median Progress to Annual Typical Growth is at 73% overall for all students in math</li> <li>• 8th grade math saw the highest growth at 108% median growth and 42% stretch growth</li> <li>• All grade levels showing growth from D1 to D2 in Math</li> </ul>			are showing academic achievement.
Access iReady assessment and technology	ELA: 17% Math: 11%	i-Ready Reading results are as follows:			Increased student performance as monitored by i-Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current</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> </ul>			<p>scores show improvement from start of the year to current 3-5% growth.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• All grade levels showing growth from D1 to D2 in Reading</li> </ul> <p>Math Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2</p> <ul style="list-style-type: none"> <li>• Students “Two or 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</li> <li>• 8th grade math saw the highest growth at 108%</li> </ul>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>median growth and 42% stretch growth</p> <ul style="list-style-type: none"> <li>All grade levels showing growth from D1 to D2 in Math</li> </ul>			
English Language Learner proficiency	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)	<ul style="list-style-type: none"> <li>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</li> </ul>			Teachers planned and implemented synchronous lessons to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily.- An ELD Coordinator/2 teachers on assignment to support teachers. Growth indicators.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>year in Math and Reading!</p> <ul style="list-style-type: none"> <li>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)</li> <li>At 6th and 7th grade, English Learners demonstrated over 100% growth and close to 100% growth in Reading at the mid-year mark,</li> </ul>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		projecting over 200% growth at the end of the school year			
EL Reclassification	16.7% for 18-19	Reclassification exceeds LAUSD			Reclassification exceeds LAUSD.
Students with IEPs proficiency	Increase Students with IEPs on SBAC by 1% or more per year.	100% growth in Reading <ul style="list-style-type: none"> <li>• 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 were demonstrated almost twice as much growth</li> </ul>			The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>as the other groups!).</p> <ul style="list-style-type: none"> <li>• At all grade levels, Special Education students demonstrated growth of over 100% in Reading</li> <li>• 7th grade Special Education students demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels</li> <li>• Students demonstrated relatively low growth in 6th and 7th grade math.</li> <li>• Special Education students demonstrated very low</li> </ul>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		growth in math at all grade levels.			
Next Generation (Science)	All: 7.77% EL: 0.00 Latino: 7.77 SED: 8.25 SWD: 5.88	The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP			The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP
% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019	52.8% English Learner progress in English Proficiency.	Increased realized- due to privacy on CDE website scores are not visible.			Continue to increase the number of English Proficiency as measured by ELPAC

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support to increase student academic achievement	English Language Development Teacher, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials	\$446,008.00	Yes
1.2	Teacher Retention: Coaching Support	Director of Instruction and 50% of Executive Administrator Provide consistent teacher observation, coaching, and mentoring support	\$200,747.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

The Pandemic -COVID-19 had a significant effect on providing for students via Distance Learning and support. Returning to classroom direct instruction during the 2021-2022 school years has provided administration, teachers, and staff to reassess all instructional methodology and effective instructional delivery. Presently internal measure indicate that although there has been learning loss for all students results indicate progressive growth and measures taken to support students with socio-emotional support, additional learning opportunities has resulted in the following:

### 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%.

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.

### I. iReady Diagnostic Exams - General Info

- More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading total enrollment levels were the same during both testing sessions
- 12 weeks in between testing sessions

### II. iReady Results (MATH)

ALL STUDENTS (MATH)

BY GRADE LEVEL (MATH)

#### Analysis:

- Students "On or Above" Grade level increased from 6% to 11% in Math from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- 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
- All grade levels showing growth from D1 to D2 in Math

#### Reading:

- Students "On or Above" Grade level increased from 13% to 17% in Reading from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 72% to 63% from D1 to D2
- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Reading

#### Subgroups

- 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
- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No significant difference as all funds were spent in areas budgeted.

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

The MORCS team made preparations to provide for student academic achievement at all levels focusing on the educational community as a whole. Ensuring students were fully aware and provided with social Emotional access-counseling, teachers, administrators, full information with monitoring, assessment, daily contact, and providing access to textbooks, learning materials, access to technology and school and community opportunities.

- Strategically provided targeted school-wide and organization-wide trainings features of the education program on Standards based grading and project based learning, using critical friends protocols to allows teachers to tune up their rubrics, lesson plans, and projects
- 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
- Provide targeted coaching on Success for All strategies across the curriculum, with consultation from Lilia Limon and internal teacher and administrator experts
- Providing professional development to all teachers on technology integration, using the TPACK model and training resources in collaboration with the School to Home organization

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

Due to the Pandemic and modification needed to provide students who have learning loss and the return to the modified classrooms the following emphasis were addressed.

Multi-tiered

Successes: Meeting with grade-level systems of teams consistently in order to discuss the supports high-level needs of students (MTSS) academically, behaviorally, and socio-emotionally.

Challenges: Responding to the high volume of needs, 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.

Use of Differentiated Instruction:

Successes: Using iReady diagnostic instruction results to clearly identify individual and( iReady) 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.

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 ensuring that each student received grade level curriculum. Use of acceleration, implementation of programs, and monitoring student academic achievement.

In addition to using the following processes.

- 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
- 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
- Implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each English learner
- Opened 7 new sections of targeted ELD instruction ? hiring of ELD teacher
- Inclusion of morning resource lab to provide targeted support for resource students
- Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall Youth Truth Survey: Parent Involvement	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication	Parents, students ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)			School will provide multiple opportunities for parent involvement in school life and communication.
Spring Parent Survey: Engagement	School will engage parents and students in decision-making.	Parents were engaged in decision-making open communication on all levels.			School will engage parents and students in decision-making.
ADA Rate	School will continue to maintain ADA rate at or above 97.4%	Use a (2019-20), to 318 strategic planning process to identify a (2020-21), to 295			School will continue to maintain ADA rate at or above 97.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.</p> <p>The school is on target to increasing ADA and enrollment is up by 60 students, more than 20 students above at the same time last year.</p> <p>(ADA and enrollment have dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and</p>			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		highest death rates in the community).			
Suspensions and Expulsion Rates	The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.	Maintained below 1%			The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.
Chronic Absenteeism	6.8%	(ADA and enrollment have dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).			6.8% continue to improve.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Coordinator	The parent coordinator will assist with the engagement of parents.	\$71,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Program Coordinator & School Culture Climate Team	Identified staff will assist with the engagement of students. The Program Coordinator will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	\$342,301.00	Yes
2.3	Student Activities	Student Activities to engage students in learning	\$25,000.00	Yes
2.4	Enrollment and Outreach- Schola	Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	\$18,000.00	No

## Goal Analysis [2021-22]

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

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

The effect of the Pandemic caused by COVID-19 where distance learning took place and returning to in-classroom instruction changed instructional delivery, as students had an increased learning lost due to COVID conditions. MORCS refocused on students socio-emotional well being, providing both teachers and students with effective strategies to address learning loss and providing accelerated learning opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

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

Parents, teachers and students were polled regarding issues on student learning and all elements affecting student learning.

- Polled staff, students and parents using 2021 Youth Truth targeted questions about school safety survey, students and culture in the spring of 2022.

- Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)
- Used a strategic planning process to for CA schools) identify a specific vision and goal(s) for school culture in 22-23. The team determined a detailed action plan, based on the survey data (and other SCC data) provided.
- The action plan includes quarterly check-ins to ensure that the implementation is successful by monitoring and calibrating results to actions.

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

Attendance was reevaluated as follows: Enrollment

- Held meetings with the Operations team along MORCS has with the YPICS Director of Marketing in declined from 356 the spring/summer of 2022.
- Used strategic planning process to identify a (2020-21), to 295 specific vision and goal(s) for outreach (2021-22). and projected enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.

Suspensions

Continuing to 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 the use of PBIS, MORCS' staff 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
- Use of the MTSS process staff meets 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.
- Use 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 combined use of effective research-based strategies and programs reflect that efforts have resulted in the following downward trend of suspensions:

The MORCS leadership team 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 that we have already articulated in previous questions. Monitoring. Modifying and 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 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.



**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Mutli-tier schoolwide program (MTSS)	100%	100%			Maintain 100%
ADA	97.45%	Met modified-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			94% (modified)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		quarterly check-ins to ensure that the implementation is successful.			
Chronic Absenteeism	6.8%	Modified distance learning-COVID protocols			< 6.8%
Suspensions	8%	<1% suspension and expulsion rate 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			Maintain Suspension Rate at .< 5%
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards	96% Teachers participated in professional development throughout the physical closure of the Charter School.	96% of teacher participated in professional development.			96% Teachers participated in professional development throughout the physical closure of the Charter School.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	\$2,376,241.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Professional Development	<p>Professional Development for all staff members</p> <p>CCSS training will be embedded into professional development meetings.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> <li>. Backwards Design</li> <li>. Standards-Based Grading</li> <li>. Project-Based Learning</li> <li>. Service-Learning                             <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Monseñor Oscar Romero Charter English Learner Plan</li> <li>• Whetstone Observation and Evaluation Process for teacher growth</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social</li> </ul> </li> </ul> <p>SFA Training, Coaching, and Support (Title 3)</p> <p>Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs</li> <li>• Strategies for SWD to access core curriculum in the general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> </ul> <p>Challenging, Engaging, and Empowering Students with Deeper Instruction</p>	\$51,160.00	Yes



Action #	Title	Description	Total Funds	Contributing
3.3	Core Instructional Materials; Technology & iReady assessments	Core Instructional Materials; Technology provided to all students.  Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms  SFA Materials (Title 3)	\$258,672.00	No
3.4	Maintenance/Custodial/Security	Maintenance/Custodial/Security  School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	\$421,719.00	No
3.5	Technology Enhancement	Additional Technology and IT to enhance the basic instructional program.	\$79,939.00	No

## Goal Analysis [2021-22]

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

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

Implementation of a MORCS team developed strategy for improvement specific to mathematics.

- During the Spring of 2022 Ongoing implementation, monitoring and focused on the use of strategic planning)-Use a strategic planning.

- Exceeded standard process to identify a specific vision and goal(s) for math on the for math proficiency (overall and for resource CAASPP compared students) in 22-23.
- The team will determine a with detailed action plan including quarterly reviews.
- o Check-ins to ensure that the implementation is of CA. The median successful. progress to annual growth on iReady was 73% for all math students in December, compared with 97% in reading.
- o Meeting were held and continued collaborations with Math and Resource teams in the progress to annual spring/summer of 2022. Use of a strategic growth on iReady planning process to identify a specific vision was 54% for and goal(s) for math proficiency (overall and resource students in for resource students) in 22-23. The team met in December to address a detailed action plan for Math.
  - Quarterly check-ins to ensure that students are reading. evaluation of the implementation and monitoring of student academic achievements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material difference noted

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

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: Utilizing research-based instructional strategies. This year, our instructional team focused on the following strategies through professional development as well as coaching:
- Sharing examples 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.
- Continued focus 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:

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

The process of addressing changes has been modified as follows: 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 that we have addressed. Monitoring. Modifying and 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 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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$937,788	\$110,809

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.87%	0.00%	\$0.00	38.87%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

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

Goal 1: Action 1--Planned services for this action item include English Language Development Teacher, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include the Director of Instruction and 50% of Administrator focus on coaching support for teachers.

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

Goal 2: Action 2--Planned services for this action item include Program Coordinator (attendance), School Climate & Culture (SCC) Coordinator and the SCC Team will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

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

Goal 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.

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

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

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

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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

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

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

- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

FY 22-23, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. As stated above the Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility

- Connection
  - Empowerment
- Engagement of Parents and stakeholders in providing access to their student's academic and social achievements.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:13

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,092,483.00			\$198,691.00	\$4,291,174.00	\$1,079,004.00	\$3,212,170.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Support to increase student academic achievement	English Learners Foster Youth Low Income	\$446,008.00				\$446,008.00
1	1.2	Teacher Retention: Coaching Support	English Learners Foster Youth Low Income	\$200,747.00				\$200,747.00
2	2.1	Parent Coordinator	English Learners Foster Youth Low Income	\$71,387.00				\$71,387.00
2	2.2	Program Coordinator & School Culture Climate Team	English Learners Foster Youth Low Income	\$174,770.00			\$167,531.00	\$342,301.00
2	2.3	Student Activities	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.4	Enrollment and Outreach- Schola	All	\$18,000.00				\$18,000.00
3	3.1	Salaries and Benefits	All	\$2,376,241.00				\$2,376,241.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	\$20,000.00			\$31,160.00	\$51,160.00
3	3.3	Core Instructional Materials; Technology & iReady assessments	All	\$258,672.00				\$258,672.00
3	3.4	Maintenance/Custodial/Security	All	\$421,719.00				\$421,719.00
3	3.5	Technology Enhancement	All	\$79,939.00				\$79,939.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	ELO Summer Learning or Summer Enrichment						

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,412,564	\$937,788	38.87%	0.00%	38.87%	\$937,912.00	0.00%	38.88 %	<b>Total:</b>	\$937,912.00
								<b>LEA-wide Total:</b>	\$937,912.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support to increase student academic achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$446,008.00	
1	1.2	Teacher Retention: Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$200,747.00	
2	2.1	Parent Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Monseñor Oscar Romero Charter 6-8	\$71,387.00	
2	2.2	Program Coordinator & School Culture Climate Team	Yes	LEA-wide	English Learners Foster Youth Low Income		\$174,770.00	
2	2.3	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1					Specific Schools: Monseñor Oscar Romero Charter		

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,072,693.00	\$3,180,162.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	\$349,952.00	\$320,963
1	1.2	Teacher Retention: Coaching Support	Yes	\$188,388.00	\$190,210
2	2.1	Parent Coordinator	Yes	\$62,075.00	\$66,498
2	2.2	Program Coordinator & School Culture Climate Team	Yes	\$304,461.00	\$297,183
2	2.3	Student Activities	Yes	\$15,000.00	\$15,000
2	2.4	Enrollment and Outreach- Schola	No	\$15,000.00	\$18,000
3	3.1	Salaries and Benefits	No	\$1,693,125.00	\$1,717,227
3	3.2	Professional Development	Yes	\$50,048.00	\$50,016
3	3.3	Core Instructional Materials; Technology & iReady assessments	No	\$90,150.00	\$90,150
3	3.4	Maintenance/Custodial/Security	No	\$262,560.00	\$369,791

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	\$41,934.00	\$45,124

### 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$897,029	\$782,416.00	\$899,827.00	(\$117,411.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	\$349,952.00	\$450,546		
1	1.2	Teacher Retention: Coaching Support	Yes	\$188,388.00	\$205,631		
2	2.1	Parent Coordinator	Yes	\$62,075.00	\$66,498		
2	2.2	Program Coordinator & School Culture Climate Team	Yes	\$147,001.00	\$132,152		
2	2.3	Student Activities	Yes	\$15,000.00	\$25,000		
3	3.2	Professional Development	Yes	\$20,000.00	\$20,000		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,299,190	\$897,029	0	39.02%	\$899,827.00	0.00%	39.14%	\$0.00	0.00%

# Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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



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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

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

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

## 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
6th Grade	69%	138%	89%	178%
7th Grade	62%	124%	124%	248%
8th Grade	108%	216%	81%	162%
All Students	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
6th Grade	69%	138%	132%	264%
7th Grade	96%	192%	141%	282%
8th Grade	133%	266%	94%	188%
All EL Students	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 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>	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

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

## 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
6th Grade	69%	138%	89%	178%
7th Grade	62%	124%	124%	248%
8th Grade	108%	216%	81%	162%
All Students	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
6th Grade	69%	138%	132%	264%
7th Grade	96%	192%	141%	282%
8th Grade	133%	266%	94%	188%
All EL Students	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 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>	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

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

# Coversheet

## YPICS 2022-23 Budgets

**Section:** VI. Items Scheduled For Action  
**Item:** B. YPICS 2022-23 Budgets  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY22-23 Budget YPICS.pptx  
FY22-23 Detailed Budget BCHS.pdf  
FY22-23 Detailed Budget BCCS.pdf  
FY22-23 Detailed Budget MORCS.pdf





# FY 2022/23 Budget

YPI Charter Schools Finance Committee Meeting, June 27, 2022



# Revenue Assumptions

- FY21-22 – Hold Harmless provision for charter school
- FY22-23 – Hold Harmless does not include charter schools
- FY22-23 - COLA 6.56%
- \$8 billion, one-time per-ADA discretionary grant (\$1300 per ADA)
- \$2.1 billion boost to LCFF
- SB740 assumes 75% funding reduction for Other Costs and 5% reduction to Rent Reimbursement
- GEAR UP grant ending September 2022
- Community Schools Planning Grants

# Revenue Assumptions

## Enrollment / ADA

- BCCS – 322 / 302.68 or 94%
- MORCS – 270 / 253.80 or 94%
- High School – 214 / 196.88 or 92%

## Unduplicated Count

- BCCS – 85%
- MORCS – 95%
- High School – 89%
- LAUSD – 85.62%

# Expense Assumptions

- Updated Teacher Salary Scale
- Salary Increase (COLA)
- Increase minimum hourly rate to \$18
- STRS increase from 16.92% to 19.1%
- Computer Replacement Plan
- Additional Staff

# Expense Assumptions

## Additional Staff

- BCCS
  - School Psychologist in-lieu of contract
  - Reading Specialist
  - Instructional Coach
  - Community Schools Coordinator
- MORCS
  - School Psychologist in-lieu of contract
  - Part Time Custodian (MORCS)
  - Floating Substitute Teacher
  - Community Schools Coordinator
- BCHS
  - School Psychologist in-lieu of contract
  - ESL Specialist (BCHS)
  - SPED Teacher (BCHS)
  - College & Career Support (BCHS)
  - Community Schools Coordinator
- LSC
  - Coordinator of Compliance

# Expense Assumptions

## Rent

- BCCS (\$148,200)
- M&O costs of \$300K (MORCS)
- Prop 39 for High School (\$247K)
- LSC (\$50K)

## Capital Projects

- A/C Upgrade \$50K (BCCS)
- Foundation Repair \$60K (BCCS)
- Intercom System Replacement \$50K(BCCS)

MORCS Prop 1D repayment loan

LCS Cost – allocated based on the number of students.

# Expense Assumptions

## ExED contracts:

- Management and Accounting Services :
  - FY22-23 \$235,750 – (Contract approved last year)
- CALPADS:
  - \$12,300 per school (\$600 increase per school from FY21-22)

# Central Admin – Summary Budget

	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27
Total Enrollment	-	-	-	-	-	-
ADA	-	-	-	-	-	-
% Free and Reduced	0%	0%	0%	0%	0%	0%
% English Language Learners	0%	0%	0%	0%	0%	0%
% Unduplicated Low Income, EL, Foster Youth	0%	0%	0%	0%	0%	0%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	-	-	-	-	-	-
8100-8299 · Federal Revenue	-	-	-	-	-	-
8300-8599 · Other State Revenue	-	-	-	-	-	-
8600-8799 · Other Local Revenue	163,410	-	-	-	-	-
Grants/Fundraising	-	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>163,410</b>	-	-	-	-	-
<b>EXPENSE</b>						
1000 · Certificated Salaries	455,723	390,633	380,086	391,488	403,233	415,330
2000 · Classified Salaries	238,041	259,402	277,013	285,323	293,883	302,699
3000 · Employee Benefits	284,797	262,479	272,789	286,669	303,593	321,668
4000 · Supplies	9,134	9,408	9,690	9,981	10,280	10,589
5000 · Operating Services	(812,039)	(922,958)	(940,088)	(973,698)	(1,011,167)	(1,050,286)
6000 · Capital Outlay	2,836	1,036	511	237	178	-
7000 · Other Outgo	(15,082)	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>163,410</b>	<b>0</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>
<b>NET INCOME</b>	<b>(0)</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>0</b>	<b>0</b>



# BCCS – Summary Budget

## BERT CORONA CHARTER SCHOOL

### Multi-Year Budget Summary

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	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27
Total Enrollment	340	322	334	354	368	368
ADA	309.40	302.68	320.64	339.84	353.28	353.28
% Free and Reduced	85%	85%	85%	85%	85%	85%
% English Language Learners	31%	31%	31%	31%	31%	31%
% Unduplicated Low Income, EL, Foster Youth	84%	85%	85%	85%	85%	85%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	4,038,591	3,818,103	4,227,037	4,663,427	5,030,451	5,131,583
8100-8299 · Federal Revenue	2,828,282	1,330,212	1,119,773	837,345	630,356	630,859
8300-8599 · Other State Revenue	382,635	1,163,389	829,746	761,549	937,087	950,356
8600-8799 · Other Local Revenue	906,847	429,962	338,435	354,891	366,770	367,875
Grants/Fundraising	36,957	35,500	37,546	39,583	41,395	42,472
8999 · Other Prior Year Adjustment	4,378	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>8,197,690</b>	<b>6,777,167</b>	<b>6,552,536</b>	<b>6,656,795</b>	<b>7,006,059</b>	<b>7,123,145</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,550,071	1,952,858	1,949,568	2,008,055	2,068,296	2,130,345
2000 · Classified Salaries	723,228	948,784	945,762	974,135	1,003,359	1,033,460
3000 · Employee Benefits	684,395	886,805	905,236	931,695	968,311	1,006,462
4000 · Supplies	734,701	734,927	757,507	741,138	726,129	722,436
5000 · Operating Services	4,064,352	2,059,109	1,966,699	2,079,019	2,183,641	2,243,828
6000 · Capital Outlay	100,805	88,753	75,547	45,066	35,716	22,970
7000 · Other Outgo	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>7,857,552</b>	<b>6,671,236</b>	<b>6,600,319</b>	<b>6,779,108</b>	<b>6,985,453</b>	<b>7,159,502</b>
<b>NET INCOME</b>	<b>340,138</b>	<b>105,932</b>	<b>(47,782)</b>	<b>(122,313)</b>	<b>20,606</b>	<b>(36,357)</b>

# MORCS– Summary Budget

## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Multi-Year Budget Summary

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	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27
Total Enrollment	294	279	294	310	330	341
ADA	274.20	262.26	280.35	297.60	318.45	329.07
% Free and Reduced	93%	93%	93%	93%	93%	93%
% English Language Learners	40%	40%	40%	40%	40%	40%
% Unduplicated Low Income, EL, Foster Youth	96%	94%	94%	94%	93%	93%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	4,019,111	3,350,351	3,770,394	4,154,431	4,615,783	4,865,736
8100-8299 · Federal Revenue	810,316	1,270,743	1,152,312	920,881	626,664	641,822
8300-8599 · Other State Revenue	211,678	1,070,080	468,531	451,677	667,310	676,819
8600-8799 · Other Local Revenue	941,948	287,609	260,440	273,992	290,371	298,710
Grants/Fundraising	39,250	25,000	25,000	25,000	25,000	25,000
8999 · Other Prior Year Adjustment	(4,111)	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>6,018,192</b>	<b>6,003,783</b>	<b>5,676,678</b>	<b>5,825,980</b>	<b>6,225,127</b>	<b>6,508,086</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,548,738	1,870,991	1,839,031	1,912,592	1,989,096	2,068,660
2000 · Classified Salaries	549,269	799,828	810,103	842,507	876,208	911,256
3000 · Employee Benefits	561,671	775,638	785,254	811,749	847,740	885,352
4000 · Supplies	562,347	635,769	684,562	741,537	799,516	837,671
5000 · Operating Services	1,688,104	1,713,313	1,581,321	1,678,898	1,796,838	1,884,851
6000 · Capital Outlay	820,543	801,405	781,037	750,064	745,775	734,229
7000 · Other Outgo	154,677	145,165	141,523	137,808	134,017	130,151
<b>TOTAL EXPENSE</b>	<b>5,885,350</b>	<b>6,742,109</b>	<b>6,622,831</b>	<b>6,875,154</b>	<b>7,189,189</b>	<b>7,452,170</b>
<b>NET INCOME</b>	<b>132,841</b>	<b>(738,325)</b>	<b>(946,153)</b>	<b>(1,049,174)</b>	<b>(964,062)</b>	<b>(944,084)</b>
Operating Income		63,079	(165,116)	(299,110)	(218,288)	(209,855)

# HS– Summary Budget

## Bert Corona Charter High School

### Multi-Year Budget Summary

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	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27
Total Enrollment	201	214	226	247	267	285
ADA	166.27	196.88	212.44	234.65	253.65	270.75
% Free and Reduced	85%	85%	85%	85%	85%	85%
% English Language Learners	21%	21%	21%	21%	21%	21%
% Unduplicated Low Income, EL, Foster Youth	88%	85%	85%	85%	85%	85%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	2,568,104	2,993,252	3,390,478	3,878,721	4,348,331	4,737,852
8100-8299 · Federal Revenue	303,728	716,794	562,926	247,701	252,775	263,209
8300-8599 · Other State Revenue	141,389	333,639	186,070	73,908	75,873	81,437
8600-8799 · Other Local Revenue	486,500	223,667	208,491	225,939	240,865	254,298
Grants/Fundraising	30,962	10,000	10,561	11,542	12,477	13,318
8999 · Other Prior Year Adjustment	(3,434)	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>3,527,249</b>	<b>4,277,352</b>	<b>4,358,525</b>	<b>4,437,810</b>	<b>4,930,320</b>	<b>5,350,115</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	1,190,633	1,556,276	1,552,373	1,598,944	1,838,829	1,893,994
2000 · Classified Salaries	474,826	551,289	567,828	584,863	602,409	620,481
3000 · Employee Benefits	514,755	692,756	709,175	730,557	799,519	830,860
4000 · Supplies	219,977	281,582	304,983	337,413	362,582	391,297
5000 · Operating Services	1,077,922	1,147,160	1,184,512	1,295,118	1,409,119	1,513,685
6000 · Capital Outlay	44,782	43,798	39,111	4,559	2,722	121
7000 · Other Outgo	-	-	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>3,522,896</b>	<b>4,272,861</b>	<b>4,357,982</b>	<b>4,551,454</b>	<b>5,015,180</b>	<b>5,250,437</b>
<b>NET INCOME</b>	<b>4,352</b>	<b>4,491</b>	<b>543</b>	<b>(113,644)</b>	<b>(84,860)</b>	<b>99,677</b>

# YPICS – Summary Budget

## YPI CHARTER SCHOOLS

### Multi-Year Budget Summary

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	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27
Total Enrollment	-	-	-	-	-	-
ADA	749,87	761.82	-	-	-	-
% Free and Reduced	63%	63%	63%	63%	63%	63%
% English Language Learners	21%	21%	21%	21%	21%	21%
% Unduplicated Low Income, EL, Foster Youth	63%	63%	63%	63%	63%	63%
<b>INCOME</b>						
8011-8098 · Local Control Funding Formula Sources	10,625,806	10,161,707	11,387,909	12,696,579	13,994,564	14,735,171
8100-8299 · Federal Revenue	3,942,326	3,317,749	2,835,011	2,005,927	1,509,795	1,535,890
8300-8599 · Other State Revenue	735,702	2,476,859	1,402,477	1,202,292	1,126,114	1,164,531
8600-8799 · Other Local Revenue	2,498,705	941,239	807,366	854,821	898,006	920,884
Grants/Fundraising	107,169	70,500	73,107	76,125	78,871	80,789
8999 · Other Prior Year Adjustment	(3,168)	-	-	-	-	-
<b>TOTAL INCOME</b>	<b>17,906,540</b>	<b>16,968,053</b>	<b>16,505,869</b>	<b>16,835,744</b>	<b>17,607,350</b>	<b>18,437,265</b>
<b>EXPENSE</b>						
1000 · Certificated Salaries	4,745,166	5,779,086	5,728,096	5,918,329	6,306,921	6,516,020
2000 · Classified Salaries	1,985,364	2,595,916	2,638,417	2,725,670	2,815,865	2,909,104
3000 · Employee Benefits	2,045,619	2,626,932	2,681,681	2,770,198	2,929,151	3,054,815
4000 · Supplies	1,526,159	1,661,685	1,756,743	1,830,069	1,898,507	1,961,993
5000 · Operating Services	6,018,339	3,942,431	3,738,467	4,023,716	4,320,970	4,532,708
6000 · Capital Outlay	968,966	934,992	896,206	799,927	784,390	757,320
7000 · Other Outgo	139,595	145,165	141,523	137,808	134,017	130,151
<b>TOTAL EXPENSE</b>	<b>17,429,208</b>	<b>17,686,205</b>	<b>17,581,132</b>	<b>18,205,717</b>	<b>19,189,822</b>	<b>19,862,110</b>
<b>NET INCOME</b>	<b>477,332</b>	<b>(718,152)</b>	<b>(1,075,263)</b>	<b>(1,369,973)</b>	<b>(1,582,472)</b>	<b>(1,424,845)</b>
Operating Income	1,446,298	216,839	(179,057)	(570,046)	(798,082)	(667,525)
Ending Cash Balance	6,228,177	6,438,209	6,117,389	5,470,977	4,709,363	4,419,600

**Bert Corona Charter High School**  
**Multi-Year Budget Detail**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
Enrollment	201	214	226	247	267	285		
ADA	166.27	196.88	212.44	234.65	253.65	270.75		
ADA %		92%	94%	95%	95%	95%		
UPP		89%	86%	85%	85%	85%		
<b>Income</b>								
<b>8011-8098 · Local Control Funding Formula Sources</b>								
8011 Local Control Funding Formula	1,971,416	2,344,716	2,690,685	3,105,767	3,512,790	3,845,983	55%	19%
8012 Education Protection Account	36,228	39,376	42,488	46,930	50,730	54,150	1%	9%
8019 Local Control Funding Formula - Prior Year	(12,270)	-	-	-	-	-	0%	-100%
8096 In Lieu of Property Taxes	560,460	609,161	657,304	726,024	784,811	837,719	14%	9%
8098 In Lieu of Property Taxes, Prior Year	12,270	-	-	-	-	-	0%	-100%
<b>Total 8011-8098 · Local Control Funding Formula Sources</b>	<b>2,568,104</b>	<b>2,993,252</b>	<b>3,390,478</b>	<b>3,878,721</b>	<b>4,348,331</b>	<b>4,737,852</b>	<b>70%</b>	<b>17%</b>
<b>8100-8299 · Federal Revenue</b>							0%	
8181 Special Education - Federal (IDEA)	46,135	54,628	58,946	65,108	70,380	75,125	1%	18%
8221 Child Nutrition - Federal	76,241	61,851	65,319	71,388	77,169	82,371	1%	-19%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	80,093	80,093	80,093	80,093	80,093	80,093	2%	0%
8292 Title II	9,118	9,118	9,118	9,118	9,118	9,118	0%	0%
8294 Title III	4,347	4,919	5,211	5,504	6,015	6,502	0%	13%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	77,794	496,185	334,239	6,490	-	-	12%	538%
<b>Total 8100-8299 · Other Federal Income</b>	<b>303,728</b>	<b>716,794</b>	<b>562,926</b>	<b>247,701</b>	<b>252,775</b>	<b>263,209</b>	<b>17%</b>	<b>136%</b>
<b>8300-8599 · Other State Revenue</b>								
8520 Child Nutrition - State	4,113	4,230	4,467	4,882	5,278	5,634	0%	3%
8550 Mandate Block Grant	8,666	7,954	9,925	11,140	12,763	14,072	0%	-8%
8561 State Lottery - Non Prop 20	27,602	32,091	34,628	38,248	41,345	44,132	1%	16%
8562 State Lottery - Prop 20	11,007	12,797	13,809	15,252	16,487	17,599	0%	16%
8560 Lottery Revenue	38,610	44,889	48,436	53,500	57,832	61,731	1%	16%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	-	-	-	-	-	-	0%	
8593 After School Education & Safety	-	-	-	-	-	-	0%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	-	-	-	-	-	-	0%	
8599 State Revenue - Other	90,000	276,566	123,241	4,385	-	-	6%	207%

**Bert Corona Charter High School**  
**Multi-Year Budget Detail**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
<b>Total 8300-8599 · Other State Income</b>	<b>141,389</b>	<b>333,639</b>	<b>186,070</b>	<b>73,908</b>	<b>75,873</b>	<b>81,437</b>	<b>8%</b>	<b>136%</b>
<b>8600-8799 · Other Local Revenue</b>								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	-	-	-	-	-	-	0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	14,500	-	-	-	-	-	0%	-100%
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	10,303	10,000	10,561	11,542	12,477	13,318	0%	-3%
8696 Other Fundraising	6,159	-	-	-	-	-	0%	-100%
8697 E-Rate	5,741	-	-	-	-	-	0%	-100%
8698 SELPA Grants	26,023	47,400	20,000	20,000	20,000	20,000	1%	82%
8699 All Other Local Revenue	324,116	21,600	21,600	21,600	21,600	21,600	1%	-93%
8792 Transfers of Apportionments - Special Education	130,620	154,667	166,891	184,339	199,265	212,698	4%	18%
<b>Total 8600-8799 · Other Income-Local</b>	<b>517,463</b>	<b>233,667</b>	<b>219,051</b>	<b>237,481</b>	<b>253,342</b>	<b>267,616</b>	<b>5%</b>	<b>-55%</b>
<b>Prior Year Adjustments</b>								
8999 Other Prior Year Adjustment	(3,434)	-	-	-	-	-	0%	-100%
<b>Total Prior Year Adjustments</b>	<b>(3,434)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>3,527,249</b>	<b>4,277,352</b>	<b>4,358,525</b>	<b>4,437,810</b>	<b>4,930,320</b>	<b>5,350,115</b>	<b>100%</b>	<b>21%</b>
<b>Expense</b>								
<b>1000 · Certificated Salaries</b>								
1110 Teachers' Salaries	883,160	1,188,698	1,224,359	1,261,090	1,490,839	1,535,565	28%	35%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	107,531	69,118	20,600	21,218	21,855	22,510	2%	-36%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	85,078	90,659	93,379	96,180	99,066	102,038	2%	7%
1215 Certificated Pupil Support - Psychologist	-	47,818	49,252	50,730	52,252	53,819	1%	
1299 Certificated Pupil Support - Other	-	11,496	11,841	12,196	12,562	12,939	0%	
1300 Certificated Supervisors' & Administrators' Salaries	114,864	148,487	152,942	157,530	162,256	167,124	3%	29%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 · Certificated Salaries</b>	<b>1,190,633</b>	<b>1,556,276</b>	<b>1,552,373</b>	<b>1,598,944</b>	<b>1,838,829</b>	<b>1,893,994</b>	<b>36%</b>	<b>31%</b>
<b>2000 · Classified Salaries</b>								

**Bert Corona Charter High School**  
**Multi-Year Budget Detail**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
2111 Instructional Aide & Other Salaries	54,225	98,063	101,005	104,035	107,156	110,371	2%	81%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	59,892	57,117	58,831	60,596	62,414	64,286	1%	-5%
2200 Classified Support Salaries	-	-	-	-	-	-	0%	
2300 Classified Supervisors' & Administrators' Salaries	112,909	132,279	136,247	140,334	144,544	148,881	3%	17%
2400 Classified Office Staff Salaries	203,866	217,963	224,502	231,237	238,174	245,319	5%	7%
2900 Other Classified Salaries	43,935	45,868	47,244	48,661	50,121	51,624	1%	4%
<b>Total 2000 - Classified Salaries</b>	<b>474,826</b>	<b>551,289</b>	<b>567,828</b>	<b>584,863</b>	<b>602,409</b>	<b>620,481</b>	<b>13%</b>	<b>16%</b>
<b>3000 - Employee Benefits</b>								
3111 STRS - State Teachers Retirement System	200,120	297,249	296,503	305,398	351,216	361,753	7%	49%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	26,960	34,180	35,205	36,261	37,349	38,470	1%	27%
3331 MED - Medicare	24,165	30,560	30,743	31,665	35,398	36,460	1%	26%
3401 H&W - Health & Welfare	274,555	312,478	328,102	344,507	361,732	379,819	7%	14%
3501 SUI - State Unemployment Insurance	6,801	10,538	10,601	4,368	4,882	5,029	0%	55%
3601 Workers' Compensation Insurance	1,701	2,239	2,342	2,509	2,917	3,125	0%	32%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	5,679	5,513	5,678	5,849	6,024	6,205	0%	-3%
3902 Other Benefits	(25,225)	-	-	-	-	-	0%	-100%
<b>Total 3000 - Employee Benefits</b>	<b>514,755</b>	<b>692,756</b>	<b>709,175</b>	<b>730,557</b>	<b>799,519</b>	<b>830,860</b>	<b>16%</b>	<b>35%</b>
<b>4000 - Supplies</b>								
4111 Core Curricula Materials	29,350	56,650	63,045	71,673	80,359	88,350	1%	93%
4211 Books & Other Reference Materials	15,500	10,500	11,685	13,285	14,894	16,376	0%	-32%
4311 Student Materials	26,800	30,800	34,277	38,968	43,690	48,035	1%	15%
4351 Office Supplies	9,000	8,400	9,348	10,628	11,916	13,100	0%	-7%
4371 Custodial Supplies	8,400	4,000	4,452	5,061	5,674	6,238	0%	-52%
4391 Food (Non Nutrition Program)	9,700	9,700	10,795	12,272	13,760	15,128	0%	0%
4392 Uniforms	4,000	13,250	14,746	16,764	18,795	20,664	0%	231%
4393 PE & Sports Equipment	2,746	2,500	2,635	2,740	2,842	2,928	0%	-9%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	19,289	20,750	23,093	26,253	22,342	24,563	0%	8%
4390 Other Supplies	35,735	46,200	51,268	58,030	57,739	63,283	1%	29%
4411 Non Capitalized Equipment	30,000	66,750	69,050	71,826	74,498	76,733	2%	123%
4711 Nutrition Program Food & Supplies	65,192	58,282	61,857	67,943	73,812	79,182	1%	-11%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
<b>Total 4000 - Supplies</b>	<b>219,977</b>	<b>281,582</b>	<b>304,983</b>	<b>337,413</b>	<b>362,582</b>	<b>391,297</b>	<b>7%</b>	<b>28%</b>

**Bert Corona Charter High School**

*Multi-Year Budget Detail*

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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
<b>5000 - Operating Services</b>								
5211 Travel & Conferences	3,461	8,799	9,272	9,645	11,880	12,236	0%	154%
5311 Dues & Memberships	11,080	7,318	5,964	6,034	6,739	7,408	0%	-34%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	-	-	-	-	-	-	0%	
5521 Security Services	-	-	-	-	-	-	0%	
5531 Housekeeping Services	-	-	-	-	-	-	0%	
5599 Other Facility Operations & Utilities	1,520	1,667	1,855	2,109	2,364	2,600	0%	10%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	225,113	246,862	274,731	312,329	350,179	385,000	6%	10%
5619 Other Facility Rentals	8,132	8,918	-	-	-	-	0%	10%
5621 Equipment Lease	19,573	10,000	11,129	12,652	14,185	15,596	0%	-49%
5631 Vendor Repairs	2,821	3,093	3,442	3,913	4,388	4,824	0%	10%
5812 Field Trips & Pupil Transportation	10,269	11,261	12,532	14,247	15,974	17,562	0%	10%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	27,234	33,000	34,775	36,173	37,519	38,645	1%	21%
5841 Contracted Substitute Teachers	52,185	59,400	32,719	37,197	41,704	45,851	1%	14%
5842 Special Education Services	180,000	132,391	147,337	167,501	187,799	206,474	3%	-26%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	-	-	-	-	-	-	0%	
5849 Other Student Instructional Services	2,078	2,279	2,536	2,883	3,233	3,554	0%	10%
5852 PD Consultants & Tuition	15,736	29,925	33,303	37,861	42,449	46,670	1%	90%
5854 Nursing & Medical (Non-IEP)	3,494	5,000	-	-	-	-	0%	43%
5859 All Other Consultants & Services	22,813	25,020	27,845	31,655	35,491	39,021	1%	10%
5861 Non Instructional Software	36,236	41,913	46,645	53,028	59,455	65,367	1%	16%
5865 Fundraising Cost	1,035	1,135	1,263	1,436	1,610	1,771	0%	10%
5871 District Oversight Fees	25,681	29,933	33,905	38,787	43,483	47,379	1%	17%
5872 Special Education Fees (SELPA)	35,351	41,859	45,167	49,889	53,929	57,565	1%	18%
5881 Intra-Agency Fees	349,423	415,507	426,082	441,646	458,521	476,112	10%	19%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	-	-	-	-	-	-	0%	
5899 All Other Expenses	7,283	7,000	7,790	8,856	9,930	10,917	0%	-4%
5911 Office Phone	1,370	1,411	1,486	1,546	1,604	1,652	0%	3%
5913 Mobile Phone	21,346	6,720	7,082	7,366	7,640	7,869	0%	-69%
5921 Internet	10,000	10,300	10,854	11,290	11,710	12,062	0%	3%
5923 Website Hosting	2,376	3,067	3,232	3,362	3,488	3,592	0%	29%



**Bert Corona Charter High School**

*Multi-Year Budget Detail*

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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
5931 Postage & Shipping	2,313	2,382	2,510	2,611	2,708	2,789	0%	3%
5999 Other Communications	-	1,000	1,054	1,096	1,137	1,171	0%	
<b>Total 5000 · Operating Services</b>	<b>1,077,922</b>	<b>1,147,160</b>	<b>1,184,512</b>	<b>1,295,118</b>	<b>1,409,119</b>	<b>1,513,685</b>	<b>27%</b>	<b>6%</b>
<b>6000 · Capital Outlay</b>								
6901 Depreciation Expense	44,782	43,798	39,111	4,559	2,722	121	1%	-2%
6903 Amortization Expense	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
<b>Total 6000 · Capital Outlay</b>	<b>44,782</b>	<b>43,798</b>	<b>39,111</b>	<b>4,559</b>	<b>2,722</b>	<b>121</b>	<b>1%</b>	<b>-2%</b>
<b>7000 · Other Outgo</b>								
7438 Interest Expense	-	-	-	-	-	-	0%	
<b>Total 7000 · Other Outgo</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	
<b>TOTAL EXPENSE</b>	<b>3,522,896</b>	<b>4,272,861</b>	<b>4,357,982</b>	<b>4,551,454</b>	<b>5,015,180</b>	<b>5,250,437</b>	<b>100%</b>	<b>21%</b>
<b>NET INCOME</b>	<b>4,352</b>	<b>4,491</b>	<b>543</b>	<b>(113,644)</b>	<b>(84,860)</b>	<b>99,677</b>		
<b>Beginning Cash Balance</b>	150,408	454,568	276,296	341,132	257,826	126,239		
<b>Cash Flow from Operating Activities</b>								
Net Income	4,352	4,491	543	(113,644)	(84,860)	99,677		
Change in Accounts Receivable								
Prior Year Accounts Receivable	704,341	356,769	535,307	496,215	456,863	493,040		
Current Year Accounts Receivable	(356,769)	(535,307)	(496,215)	(456,863)	(493,040)	(526,918)		
Change in Due from	(10)	-	-	-	-	-		
Change in Accounts Payable	43,158	(10,858)	(10,315)	(9,799)	(9,309)	(8,844)		
Change in Due to	(73,959)	(37,165)	-	-	-	-		
Change in Accrued Vacation	(25,475)	-	-	-	-	-		
Change in Payroll Liabilities	(4,494)	-	-	-	-	-		
Change in Prepaid Expenditures	(29,355)	0	(3,595)	(3,774)	(3,963)	(4,161)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Change in Other Long Term Assets	-	-	-	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	44,782	43,798	39,111	4,559	2,722	121		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(2,412)	-	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		

**Bert Corona Charter High School**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
Use - Loans	-	-	-	-	-	-		
<b>Ending Cash Balance</b>	454,568	276,296	341,132	257,826	126,239	179,153		
Month with Lowest Ending Cash Balance	Jul: \$	Mar: (\$ 247,130)	Mar: (\$ 41,518)	Jan: (\$ 361)	Jan: (\$ 109,000)	Nov: (\$ 154,237)		
5% Reserve Goal	176,145	213,643	217,899	227,573	250,759	262,522		
Operating Income	49,134	48,289	39,654	(109,085)	(82,138)	99,798		
EBITDA	49,134	48,289	39,654	(109,085)	(82,138)	99,798		
Net Income as a Percent of Expenses	0.1%	0.1%	0.0%	-2.5%	-1.7%	1.9%		
Ending Cash as a Percent of Expenses	12.9%	6.5%	7.8%	5.7%	2.5%	3.4%		

**BERT CORONA CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
Enrollment	340	322	334	354	368	368		
ADA	309.40	302.68	320.64	339.84	353.28	353.28		
ADA %		94%	96%	96%	96%	96%		
UPP		86%	85%	85%	85%	85%		
<b>Income</b>								
<b>8011-8098 · Local Control Funding Formula Sources</b>								
8011 Local Control Funding Formula	2,020,515	2,134,275	2,443,296	2,772,875	3,065,131	3,166,264	31%	6%
8012 Education Protection Account	921,940	747,315	791,658	839,063	872,246	872,246	11%	-19%
8019 Local Control Funding Formula - Prior Year	(23,997)	-	-	-	-	-	0%	-100%
8096 In Lieu of Property Taxes	1,096,136	936,513	992,083	1,051,489	1,093,073	1,093,073	14%	-15%
8098 In Lieu of Property Taxes, Prior Year	23,997	-	-	-	-	-	0%	-100%
<b>Total 8011-8098 · Local Control Funding Formula Sources</b>	<b>4,038,591</b>	<b>3,818,103</b>	<b>4,227,037</b>	<b>4,663,427</b>	<b>5,030,451</b>	<b>5,131,583</b>	<b>56%</b>	<b>-5%</b>
<b>8100-8299 · Federal Revenue</b>							0%	
8181 Special Education - Federal (IDEA)	85,849	83,985	88,968	94,295	98,025	98,025	1%	-2%
8221 Child Nutrition - Federal	387,479	311,331	322,934	342,271	355,807	355,807	5%	-20%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	139,609	139,609	139,609	139,609	139,609	139,609	2%	0%
8292 Title II	13,863	13,863	13,863	13,863	13,863	13,863	0%	0%
8294 Title III	11,898	12,355	11,565	11,996	12,714	13,217	0%	4%
8295 Title IV, SSAE	10,338	10,338	10,338	10,338	10,338	10,338	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	2,179,246	758,731	532,496	224,973	-	-	11%	-65%
<b>Total 8100-8299 · Other Federal Income</b>	<b>2,828,282</b>	<b>1,330,212</b>	<b>1,119,773</b>	<b>837,345</b>	<b>630,356</b>	<b>630,859</b>	<b>20%</b>	<b>-53%</b>
<b>8300-8599 · Other State Revenue</b>								
8520 Child Nutrition - State	23,929	24,086	24,983	26,479	27,527	27,527	0%	1%
8550 Mandate Block Grant	6,097	407,545	5,489	6,049	6,650	7,051	6%	6584%
8561 State Lottery - Non Prop 20	50,316	49,337	52,264	55,394	57,585	57,585	1%	-2%
8562 State Lottery - Prop 20	20,065	19,674	20,842	22,090	22,963	22,963	0%	-2%
8560 Lottery Revenue	70,381	69,011	73,106	77,484	80,548	80,548	1%	-2%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	88,920	172,275	166,048	147,055	149,806	151,041	3%	94%
8592 State Mental Health	-	-	-	-	-	-	0%	
8593 After School Education & Safety	193,308	203,483	222,421	245,217	264,397	272,329	3%	5%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	-	50,134	48,569	50,026	284,760	284,760		
8599 State Revenue - Other	-	236,856	289,128	209,240	123,399	127,101	3%	

**BERT CORONA CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
<b>Total 8300-8599 · Other State Income</b>	<b>382,635</b>	<b>1,163,389</b>	<b>829,746</b>	<b>761,549</b>	<b>937,087</b>	<b>950,356</b>	<b>17%</b>	<b>204%</b>
<b>8600-8799 · Other Local Revenue</b>								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	5	-	-	-	-	-	0%	-100%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	35,150	5,500	5,500	5,500	5,500	5,500	0%	-84%
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	943	30,000	32,046	34,083	35,895	36,972	0%	3081%
8696 Other Fundraising	864	-	-	-	-	-	0%	-100%
8697 E-Rate	15,584	32,400	34,143	35,516	36,837	37,942	0%	108%
8698 SELPA Grants	24,898	127,380	20,000	20,000	20,000	20,000	2%	412%
8699 All Other Local Revenue	623,298	32,400	32,400	32,400	32,400	32,400	0%	-95%
8792 Transfers of Apportionments - Special Education	243,062	237,782	251,892	266,975	277,533	277,533	4%	-2%
<b>Total 8600-8799 · Other Income-Local</b>	<b>943,804</b>	<b>465,462</b>	<b>375,981</b>	<b>394,474</b>	<b>408,165</b>	<b>410,347</b>	<b>7%</b>	<b>-51%</b>
<b>Prior Year Adjustments</b>								
8999 Other Prior Year Adjustment	4,378	-	-	-	-	-	0%	-100%
<b>Total Prior Year Adjustments</b>	<b>4,378</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>8,197,690</b>	<b>6,777,167</b>	<b>6,552,536</b>	<b>6,656,795</b>	<b>7,006,059</b>	<b>7,123,145</b>	<b>100%</b>	<b>-17%</b>
<b>Expense</b>								
<b>1000 · Certificated Salaries</b>								
1110 Teachers' Salaries	1,095,701	1,378,385	1,419,737	1,462,329	1,506,199	1,551,385	21%	26%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	141,465	128,515	70,494	72,609	74,787	77,031	2%	-9%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	65,871	71,747	73,899	76,116	78,400	80,752	1%	9%
1215 Certificated Pupil Support - Psychologist	-	37,760	38,893	40,060	41,262	42,500	1%	
1299 Certificated Pupil Support - Other	-	57,008	58,718	60,480	62,294	64,163	1%	
1300 Certificated Supervisors' & Administrators' Salaries	247,035	279,443	287,826	296,461	305,355	314,516	4%	13%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 · Certificated Salaries</b>	<b>1,550,071</b>	<b>1,952,858</b>	<b>1,949,568</b>	<b>2,008,055</b>	<b>2,068,296</b>	<b>2,130,345</b>	<b>29%</b>	<b>26%</b>
<b>2000 · Classified Salaries</b>								

**BERT CORONA CHARTER SCHOOL**

*Multi-Year Budget Detail*

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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
2111 Instructional Aide & Other Salaries	149,296	189,221	194,898	200,745	206,767	212,970	3%	27%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	54,700	52,571	54,148	55,772	57,446	59,169	1%	-4%
2200 Classified Support Salaries	41,093	60,847	62,672	64,552	66,489	68,483	1%	48%
2300 Classified Supervisors' & Administrators' Salaries	30,378	46,571	47,968	49,407	50,890	52,416	1%	53%
2400 Classified Office Staff Salaries	342,494	503,916	487,548	502,174	517,240	532,757	8%	47%
2900 Other Classified Salaries	105,267	95,658	98,528	101,484	104,528	107,664	1%	-9%
<b>Total 2000 · Classified Salaries</b>	<b>723,228</b>	<b>948,784</b>	<b>945,762</b>	<b>974,135</b>	<b>1,003,359</b>	<b>1,033,460</b>	<b>14%</b>	<b>31%</b>
<b>3000 · Employee Benefits</b>								
3111 STRS - State Teachers Retirement System	258,032	372,996	372,367	383,538	395,045	406,896	6%	45%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	42,760	58,825	58,637	60,396	62,208	64,074	1%	38%
3331 MED - Medicare	33,147	42,074	41,982	43,242	44,539	45,875	1%	27%
3401 H&W - Health & Welfare	323,830	385,150	404,407	424,628	445,859	468,152	6%	19%
3501 SUI - State Unemployment Insurance	9,069	14,508	14,477	5,964	6,143	6,328	0%	60%
3601 Workers' Compensation Insurance	2,836	3,765	3,907	4,185	4,483	4,802	0%	33%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	13,888	9,488	9,458	9,741	10,034	10,335	0%	-32%
3902 Other Benefits	834	-	-	-	-	-	0%	-100%
<b>Total 3000 · Employee Benefits</b>	<b>684,395</b>	<b>886,805</b>	<b>905,236</b>	<b>931,695</b>	<b>968,311</b>	<b>1,006,462</b>	<b>13%</b>	<b>30%</b>
<b>4000 · Supplies</b>								
4111 Core Curricula Materials	66,500	66,500	72,689	80,139	86,407	89,000	1%	0%
4211 Books & Other Reference Materials	15,732	12,500	13,663	15,064	16,242	16,729	0%	-21%
4311 Student Materials	55,195	46,974	50,682	54,989	58,436	59,500	1%	-15%
4351 Office Supplies	12,000	12,000	13,117	14,461	15,592	16,060	0%	0%
4371 Custodial Supplies	55,000	55,000	55,968	19,731	20,465	21,079	1%	0%
4391 Food (Non Nutrition Program)	10,000	10,000	10,538	10,962	11,369	11,710	0%	0%
4392 Uniforms	50,000	50,000	52,690	54,808	56,847	58,552	1%	0%
4393 PE & Sports Equipment	3,500	3,500	3,688	3,837	3,979	4,099	0%	0%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	39,200	44,200	48,314	53,265	57,432	59,155	1%	13%
4390 Other Supplies	102,700	107,700	115,230	122,872	129,627	133,516	2%	5%
4411 Non Capitalized Equipment	66,268	150,500	140,358	118,804	70,182	55,729	2%	127%
4711 Nutrition Program Food & Supplies	361,306	283,752	295,799	315,079	329,177	330,823	4%	-21%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
<b>Total 4000 · Supplies</b>	<b>734,701</b>	<b>734,927</b>	<b>757,507</b>	<b>741,138</b>	<b>726,129</b>	<b>722,436</b>	<b>11%</b>	<b>0%</b>

**BERT CORONA CHARTER SCHOOL**  
 Multi-Year Budget Detail  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
<b>5000 - Operating Services</b>								
5211 Travel & Conferences	43,255	15,299	16,122	16,770	17,394	17,916	0%	-65%
5311 Dues & Memberships	14,174	5,768	7,091	7,782	8,362	8,620	0%	-59%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	82,800	91,200	99,688	109,905	118,502	122,057	1%	10%
5521 Security Services	5,093	3,600	3,935	4,338	4,678	4,818	0%	-29%
5531 Housekeeping Services	42,000	48,000	52,467	57,845	62,369	64,240	1%	14%
5599 Other Facility Operations & Utilities	35,000	81,200	34,879	36,281	37,630	38,759	1%	132%
5611 School Rent - Private Facility	148,200	157,200	157,200	157,200	157,200	157,200	2%	6%
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	98	2,500	2,635	2,740	2,842	2,928	0%	2447%
5621 Equipment Lease	15,205	15,088	16,492	18,183	19,605	20,193	0%	-1%
5631 Vendor Repairs	250,000	115,300	115,300	115,300	115,300	115,300	2%	-54%
5812 Field Trips & Pupil Transportation	15,000	51,300	56,075	61,822	66,657	68,657	1%	242%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	5,001	1,250	-	-	-	-	0%	-75%
5831 Advertisement & Recruitment	32,000	42,000	33,571	36,487	38,981	40,150	1%	31%
5841 Contracted Substitute Teachers	48,841	44,100	48,204	53,145	57,302	59,021	1%	-10%
5842 Special Education Services	170,000	115,830	126,611	139,587	150,505	155,020	2%	-32%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	193,308	203,483	222,421	245,217	264,397	272,329	3%	5%
5849 Other Student Instructional Services	37,500	20,000	-	-	-	-	0%	-47%
5852 PD Consultants & Tuition	29,500	28,925	30,655	32,719	34,460	35,194	0%	-2%
5854 Nursing & Medical (Non-IEP)	3,139	8,000	8,279	3,615	3,898	4,015	0%	155%
5859 All Other Consultants & Services	1,987,007	125,020	27,349	30,152	32,510	33,485	2%	-94%
5861 Non Instructional Software	69,343	54,446	59,514	65,613	70,745	72,867	1%	-21%
5865 Fundraising Cost	-	-	-	-	-	-	0%	
5871 District Oversight Fees	40,386	38,181	42,270	46,634	50,305	51,316	1%	-5%
5872 Special Education Fees (SELPA)	65,782	64,353	68,172	72,254	75,112	75,112	1%	-2%
5881 Intra-Agency Fees	588,042	638,794	655,051	678,980	704,922	731,967	10%	9%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	-	-	-	-	-	-	0%	
5899 All Other Expenses	16,789	8,300	8,982	9,752	10,411	10,723	0%	-51%
5911 Office Phone	12,946	13,200	13,910	14,469	15,008	15,458	0%	2%
5913 Mobile Phone	48,671	10,440	11,002	11,444	11,870	12,226	0%	-79%
5921 Internet	36,462	36,000	37,937	39,462	40,930	42,158	1%	-1%
5923 Website Hosting	4,396	13,600	3,794	3,946	4,093	4,216	0%	209%

**BERT CORONA CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
5931 Postage & Shipping	3,623	3,732	3,933	4,091	4,243	4,370	0%	3%
5999 Other Communications	20,791	3,000	3,161	3,288	3,411	3,513	0%	-86%
<b>Total 5000 · Operating Services</b>	<b>4,064,352</b>	<b>2,059,109</b>	<b>1,966,699</b>	<b>2,079,019</b>	<b>2,183,641</b>	<b>2,243,828</b>	<b>31%</b>	<b>-49%</b>
<b>6000 · Capital Outlay</b>								
6901 Depreciation Expense	100,805	88,753	75,547	45,066	35,716	22,970	1%	-12%
6903 Amortization Expense	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
<b>Total 6000 · Capital Outlay</b>	<b>100,805</b>	<b>88,753</b>	<b>75,547</b>	<b>45,066</b>	<b>35,716</b>	<b>22,970</b>	<b>1%</b>	<b>-12%</b>
<b>7000 · Other Outgo</b>								
7438 Interest Expense	-	-	-	-	-	-	0%	
<b>Total 7000 · Other Outgo</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	
<b>TOTAL EXPENSE</b>	<b>7,857,552</b>	<b>6,671,236</b>	<b>6,600,319</b>	<b>6,779,108</b>	<b>6,985,453</b>	<b>7,159,502</b>	<b>100%</b>	<b>-15%</b>
<b>NET INCOME</b>	<b>340,138</b>	<b>105,932</b>	<b>(47,782)</b>	<b>(122,313)</b>	<b>20,606</b>	<b>(36,357)</b>		
<b>Beginning Cash Balance</b>	<b>1,729,523</b>	<b>2,424,851</b>	<b>2,890,583</b>	<b>2,953,480</b>	<b>2,869,970</b>	<b>3,010,036</b>		
<b>Cash Flow from Operating Activities</b>								
Net Income	340,138	105,932	(47,782)	(122,313)	20,606	(36,357)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	2,212,545	1,910,355	1,046,685	971,267	939,325	900,961		
Current Year Accounts Receivable	(1,971,399)	(1,046,685)	(971,267)	(939,325)	(900,961)	(914,988)		
Change in Due from	(3,195)	-	-	-	-	-		
Change in Accounts Payable	(215,445)	(46,681)	(44,347)	(42,129)	(40,023)	(38,022)		
Change in Due to	304,408	(253,408)	16,999	17,509	99,666	99,666		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(9,201)	-	-	-	-	-		
Change in Prepaid Expenditures	(56,229)	(132,533)	(12,938)	(13,585)	(14,264)	(14,977)		
Change in Deposits	(50)	-	-	-	-	-		
Change in Deferred Revenue	(2,489)	-	-	-	-	-		
Change in Other Long Term Assets	-	-	-	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	100,805	88,753	75,547	45,066	35,716	22,970		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(4,560)	(160,000)	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		

**BERT CORONA CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
Use - Loans	-	-	-	-	-	-		
<b>Ending Cash Balance</b>	2,424,851	2,890,583	2,953,480	2,869,970	3,010,036	3,029,289		
Month with Lowest Ending Cash Balance	Jul: \$	Oct: \$1,865,991	Mar: \$1,853,593	Mar: \$2,087,155	Sep: \$2,277,544	Sep: \$2,434,597		
5% Reserve Goal	392,878	333,562	330,016	338,955	349,273	357,975		
Operating Income	440,943	194,684	27,764	(77,247)	56,322	(13,387)		
EBITDA	440,943	194,684	27,764	(77,247)	56,322	(13,387)		
Net Income as a Percent of Expenses	4.3%	1.6%	-0.7%	-1.8%	0.3%	-0.5%		
Ending Cash as a Percent of Expenses	30.9%	43.3%	44.7%	42.3%	43.1%	42.3%		



**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
Enrollment	294	279	294	310	330	341		
ADA	274.20	262.26	280.35	297.60	318.45	329.07		
ADA %		94%	95%	96%	97%	97%		
UPP		95%	94%	94%	93%	93%		
<b>Income</b>								
<b>8011-8098 · Local Control Funding Formula Sources</b>								
8011 Local Control Funding Formula	2,052,377	1,890,613	2,209,968	2,497,991	2,843,236	3,034,134	31%	-8%
8012 Education Protection Account	899,064	648,287	693,004	735,645	787,209	813,436	11%	-28%
8019 Local Control Funding Formula - Prior Year	(23,375)	-	-	-	-	-	0%	-100%
8096 In Lieu of Property Taxes	1,067,671	811,451	867,423	920,795	985,338	1,018,166	14%	-24%
8098 In Lieu of Property Taxes, Prior Year	23,375	-	-	-	-	-	0%	-100%
<b>Total 8011-8098 · Local Control Funding Formula Sources</b>	<b>4,019,111</b>	<b>3,350,351</b>	<b>3,770,394</b>	<b>4,154,431</b>	<b>4,615,783</b>	<b>4,865,736</b>	<b>56%</b>	<b>-17%</b>
<b>8100-8299 · Federal Revenue</b>							0%	
8181 Special Education - Federal (IDEA)	76,082	72,769	77,789	82,575	88,360	91,306	1%	-4%
8221 Child Nutrition - Federal	403,724	286,546	301,952	318,385	338,926	350,223	5%	-29%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	156,000	156,000	156,000	156,000	156,000	156,000	3%	0%
8292 Title II	17,661	17,661	17,661	17,661	17,661	17,661	0%	0%
8294 Title III	12,355	13,499	12,767	13,453	14,186	15,101	0%	9%
8295 Title IV, SSAE	11,531	11,531	11,531	11,531	11,531	11,531	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	132,962	712,736	574,612	321,276	-	-	12%	436%
<b>Total 8100-8299 · Other Federal Income</b>	<b>810,316</b>	<b>1,270,743</b>	<b>1,152,312</b>	<b>920,881</b>	<b>626,664</b>	<b>641,822</b>	<b>21%</b>	<b>57%</b>
<b>8300-8599 · Other State Revenue</b>								
8520 Child Nutrition - State	25,039	22,694	23,914	25,215	26,842	27,737	0%	-9%
8550 Mandate Block Grant	5,939	361,179	4,756	5,289	5,823	6,356	6%	5981%
8561 State Lottery - Non Prop 20	44,567	42,748	45,697	48,509	51,907	53,638	1%	-4%
8562 State Lottery - Prop 20	17,772	17,047	18,223	19,344	20,699	21,389	0%	-4%
8560 Lottery Revenue	62,340	59,795	63,920	67,853	72,607	75,027	1%	-4%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	-	-	-	-	-	-	0%	
8593 After School Education & Safety	118,360	123,155	136,758	149,998	165,615	176,269	2%	4%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	-	40,115	33,301	34,815	269,395	259,321		
8599 State Revenue - Other	-	463,142	205,882	168,507	127,028	132,109	8%	

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
<b>Total 8300-8599 · Other State Income</b>	<b>211,678</b>	<b>1,070,080</b>	<b>468,531</b>	<b>451,677</b>	<b>667,310</b>	<b>676,819</b>	<b>18%</b>	<b>406%</b>
<b>8600-8799 · Other Local Revenue</b>								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	-	-	-	-	-	-	0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	38,750	10,000	10,000	10,000	10,000	10,000	0%	-74%
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	500	15,000	15,000	15,000	15,000	15,000	0%	2900%
8696 Other Fundraising	-	-	-	-	-	-	0%	
8697 E-Rate	3,060	-	-	-	-	-	0%	-100%
8698 SELPA Grants	15,000	56,380	15,000	15,000	15,000	15,000	1%	276%
8699 All Other Local Revenue	708,479	25,200	25,200	25,200	25,200	25,200	0%	-96%
8792 Transfers of Apportionments - Special Education	215,409	206,029	220,240	233,792	250,171	258,510	3%	-4%
<b>Total 8600-8799 · Other Income-Local</b>	<b>981,198</b>	<b>312,609</b>	<b>285,440</b>	<b>298,992</b>	<b>315,371</b>	<b>323,710</b>	<b>5%</b>	<b>-68%</b>
<b>Prior Year Adjustments</b>								
8999 Other Prior Year Adjustment	(4,111)	-	-	-	-	-	0%	-100%
<b>Total Prior Year Adjustments</b>	<b>(4,111)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>	<b>-100%</b>
<b>TOTAL INCOME</b>	<b>6,018,192</b>	<b>6,003,783</b>	<b>5,676,678</b>	<b>5,825,980</b>	<b>6,225,127</b>	<b>6,508,086</b>	<b>100%</b>	<b>0%</b>
<b>Expense</b>								
<b>1000 · Certificated Salaries</b>								
1110 Teachers' Salaries	1,238,715	1,466,454	1,525,112	1,586,116	1,649,561	1,715,543	22%	18%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	4,056	47,023	-	-	-	-	1%	1059%
1175 Teachers' Salaries - Stipend/Extra Duty	181,921	102,038	48,223	50,152	52,159	54,245	2%	-44%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	5,417	70,000	72,800	75,712	78,740	81,890	1%	1192%
1215 Certificated Pupil Support - Psychologist	-	16,432	17,089	17,773	18,484	19,223	0%	
1299 Certificated Pupil Support - Other	-	11,496	11,956	12,434	12,931	13,449	0%	
1300 Certificated Supervisors' & Administrators' Salaries	118,630	157,549	163,850	170,405	177,221	184,310	2%	33%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
<b>Total 1000 · Certificated Salaries</b>	<b>1,548,738</b>	<b>1,870,991</b>	<b>1,839,031</b>	<b>1,912,592</b>	<b>1,989,096</b>	<b>2,068,660</b>	<b>28%</b>	<b>21%</b>
<b>2000 · Classified Salaries</b>								

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**

*Multi-Year Budget Detail*

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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
2111 Instructional Aide & Other Salaries	125,116	171,883	178,759	185,909	193,345	201,079	3%	37%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	23,608	-	-	-	-	-	0%	-100%
2200 Classified Support Salaries	49,111	77,915	81,031	84,273	87,644	91,149	1%	59%
2300 Classified Supervisors' & Administrators' Salaries	79,972	100,734	104,764	108,954	113,313	117,845	1%	26%
2400 Classified Office Staff Salaries	232,700	396,356	390,492	406,111	422,356	439,250	6%	70%
2900 Other Classified Salaries	38,763	52,940	55,058	57,260	59,551	61,933	1%	37%
<b>Total 2000 · Classified Salaries</b>	<b>549,269</b>	<b>799,828</b>	<b>810,103</b>	<b>842,507</b>	<b>876,208</b>	<b>911,256</b>	<b>12%</b>	<b>46%</b>
<b>3000 · Employee Benefits</b>								
3111 STRS - State Teachers Retirement System	249,468	357,359	351,255	365,305	379,917	395,114	5%	43%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	33,243	49,589	50,226	52,235	54,325	56,498	1%	49%
3331 MED - Medicare	30,331	38,727	38,412	39,949	41,547	43,209	1%	28%
3401 H&W - Health & Welfare	228,194	306,288	321,602	337,683	354,567	372,295	5%	34%
3501 SUI - State Unemployment Insurance	8,772	13,354	13,246	5,510	5,731	5,960	0%	52%
3601 Workers' Compensation Insurance	2,358	3,122	3,221	3,484	3,768	4,075	0%	32%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	8,612	7,198	7,291	7,583	7,886	8,201	0%	-16%
3902 Other Benefits	693	-	-	-	-	-	0%	-100%
<b>Total 3000 · Employee Benefits</b>	<b>561,671</b>	<b>775,638</b>	<b>785,254</b>	<b>811,749</b>	<b>847,740</b>	<b>885,352</b>	<b>12%</b>	<b>38%</b>
<b>4000 · Supplies</b>								
4111 Core Curricula Materials	71,657	60,354	67,020	73,508	81,162	86,383	1%	-16%
4211 Books & Other Reference Materials	23,400	10,000	11,105	12,180	13,448	14,313	0%	-57%
4311 Student Materials	64,908	54,518	59,833	64,982	71,089	75,021	1%	-16%
4351 Office Supplies	14,587	10,800	11,993	13,154	14,523	15,458	0%	-26%
4371 Custodial Supplies	18,000	38,000	38,968	19,731	20,465	21,079	1%	111%
4391 Food (Non Nutrition Program)	11,700	6,000	6,323	6,577	6,822	7,026	0%	-49%
4392 Uniforms	7,455	13,000	13,699	43,154	44,759	46,102	0%	74%
4393 PE & Sports Equipment	4,400	4,400	4,886	5,359	5,917	6,298	0%	0%
4395 Before & After School Program Supplies	2,000	2,000	2,108	2,222	2,366	2,444	0%	0%
4399 All Other Supplies	28,150	44,000	46,367	48,231	50,025	51,526	1%	56%
4390 Other Supplies	53,705	69,400	73,383	105,543	109,889	113,397	1%	29%
4411 Non Capitalized Equipment	20,610	133,800	148,080	161,891	178,101	189,215	2%	549%
4711 Nutrition Program Food & Supplies	295,481	258,897	274,180	290,547	310,839	322,806	4%	-12%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
<b>Total 4000 · Supplies</b>	<b>562,347</b>	<b>635,769</b>	<b>684,562</b>	<b>741,537</b>	<b>799,516</b>	<b>837,671</b>	<b>9%</b>	<b>13%</b>

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
*Multi-Year Budget Detail*  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
<b>5000 - Operating Services</b>								
5211 Travel & Conferences	9,800	27,389	28,309	29,033	29,731	30,314	0%	179%
5311 Dues & Memberships	11,201	4,698	5,217	5,722	6,318	6,724	0%	-58%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	88,819	98,400	109,269	119,847	132,325	140,838	1%	11%
5521 Security Services	1,246	1,440	1,517	1,578	1,637	1,686	0%	16%
5531 Housekeeping Services	27,317	36,000	37,937	39,462	40,930	42,158	1%	32%
5599 Other Facility Operations & Utilities	300,000	300,000	150,000	164,521	181,651	193,337	4%	0%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	1,278	2,500	2,635	2,740	2,842	2,928	0%	96%
5621 Equipment Lease	38,411	22,408	24,883	27,292	30,134	32,072	0%	-42%
5631 Vendor Repairs	24,670	24,114	26,777	29,369	32,427	34,513	0%	-2%
5812 Field Trips & Pupil Transportation	11,569	48,200	48,200	48,200	48,200	48,200	1%	317%
5821 Legal	11,996	-	-	-	-	-	0%	-100%
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	39,710	44,000	36,078	38,975	42,299	44,630	1%	11%
5841 Contracted Substitute Teachers	44,441	19,600	21,765	23,872	26,357	28,053	0%	-56%
5842 Special Education Services	61,286	59,904	66,521	72,961	80,557	85,740	1%	-2%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	118,360	123,155	136,758	149,998	165,615	176,269	2%	4%
5849 Other Student Instructional Services	57,495	55,000	-	-	-	-	1%	-4%
5852 PD Consultants & Tuition	30,641	38,925	42,091	44,973	48,189	50,508	1%	27%
5854 Nursing & Medical (Non-IEP)	2,877	8,000	8,331	3,654	4,034	4,294	0%	178%
5859 All Other Consultants & Services	32,123	36,020	39,999	43,871	48,439	51,555	1%	12%
5861 Non Instructional Software	47,650	62,750	69,681	76,427	84,384	89,813	1%	32%
5865 Fundraising Cost	-	-	-	-	-	-	0%	
5871 District Oversight Fees	40,191	33,504	37,704	41,544	46,158	48,657	0%	-17%
5872 Special Education Fees (SELPA)	58,298	55,760	59,606	63,273	67,706	69,963	1%	-4%
5881 Intra-Agency Fees	493,122	553,489	567,575	588,309	610,787	634,220	8%	12%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	-	-	-	-	-	-	0%	
5899 All Other Expenses	15,969	8,600	9,403	10,158	11,025	11,632	0%	-46%
5911 Office Phone	8,454	8,400	8,852	9,208	9,550	9,837	0%	-1%
5913 Mobile Phone	65,078	9,000	9,484	9,865	10,232	10,539	0%	-86%
5921 Internet	17,299	20,400	21,498	22,362	23,194	23,889	0%	18%
5923 Website Hosting	4,218	3,754	2,902	3,019	3,131	3,225	0%	-11%

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**

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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
5931 Postage & Shipping	1,848	1,904	2,006	2,087	2,164	2,229	0%	3%
5999 Other Communications	22,736	6,000	6,323	6,577	6,822	7,026	0%	-74%
<b>Total 5000 · Operating Services</b>	<b>1,688,104</b>	<b>1,713,313</b>	<b>1,581,321</b>	<b>1,678,898</b>	<b>1,796,838</b>	<b>1,884,851</b>	<b>25%</b>	<b>1%</b>
<b>6000 · Capital Outlay</b>								
6901 Depreciation Expense	820,543	801,405	781,037	750,064	745,775	734,229	12%	-2%
6903 Amortization Expense	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
<b>Total 6000 · Capital Outlay</b>	<b>820,543</b>	<b>801,405</b>	<b>781,037</b>	<b>750,064</b>	<b>745,775</b>	<b>734,229</b>	<b>12%</b>	<b>-2%</b>
<b>7000 · Other Outgo</b>								
7438 Interest Expense	154,677	145,165	141,523	137,808	134,017	130,151	2%	-6%
<b>Total 7000 · Other Outgo</b>	<b>154,677</b>	<b>145,165</b>	<b>141,523</b>	<b>137,808</b>	<b>134,017</b>	<b>130,151</b>	<b>2%</b>	<b>-6%</b>
<b>TOTAL EXPENSE</b>	<b>5,885,350</b>	<b>6,742,109</b>	<b>6,622,831</b>	<b>6,875,154</b>	<b>7,189,189</b>	<b>7,452,170</b>	<b>100%</b>	<b>15%</b>
<b>NET INCOME</b>	<b>132,841</b>	<b>(738,325)</b>	<b>(946,153)</b>	<b>(1,049,174)</b>	<b>(964,062)</b>	<b>(944,084)</b>		
<b>Beginning Cash Balance</b>	3,041,591	3,135,276	3,086,752	2,717,684	2,238,963	1,936,167		
<b>Cash Flow from Operating Activities</b>								
Net Income	132,841	(738,325)	(946,153)	(1,049,174)	(964,062)	(944,084)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	1,057,853	1,324,948	823,950	830,682	809,948	772,426		
Current Year Accounts Receivable	(1,542,221)	(823,950)	(830,682)	(809,948)	(772,426)	(806,908)		
Change in Due from	110,901	-	-	-	-	-		
Change in Accounts Payable	(596,426)	(13,705)	(13,019)	(12,368)	(11,750)	(11,162)		
Change in Due to	382,485	(297,693)	11,655	12,185	94,288	90,762		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(12,696)	-	-	-	-	-		
Change in Prepaid Expenditures	(52,963)	(120,780)	(11,790)	(12,380)	(12,999)	(13,649)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Change in Other Long Term Assets	-	-	-	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	820,543	801,405	781,037	750,064	745,775	734,229		
<b>Cash Flow from Investing Activities</b>								
Capital Expenditures	(14,386)	-	-	-	-	-		
<b>Cash Flow from Financing Activities</b>								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
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	-1	0	1	2	3	4		
	2021-22	2022-23 Forecast	2023-24	2024-25	2025-26	2026-27	2022-23 Percent of Budget	Percent Change, 2021-22 to 2022-23
Use - Loans	(192,246)	(180,424)	(184,066)	(187,781)	(191,571)	(195,438)		
<b>Ending Cash Balance</b>	<b>3,135,276</b>	<b>3,086,752</b>	<b>2,717,684</b>	<b>2,238,963</b>	<b>1,936,167</b>	<b>1,562,342</b>		
Month with Lowest Ending Cash Balance	Jul: \$	Oct: \$2,776,083	Mar: \$2,430,927	Mar: \$2,138,967	Jun: \$1,894,047	Jun: \$1,518,660		
5% Reserve Goal	294,268	337,105	331,142	343,758	359,459	372,609		
Operating Income	953,385	63,079	(165,116)	(299,110)	(218,288)	(209,855)		
EBITDA	1,108,061	208,244	(23,594)	(161,303)	(84,270)	(79,705)		
Net Income as a Percent of Expenses	2.3%	-11.0%	-14.3%	-15.3%	-13.4%	-12.7%		
Ending Cash as a Percent of Expenses	53.3%	45.8%	41.0%	32.6%	26.9%	21.0%		

# Coversheet

## YPICS Local Indictors for the California School Dashboard

**Section:** VI. Items Scheduled For Action  
**Item:** C. YPICS Local Indictors for the California School Dashboard  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**

Recommendation to approve the Local Indicators for the CA School Dashboard for BCCS, MORCS , and BCCHS June 2022.pdf

BCCH 6-28-2022\_LCAP\_Local\_Performance\_Indicator\_Self-Reflection\_Bert\_Corona\_Charter\_High\_School\_20220623 (1).pdf

BCCS 6-28-2022\_LCAP\_Local\_Performance\_Indicator\_Self-Reflection\_Bert\_Corona\_Charter\_School\_20220628 (1).pdf

MORCS 6-28 2022\_LCAP\_Local\_Performance\_Indicator\_Self-Reflection\_Monsenor\_Oscar\_Romero\_Charter\_Middle\_School\_20220628.pdf



**YPI CHARTER SCHOOLS**

June 29, 2022

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

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

**SUBJECT: Recommendation to approve the Local Indicators for the California School Dashboard for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School**

**BACKGROUND**

In February 2021, the State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

<b>LCFF Priority #</b>	<b>LCFF Priority Area</b>	<b>Performance Indicator</b>
<b>One</b>	Appropriately Assigned Teachers; Access to Curriculum-Aligned Instructional Materials; and Safe, Clean and Functional School Facilities	Data elements that are required as part of School Accountability Report Card (SARC)
<b>Two</b>	Implementation of State Academic Standards	Choice of narrative summary or self-reflection tool survey
<b>Three</b>	Parent and Family Engagement	Self-reflection tool addressing three areas of parent and family engagement (includes narrative & survey)
<b>Six</b>	School Climate	Narrative Summary of the administration and analysis of student survey
<b>Seven</b>	Access to a Broad Course of Study	Narrative Summary



An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

### **ANALYSIS**

As required by the CDE, LCFF Priority Areas (Priority 1: Basic Services and Conditions; Priority 2: Implementation of Academic Standards; Priority 3: Parent Engagement; Priority 6: School Climate; Priority 7: Access to a Broad Course of Study) were completed for each site and are presented here for review and discussion prior to requested Board approval.

### **RECOMMENDATION**

It is recommended that the Board of Directors approve the Local Indicators for the California School Dashboard for BCCS, BCCHS, and MORCS.

# Local Performance Indicator Self-Reflection

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

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

BCCH results on Verifiable Data for NWEA indicate that 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.

For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement. 11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities. This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was. Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning in English, for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language. BCCH will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

Review of the 2019 California School Dashboard revealed that the school’s ELA “Status” (Distance from Standard, DFS) was -25.3 points/Orange, which was lower schoolwide than the state.

Root cause analysis for the lower DFS status for schoolwide. Student performance on the 2019 CAASPP dropped compared to the previous cohort’s performance on the 2018 CAASPP reflects that students were not well prepared for the CAASPP exam. The analysis further presents that there was a lack of alignment in instruction in reading and writing.

The analysis further presents that professional development and teacher feedback was impeded by climate and culture issues. Two of the 3 English Language Arts Teachers in the 2018-2019 school year were either in an antagonistic relationship with school staff and administration, or being pressured to engage in this antagonism, making it either difficult or impossible to pursue professional coaching and accountability.

Detailed plans that outline the actions of the school’s leadership team to improve overall student academic performance in ELA, as measured by the California School Dashboard, included:

Implementation of a Writing Round Table PD for aligning and tuning writing instruction within all humanities courses. Creating and stocking a Lending Library in response to student requests for reading material. Implementing VALUE Rubrics with an assessment focus on college-ready reading and writing. Implementing Thinking Nation “Document Based Questions and Essays” in all history courses, as well as partnering with Thinking Nation for outside assessment of DBQ essays.

Reimplementation of the school's historic, longitudinal, goal-oriented periodic assessment tool. Reimplementation of Achieve3000. Utilization of Gear-Up tutoring time in ELA classrooms. Tailoring and personalizing ELA remediation instruction through online instruction using MyPath, the scope of which is derived from algorithmic processing of longitudinal NWEA MAP Growth data. Reimplementation of RTI inventory consideration of every student's needs.

Review of the 2019 California School Dashboard revealed that the school's Math "Status" (Distance from Standard, DFS) was -109.3 points/Orange, which was lower schoolwide than the state and for the two significant subgroups: Latino at -10.3.3 points/Orange and Socioeconomically Disadvantaged at -104.1 points/Yellow.

Root cause analysis for the lower DFS status schoolwide for the two numerically significant subgroups.

Student performance on the 2019 CAASPP dropped compared to the previous cohort's performance on the 2018 CAASPP. As students were not well prepared for the CAASPP exam.

There was a lack of data-driven instructional collaboration and planning among the math faculty for the 2018-2019 school year. Professional development and teacher feedback was impeded by climate and culture issues, and the primary periodic assessment tool used to track internal growth was abruptly terminated in favor of a new and significantly different assessment tool, creating a deficit of longitudinal growth data.

District administration determined the new tool to be more relevant to CAASPP preparation efforts than the existing assessment tool.

Detailed plans that outline the actions of the school's leadership team to improve overall student academic performance in Math as measured by the California School Dashboard included:

Replacing ALEX with IXL (both adaptive, interactive, independent practice software programs giving immediate feedback) due to student lack of engagement with ALEX. Utilization of Gear-Up tutoring time in Math classrooms. Reimplementation of the school's historic, longitudinal, goal-oriented periodic assessment tool. Tailoring and personalizing Math remediation instruction through online instruction using MyPath, the scope of which is derived from algorithmic processing of longitudinal NWEA MAP data. Reimplementation of RTI inventory consideration of every student's needs.

Implementing VALUE Rubrics with an assessment focus on college-ready critical thinking and quantitative literacy.

Review of the 2019-2020 school year was as follows: a. The school's Percentage of English Learners making progress toward English proficiency (ELPI) was 28.0%/No Color, which was lower than State at 48.3%. The school was classified as Very Low. Which includes not meeting the ELPAC participation rate for 2019. b. The school's LTEL's rate was 17.4% (28 students), which is higher than the state's average at 5.7%.

Root cause analysis to address the data points above.

BCCH LTEL rate 17.4% in 2019

According to the school's SIS system, there were 23 students listed as EL during the 2018-2019 school year. There were 266 students total that started the school year. At the end of that school year, there were 218 students enrolled, and 20 EL students listed in the school's SIS. The three student differential was due to disenrollment, not reclassification.

BCCH shows that 30 students took the ELPAC in the 2018-2019 school year. 7 of those students scored at 3 or 4 on the overall performance level. The other 23 students scored a 2 or 1.

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**Other Adopted Academic Standards**

**4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5



## Support for Teachers and Administrators

### 5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing standards based instruction are provided monthly throughout the school year Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter  
 Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

## Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

BCCH students came into this year (out of the pandemic virtual learning time) with learning loss and deficits, BCCH made sure to provide instruction and their grade level while scaffolding to ensure they made up for lost instruction. BCCH 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. BCCH rebuild our parent engagement in all aspects of school, including academics, school culture, and school safety. Additionally, BCCH wanted 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 BCCH. Partnering 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.

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

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

2021-2022: Met

Continued engagement of parents in decision- making open communication on all levels confirmed with Youth Truth Survey

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

BCCH continues to have historically high levels of relationships with families, as evidence, in parent participation rates in student-led parent conferences, parent workshops, coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded and addressed social emotional, cultural needs, for our school community. The school should continue to provide access and communication between all stakeholders.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Bert Corona Charter High School provides resources to assist under-achieving students. These include a school breakfast and lunch program, an after school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing. Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementation, and evaluation of ConApp programs through a variety of stakeholder meetings throughout the year as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school has established relationships with Luminaries (Local mental health providers) and the Los Angeles County Office of Education.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

BCCH student population represents 98% of underrepresented families due to its location of our charter and Free and Reduced Lunch indicators. In addition BCCH has ongoing communication with all parents, outreach to address individual students needs and regular home visits.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

The Pandemic -COVID-19 had a significant effect on providing for students via Distance Learning and support. Returning to classroom direct instruction during the 2021-2022 school years has provided administration, teachers, and staff to reassess all instructional methodology and effective instructional delivery. Presently internal measure indicate that although there has been learning loss for all students results indicate progressive growth and measures taken to support students with socio-emotional support, additional learning opportunities are offered.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

While academic resources are important, BCCH also knew that students would not be able to perform academically if their social emotional needs were not met. BCCH counselors and support staff who are trained to provide counseling and support to our students. BCCH uses 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. BCCH partnered 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.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

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.

BCCH uses NWEA as Verifiable Data Indicator that shows the following:

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.

11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities.

This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was.

Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning in English, for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language. We will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

As indicated below BCCH's Dashboard results the following:

BCCH's Areas of Demonstrated Strength and/or Progress

The school's percentage of “At Risk” English Learners is 0.0%, which is at a rate lower than the Resident Schools Median at 1.4%.

The school's Four-Year Adjusted Cohort Graduation Rate is 93.2%, which is at a rate higher than Resident Schools Median at 88.9%.

Areas Noted for Further Growth and/or Improvement

None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, whereas: 38.71% of Latino students Met or Exceeded the Standards, a decrease of 6.53 percentage points. 41.82% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, decrease of 13.74 percentage points. None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, whereas:

13.12% of Latino students Met or Exceeded the Standards, a decrease of 0.83 percentage points. 12.96% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, decrease of 9.26 percentage points.

The school leadership noted that the 2019-2020 focus is: aimed at two new instructional initiatives mandated and prescribed by the Executive Director and Governing Board: Get Better Faster instructional coaching with Relay school leader training, and iReady periodic assessment implementation.

2018-2019. Further analysis indicate the following:

- 1) Monitoring grade distribution at the end of every grading period – for 2019-2020 the 10 weeks grades distribution was completed to plan intervention and reteach lessons.
- 2) Per the leadership team, PD for the Math department was devoted to data dives – for 2019-2020. This has been sharply curved to conduct scope and sequence meetings and data meetings with teachers and coaches.
- 3) Math teachers are reviewing sample SBAC questions and plan to embed them into their lesson. Added beginning February 24, 2020 all 11th graders will be engaged in 9 weeks of SAT preparation at 3 hours per session.
- 4) In ELA the school leadership noted a need to facilitate growth of reading comprehension for students' academic skill.
- 5) The school leadership noted their data dive into iReady has set the course for multiple professional development pathways into learning how to better equip students to become readers for comprehension

(A5) The school reclassifies English Learners at a rate lower than the Resident Schools Median, whereas Bert Corona High School reclassification rate for 2018-2019 is 20.0% compared to Resident Schools Median of 22.4%.

? The school leadership noted that in review of the 2019 Summative ELPAC results, English Learner students' need the most support in the areas of Reading, Listening, and Writing, below are the steps the school noted for support of all At-Risk, LTEL and English Learners:

- 1) The 8-block schedule for English Learners has been adjusted to include the Success for All. This is a reading program created to support students in reading and writing.

2) All teachers use clarifying, questioning, predicting, summarizing and collaborative group work as part of good teaching when developing lessons and tasks.

The school's percentage of LTELs is 16.5%, which is at a rate higher than the Resident Schools Median at 10.5% . The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. The school leadership noted that this year has been difficult to reflect on data comparison from beginning of the year to mid-year due to their transition into iReady. The reading data provided did not include 9th complete numbers. The school leadership did note that the internal assessment results from the beginning of the 2019-2020 school year reveal the need to support students in achieving growth in reading as only 21% started the school year at or above grade level. In math the school provided data of 150 students with missing a group of 40 students. The school leadership is formalizing a plan to move forward in terms of data tool selection, which might include the following: MAPS internal assessments – the school leader noted that MAPS is an appropriate tool for a high school to measure internal assessment data and growth over time. iReady which has a pathway to support students that are below grade level. Redefining Achieve 3000 -a tool to measure lexile levels.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts, courses approved through A-G, WASC approved and certified.



**Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)**

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

**Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

California School Dashboard data for 2019-2020, 2020-21 and 2021-22 is not available for analysis due to school closures resulting from COVID-19. Amidst the global pandemic, teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a format to provide small group support and designated ELD. Scholars are provided opportunities to engage in Integrated ELD Daily. Certificated and classified staff worked in collaboration to meet the needs of English Learners, foster youth, and low-income scholars.

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

BCCS successes are as follows:

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 managed operations when specific issues arose throughout the school year. Ensuring 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 students came into this year (out of the pandemic virtual learning time) with learning loss and deficits instruction is provided at their grade level while scaffolding to ensure they made up for lost instruction. In addition to providing authentic learning experiences and that the needs of all students were met through our support programs.

BCCS has invested in a high level of resources that will help students succeed academically. Given that operating school in the age of technology, it is important students have the tools and resources necessary to help the learning process and how to succeed in this technological world. To monitor progress and to ensure student growth, the use of classroom assessments to track mastery, use the iReady diagnostic to provide a benchmark 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, students will not be able to perform academically if their other needs are not met. BCCS has counselors and support staff who are trained to provide counseling and support to our students. PBIS framework is used 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. BCCS partners 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: ELA & Math Growth (2019-20, 2020-21 and 2021-2022) 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 X Met Administered 3 times per year
2. iReady Math Diagnostic 5-8 X Met Administered 3 times per year

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.

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. BCCS students 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.

BCCS analyzed performance across all student groups our mathematics diagnostic initial assessment indicated that a large percentage of students were performing below grade level. The i-Ready assessment used focuses on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680, students collectively continued to strive for a higher average scale score for each grade level. 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 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.

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.

BCCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of Education as "verified data." Despite challenges from the pandemic, at both the school- and grade levels, BCCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. Overall typical growth for the year was met at 139% in reading. The data shows that BCCS scholars far exceeded expectations based on national normative data. This result is especially exciting because the school had only achieved 42% of typical growth halfway through the year, in December. BCCS scholars' academic achievement in reading grew almost 100% in one semester. Similar to the reading data, the school was behind in growth in December 2020. In math, The LEA had only achieved 33% of typical growth for the year, leaving a mountainous 67% still needing to be accomplished. The iReady May results revealed that BCCS scholars achieved 100% typical growth, meaning the school met expected growth for the year based on normative data.

#### Technology in the classroom

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

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 student 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.

**English Learners**

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

**COVID-19 Aligned Strengths**

**Community Engagement/Support**

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

**Student Engagement**

- BCCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In May 2021, BCCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In May 2021, BCCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

### Other Adopted Academic Standards

**4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

### Support for Teachers and Administrators

**5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school starts each year. Additional professional development opportunities addressing standards-based instruction are provided monthly throughout the school year; provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter.  
 Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

BCCS students came into this year (out of the pandemic virtual learning time) with learning loss and deficits, BCCS made sure to provide instruction and their grade level while scaffolding to ensure they made up for lost instruction. BCCS 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. BCCS rebuild our parent engagement in all aspects of school, including academics, school culture, and school safety. Additionally, BCCS wanted 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. Partnering 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.

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

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

2021-2022: Met  
Continued engagement of parents in decision- making open communication on all levels confirmed with Youth Truth Survey

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA continues to have historically high levels of relationships with families, as evidence, in parent participation rates in student-led parent conferences, parent workshops, coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded and addressed social emotional, cultural needs, for our school community. The school should continue to provide access and communication between all stakeholders.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.					5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					5

Building Partnerships	1	2	3	4	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

BCCS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing. Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementation, and evaluation of ConApp programs through various stakeholder meetings throughout the year, as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school has established relationships with Luminaries (Local mental health providers) and the Los Angeles County Office of Education.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

BCCS student population represents 98% of underrepresented families due to its location of our charter and Free and Reduced Lunch indicators. In addition BCCS has ongoing communication with all parents, outreach to address individual students needs and regular home visits.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The Pandemic -COVID-19 had a significant effect on providing for students via Distance Learning and support. Returning to classroom direct instruction during the 2021-2022 school years has provided administration, teachers, and staff to reassess all instructional methodology and effective instructional delivery. Presently internal measure indicate that although there has been learning loss for all students results indicate progressive growth and measures taken to support students with socio-emotional support, additional learning opportunities are offered.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

While academic resources are important, BCCS also knew that students would not be able to perform academically if their social emotional needs were not met. BCCS counselors and support staff who are trained to provide counseling and support to our students. BCCS uses 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. bCCS partnered 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.



## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

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

- The schoolwide Dashboard Suspension Rate Indicator color is green. Bert Corona Middle School's percentage of students suspended at least once was 6.2%, which was higher than the State's at 3.4%.
- The school reclassifies English Learners at 14.9%, which is higher than the state average at 13.8%.

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

- The schoolwide Dashboard ELA Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -78.2%, which is lower than the State 2019 Average DFS at -2.5%.
- The schoolwide Dashboard Math Indicator color is red. Bert Corona Middle School's 2019 Average DFS was -109.5%, which is higher than the State's 2019 Average DFS at -33.5%.
- The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow. Bert Corona Middle School's 2019 Chronic Absenteeism Percentage was 7.0%, lower than the State at 10.1%.
- All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores are below the statewide averages in ELA, as follows: English Learners at -107.2 vs. -45.1 points; Latino at -78.9 vs. -26.6 points; Socioeconomically Disadvantaged at -78.7 vs. -30.1 points; and Students with Disabilities at -137.0 vs. -88.1 points.
- All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores below the statewide averages in Math, as follows: English Learners at -138.8 vs. -68.6 points; Latino at -110.8 vs. -62.2 points; Socioeconomically Disadvantaged at -109.9 vs. -63.7 points; and Students with Disabilities at -176.7 vs. -119.4 points.

### The school leadership notes a renewed focus include:

- Relay's Get Better Faster training for instructional coaches to coach and support teachers. There is a need for greater coaching and support for teachers to provide real-time feedback, action steps, and collaborative planning.
- Newly adopted Ready Math curriculum and time provided to implement a common placing plan, scaffolded lessons, and common exit tickets to support the implementation.
- iReady implementation to provide teachers with actionable data and to support the intervention plans.
- SFA/reading block
- Scheduled tutor support to work on language development through pull-out tutoring.
- LTEL reclassification training for teachers and parents.
- Critical Friends Groups
- Observational Rounds and mentor teachers.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils, and Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					

Coordinating Instruction	1	2	3	4	5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

**Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
<p>1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).</p>					
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>					
<p>3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.</p>					
<p>4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.</p>					
<p>5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.</p>					
<p>6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.</p>					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

# Local Performance Indicator Self-Reflection

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

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.



Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**English Language Arts (ELA)-Common Core State Standards for ELA**

Monsenor Oscar Romero Charter School has shown an SBAC 2018-2019 English Language Arts as -73.7 points below standards (declining 4.7 points), English Learner Progress shows a 52.8% progress towards English language proficiency. Internal data on i-Ready reflects student growth. The LEA will access student needs, provide differentiated instruction, monitor student achievement, and revise the application of teaching as needed. Teachers will provide targeted intervention and acceleration based on the analysis of formative & summative data.

Source: iReady February 2021

**Annual Progress on CA Dashboard (Status & Change)**

Verifiable Data i-Ready

2021-22 Goal

Met using Verifiable Data Reading:

- Students "On or Above"

Grade level increased from 13% to 17% in Reading from D1 to D2

- Students "Two or

More Grade Levels Below" decreased from 72% to 63% from D1 to D2

- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw
- the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2

Met Verifiable Data Mathematics:

- Students "On or Above" Grade level increased from 6% to 11% in Math from Students "Two or Typical

Growth is at 97% overall for all students in reading

7th grade reading saw

the highest growth at 124% median growth and 42% stretch growth?

- All grade levels showing growth from D1 to D2 in Reading
- More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- 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?

- All grade Students "On or Above" Grade level increased from 13% to levels showing growth from D1 to D2 in Math

Reading: The i-Ready data shows 11% of students scoring at proficiency in Reading, increasing 14% in June 2020. Student achievement realized a decrease of 7% in August of 2020, and today an increase of 6% as of January 2021. Mathematics: The i-Ready data shows 6% of students scoring at proficient in Reading, an increase of 19% or a 13% increase in June of 2020. the students realized a decrease of 8% in August of 2020 and today an increase of 17% or an increase of 6% as of January 2021

Students in 7th and 8th grade demonstrated far stronger median typical and stretch growth levels than 6th-grade students. While the percentage of students who met typical growth ranged from 36-61% at each grade level, the median growth measures were clearly above 100% at 7th and 8th grade, demonstrating that overall academic

progress is going well for these grade levels! Further analysis of the starkly lower growth scores in 6th grade is necessary. The testing window has just concluded. Our instructional team is scheduled to analyze this data to determine root causes and next actions to support high-need students and strengthen our instructional program.

English Language Development (ELD) Aligned to Common Core State Standards for ELA

<http://tpd.ypics.org> the LEA provides services to ELs. High-quality professional development is offered to train teachers to support our ELs and literacy across our program. The Charter School uses Title III funds to provide all certificated staff with PD days to meet the needs of our English language learners. The Charter School has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (Success For All) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

#### 1. Assets-Oriented and Needs-Responsive School

- a. The languages and cultures ELs bring to their education are assets for their learning and contribute to learning communities.
- b. The needs of long-term ELs are vastly different from new arrivals.
- c. School climate is affirming, inclusive, and safe
- d. The Charter School values and builds active family, school, and community partnerships,
- e. MORCS developed a collaborative framework for identifying ELs with disabilities and use valid assessment practices

#### 2. Intellectual Quality of Instruction and Meaningful Access

- a. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework pages 891-892)
- b. Students are provided a rigorous, intellectually vibrant, standards-based curriculum
- c. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
- d. ELs are provided access to the full curriculum.
- e. Students' home language is understood as a means to access subject matter content.
- f. Rigorous instructional materials support high levels of intellectual engagement.
- g. ELs are provided choices of research-based language support/development programs

#### 3. System Conditions that Support Effectiveness

- a. Leaders maintain a systemic focus on continuous improvement and progress.
- b. The school system invests adequate resources in supporting the conditions required to address EL needs.
- c. A method of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.

#### 4. Alignment and Articulation Within and Across Systems

- a. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.
- b. Schools plan schedules and resources to provide extra time in school.
- c. EL educational approaches and programs are designed to be consistent across schools.

The Charter School will continue to support our students through a multi-faceted approach to language development. Teachers will provide SFA to ELs to support their acquisition of English. This includes new programs to be used as supplemental technology programs, such as, i-Ready that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction, who will provide support and resources to teachers to more effectively meet the needs of our EL students as they work through the rigorous CCSS. With the assistance of the Parent Coordinator/Coordinator of Operations, the Charter School will also provide parent education workshops focusing on how parents can help support ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials representing a wide array of cultures and experiences to see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

The LEA monitors EL students through a robust formal and informal process. Students are measured by their growth

on the State’s English language assessments (EL PAC) and various other mechanisms during designated and integrated ELD. The measures include the following:  
 teacher observations, including but not limited to a review of the student’s curriculum mastery and comparison of student performance in basic skills, against an empirically established range of performance in basic skills based on English proficient students of the same age.

- o Local Assessments
  - o i-Ready Assessments (Reading)
  - o Publisher Assessments
  - o Smarter Balance Summative Assessment Results
- teachers monitor the progress of EL students towards reclassification in a variety of ways.
- o Discuss action steps for those students not meeting benchmarks
  - o Suggested intervention
  - o Implementation of the intervention
  - o Notification to teachers and parents regarding intervention
  - o Annual monitoring of intervention and program effectiveness
  - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)
  - o Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
  - o Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

**Mathematics**

The Charter School has shown an SBAC Mathematics as -119.8 point below standard (declined 11.5 Points), English Learner Progress shows a 52.8% progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access student needs, provide differentiated instruction, monitor student achievement, and revise the application of teaching as needed. Teachers will provide targeted intervention and acceleration based on the analysis of formative & summative data. Based on April Math diagnostic scores, the median of MORCS student growth scores is 100%, which means that, on average, students met expectations in terms of annual reading growth! Since the median is 100% in April, presumably, students will see above 100% growth before the end of the school year in June.

Math growth metrics are more modest than those in Reading. However, there is still much to be encouraged by. In particular, high levels of success are observed at the 8th-grade level, with 150%

Median progress towards Annual Typical growth. The median growth scores in math show increasing as grade levels go up and the percentage of students who met their annual typical growth. As before, our team is scheduled to take a deep dive into this data to determine the reason for this trend and the next steps to address the data.

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5

Academic Standards	1	2	3	4	5
Next Generation Science Standards					5
History-Social Science					5

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

### Other Adopted Academic Standards

#### 4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

### Support for Teachers and Administrators

#### 5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school starts each year. Additional professional development opportunities addressing standards-based instruction are provided monthly throughout the school year; provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter.

Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

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)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

2021-2022: Met  
Continued engagement of parents in decision- making open communication on all levels confirmed with Youth Truth Survey.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA continues to have historically high levels of relationships with families, as evidence, in parent participation rates in student-led parent conferences, parent workshops,, Coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded and addressed social emotional, cultural needs, for our school community. The school should continue to provide access and communication between all stakeholders.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.					5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

## Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

The Charter School provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss,



and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing. Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementing, and evaluating ConApp programs through various stakeholder meetings throughout the year, as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school has established relationships with Luminaries (Local mental health providers) and the Los Angeles County Office of Education.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MORCS student population represents 98% of underrepresented families due to its location of our charter and Free and Reduced Lunch indicators. In addition MORCS has ongoing communication with all parents, outreach to address individual students needs and regular home visits.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

The Pandemic -COVID-19 had a significant effect on providing for students via Distance Learning and support. Returning to classroom direct instruction during the 2021-2022 school years has provided administration, teachers, and staff to reassess all instructional methodology and effective instructional delivery. Presently internal measure indicate that although there has been learning loss for all students results indicate progressive growth and measures taken to support students with socio-emotional support, additional learning opportunities has resulted in the following:

#### 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%.

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.

#### I. iReady Diagnostic Exams - General Info

-More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading total enrollment levels were the same during both testing sessions

-12 weeks in between testing sessions

#### II. iReady Results (MATH)

#### ALL STUDENTS (MATH)

#### BY GRADE LEVEL (MATH)

#### Analysis:

-Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2 -Students “Two or More Grade Levels Below” decreased from 71% to 61% from D1 to D2

- 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 -All grade levels showing growth from D1 to D2 in Math

#### Reading:

-Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2 -Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2 -Median Progress to Annual Typical Growth is at 97% overall for all students in reading

-7th grade reading saw the highest growth at 124% median growth and 42% stretch growth - All grade levels showing growth from D1 to D2 in Reading

#### Subgroups

-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

-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.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings. Additionally, all stakeholders are encouraged to participate in school surveys such as the Annual Youth Truth Survey, the Annual Parent Conference Survey, and others surveys conducted throughout the school year.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Parents, teachers and students were polled regarding issues on student learning and all elements affecting student learning.

- Polled staff, students and parents using 2021 Youth Truth targeted questions about school safety survey, students and culture in the spring of 2022.
- Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)
- Used a strategic planning process to for CA schools) identify a specific vision and goal(s) for school culture in 22-23. The team determined a detailed action plan, based on the survey data (and other SCC data) provided.
- The action plan includes quarterly check-ins to ensure that the implementation is successful by monitoring a

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The schoolwide Dashboard Suspension Rate Indicator color is yellow. The Charter School's percentage of students suspended at least once was 12.0%, higher than the State's at 3.4%. The school's leadership has noted the following:

- Hiring a New Executive Administrator and Coordinator of Culture and Climate.
- Hiring of Coordinator of Student Services and School Culture and Climate Manager.
- Student behavior management training with Restorative Practices and full PD days dedicated to training staff on providing students with socio-emotional supports.
- Positive Behavior Support Systems Team meets and monitors the highest need for behavioral intervention and socio-emotional support.

- Student Success and Progress teams of staff and family members to assist students in improving poor academic, behavioral, and attendance metrics. Relationships among students and teachers continue to be a high priority for the school.

The suspension rate increased slightly for English learners by .3%, and for Students with Disabilities, 2.4%. A notable decline of 2.9% for Social Economically Disadvantaged and Hispanic has declined 3.1%. Using the Multi-Tiered process schoolwide is in place, with additional support and intervention provided through social-emotional learning and counseling. The key is ensuring that all stakeholders have the training, systems, and support needed to create an outstanding positive school climate each year.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils, and Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

**Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
<p>1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).</p>					
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>					
<p>3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.</p>					
<p>4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.</p>					
<p>5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.</p>					
<p>6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.</p>					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

# Coversheet

## YPICS Education Protection Act Spending Plans and Resolutions for 2022-23

**Section:** VI. Items Scheduled For Action  
**Item:** D. YPICS Education Protection Act Spending Plans and Resolutions for  
2022-23  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** MORCS EPA FY22-23 Spending Plan.pdf  
BCHS EPA FY22-23 Spending Plan.pdf  
BCCS EPA FY22-23 Spending Plan.pdf





## YPI Charter Schools, Inc

### FY 2022-23 Education Protection Account Spending Plan

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

Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

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

For schools open prior to FY13/14, EPA funds are estimated to be roughly equal to 47% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

**For Monsenor Oscar Romero Charter, this equates to \$648,287.**

Funds will be used to support teacher salaries and benefits.



## YPI Charter Schools, Inc

### FY 2022-23 Education Protection Account Spending Plan

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

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

For schools that opened in FY13/14 or later, EPA is apportioned at \$200/ADA.

**For Bert Corona Charter High, this equates to \$39,376.**

Funds will be used to support teacher salaries and benefits.



## YPI Charter Schools, Inc

### FY 2022-23 Education Protection Account Spending Plan

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

For schools open prior to FY13/14, EPA funds are estimated to be roughly equal to 47% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

**For Bert Corona Charter, this equates to \$747,315.**

Funds will be used to support teacher salaries and benefits.

# Coversheet

## Bert Corona Charter School Facility Upgrades

**Section:** VI. Items Scheduled For Action  
**Item:** G. Bert Corona Charter School Facility Upgrades  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board approval- Greenworks 22-23.pdf



June 29, 2022

To: YPICS Board of Directors

From: Ruben Dueñas, Chief Operations Officer

Re: Recommendation to Approve Construction Contract for Greenworks

**Background**

The Bungalows at Bert Corona Charter School were purchased used and have been in operation on this site for 15 years. The buildings need from basic upkeep to minimize future maintenance and replacement of portions of the structure and foundation. Staff received three bids from potential vendors.

The following is a summary of the work that was put out to bid:

3	Paint exterior of building
4	New roofing (Building)
2	Replace siding, install windows, paint building
1	Foundation retrofit
2	Repalce Interior wall (Room- tack board and panels)
1	Install drain for Main Office and Admin Office
1	Seed field and reinstall decomposed granite/border for walking path

The lowest bid was from Greenworks Solutions for \$173,440. They are very familiar with the campus and the buildings. (Greenworks Solutions has done the majority of the construction and repair work for BCCS for the past 6 years.)

**Recommendation**

Approve contract with Greenworks Solutions to complete the list of projects above in the amount of \$173,440.

# Coversheet

## YPICS 2022-23 Salary Table Increase and pay Increases

**Section:** VI. Items Scheduled For Action  
**Item:** H. YPICS 2022-23 Salary Table Increase and pay Increases  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board\_informative-\_22-23\_salary\_tables\_\_6.56\_\_(1).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

## Contracts Above Spending Authority of the Executive Administrator

**Section:** VI. Items Scheduled For Action  
**Item:** I. Contracts Above Spending Authority of the Executive Administrator  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Recommendation to Approve Items over the Spending Authority of the ED June 2022.pdf  
CTL Chromebook Quote-YPI Charter School (2).pdf  
YPICS - Bert Corona - iReady-RCL-PD Quote286523.4 (3).pdf  
YPICS MORCS - iReady-RCL-TTB-PD Quote286520.2 (1).pdf



## YPI CHARTER SCHOOLS

June 29, 2022

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

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

**SUBJECT: Recommendation to approve expenditures above the spending authority of the Executive Director**

### BACKGROUND

The Executive Director has the authority to approve expenditures up to \$50,000. All expenditures over \$50,000 must be approved by the Board of Directors.

### ANALYSIS

The following expenditures exceed the Executive Director's spending authority, and the Board is asked to review and approve the items.

**i-Ready Math and ELA BCCS and MORCS: \$77,601**-i-Ready assessment and personalized Instruction Math and Reading Site Licenses, Ready Common Core Reading student books, i-Reading Learning Teacher Toolbox Access Reading & Writing Site Licenses, Online Educator Learning Platform Site License, and professional development for Math and ELA .

**CTL Corporation: \$53,161** – Chromebooks to replace the current fleet as outlined in the approved tech plan on 6/13/2022.

### RECOMMENDATION

It is recommended that the Board of Directors approve the expenditures above the spending authority of the Executive Officer, specifically i-Ready (\$77,601) and CTL (\$53,161).

**Attached:** i-Ready and CTL Quotes



# CTL Quote

CTL Corporation  
 9700 SW Harvest Ct.  
 Bldg. #100  
 www.ctl.net  
 (503) 646-3733

<b>Order Number: 0262048</b>
------------------------------

**Order Date:** 6/27/2022  
**Ship Date:** 8/26/2022

**Salesperson:** JPF  
**Customer Number:** 0000502

**Sold To:**  
 CTL Quote(s)  
 9700 SW Harvest Ct - Bldg 100  
 Beaverton, OR 97005

**Ship To:**  
 YPI Charter Schools  
 10660 White Oak Ave Ste B101  
 Granada Hills, CA 91344-5943

**Confirm To:**

<b>Customer P.O.</b> YPI PX11 and NL72	<b>Ship VIA</b> GROUND	<b>F.O.B.</b> DEST-COMM	<b>Terms</b> Visa/MC	<b>Ship From Warehouse:</b> 001
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ORDERED	SHIPPED	BACKORD	ITEM #	DESCRIPTION	PRICE	AMOUNT
35	0	0	CBUS1100014	CTL Chromebook PX11E 4/32	260.00	9,100.00
100	0	0	CBUS1100016	CTL Chromebook NL72 4/64	267.50	26,750.00
135	0	0	WRCB3051	CTL EDU Value Plus-3 yr AD	99.00	13,365.00
135	0	0	SF00006	Chrome EDU: Perpetual license	COMPONENT	
135	0	0	WRCB3003	3 Yr AD Depot + 1Yr 2 way Ship	COMPONENT	
135	0	0	WRCB3002	3 YR 2 Way Shipping (Yr 2-3)	COMPONENT	
135	0	0	SV00101	White Glove with ZTE- Enhanced	COMPONENT	
Scan Serial#/MAC/Asset Tags Email CSV File Asset Tag CTL or Customer Provided? Asset Tag Location: Default of Defined?						
135	0	0	EWASTECA	E Waste Fee <15 in	4.00	540.00

Net Order:	49,755.00
Less Discount:	0.00
Freight:	0.00
Sales Tax:	3,405.76
<b>Order Total:</b>	<b>53,160.76</b>

# Curriculum Associates®

**Prepared For:**

Kevin Myers  
 Bert Corona Charter Mid School  
 9400 Remick Ave,  
 Pacoima, CA 91331

6/14/2022

Dear Kevin Myers,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Quote ID: 286523.4    Valid through: 12/31/2022

Product	List Price	Net Price
i-Ready Classroom	\$13,410.00	\$9,868.50
i-Ready	\$18,550.00	\$18,550.00
Ready	\$4,707.00	\$4,000.95
Toolbox	\$3,450.00	\$2,932.50
Professional Development	\$4,000.00	\$3,500.00
i-Ready Partners Services	\$1,500.00	\$0.00
<i>i-Ready Partners Services Includes:</i>		
<ul style="list-style-type: none"> <li>• <i>Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment</i></li> <li>• <i>Account Management: Account Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management</i></li> <li>• <i>Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Development sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources</i></li> <li>• <i>Technical Support: Proactive Network Monitoring &amp; Issue Notification, Annual Health Check, Technical Support</i></li> </ul>		
	List Total:	\$45,617.00
	Savings:	\$6,765.05
	Shipping/Tax/Other:	\$1,755.84
	<b>Total:</b>	<b>\$40,607.79</b>

Thank you again for your interest in Curriculum Associates.

**Sincerely**

Andres Gorbea  
 (909) 648-6019  
 agorbea@cainc.com

**Please submit this quote with your purchase order**

# Curriculum Associates®

Quote ID: 286523.4    Date: 6/14/2022    Valid through: 12/31/2022

**Prepared For:**

Kevin Myers  
 Bert Corona Charter Mid School  
 9400 Remick Ave,  
 Pacoima, CA 91331  
 mrmyers@coronacharter.org  
 (818) 834-5805

**Your Representative:**

Andres Gorbea  
 (909) 648-6019  
 agorbea@cainc.com

**i-Ready Classroom**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 5 (1 Year)	25933.0	1	\$440.00	\$374.00	\$374.00
i-Ready Classroom Math Student Worktext with Digital Access Grade 5 (1 Year)	25849.0	15	\$26.00	\$22.10	\$331.50
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 6 (1 Year)	28096.0	2	\$440.00	\$374.00	\$748.00
i-Ready Classroom Math Student Worktext with Digital Access Grade 6 (1 Year)	28033.0	105	\$26.00	\$22.10	\$2,320.50
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 7 (1 Year)	28097.0	2	\$440.00	\$374.00	\$748.00
i-Ready Classroom Math Student Worktext with Digital Access Grade 7 (1 Year)	28034.0	110	\$26.00	\$22.10	\$2,431.00
i-Ready Classroom Common Core Math Teacher Guide with Digital Access Grade 8 (1 Year)	28098.0	1	\$440.00	\$374.00	\$374.00
i-Ready Classroom Math Student Worktext with Digital Access Grade 8 (1 Year)	28035.0	115	\$26.00	\$22.10	\$2,541.50
i-Ready Classroom Common Core Math Teacher Digital Access (English and Spanish) Volume 1 + 2 Grade K-8 (1 Year)	26039.0	6	\$300.00	\$0.00	\$0.00
i-Ready Classroom Subtotal:					\$9,868.50

**i-Ready**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	15003.0	1	\$18,550.00	\$18,550.00	\$18,550.00
i-Ready Subtotal:					\$18,550.00

**Ready**

Product Name	Item #	Qty	List Price	Net Price	Total
Mathematics Discourse Cards - English	23544.0	6	\$7.00	\$5.95	\$35.70
Ready Common Core Reading Instruction Grade 5 Student Book (2016)	16238.0	15	\$13.00	\$11.05	\$165.75
Ready Common Core Reading Instruction Grade 5 Teacher Resource Book (2016)	16238.9	1	\$30.00	\$25.50	\$25.50
Ready Common Core Reading Instruction Grade 6 Student Book (2014)	14553.0	105	\$13.00	\$11.05	\$1,160.25
Ready Common Core Reading Instruction Grade 6 Teacher Resource Book (2014)	14553.9	2	\$30.00	\$25.50	\$51.00
Ready Common Core Reading Instruction Grade 7 Student Book (2014)	14554.0	110	\$13.00	\$11.05	\$1,215.50
Ready Common Core Reading Instruction Grade 7 Teacher Resource Book (2014)	14554.9	2	\$30.00	\$25.50	\$51.00
Ready Common Core Reading Instruction Grade 8 Student Book (2014)	14555.0	115	\$13.00	\$11.05	\$1,270.75
Ready Common Core Reading Instruction Grade 8 Teacher Resource Book (2014)	14555.9	1	\$30.00	\$25.50	\$25.50
Ready Subtotal:					\$4,000.95

**Toolbox**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Learning Teacher Toolbox Access Reading + Writing Per Site 351-500 students 1 Year	28347.0	1	\$3,450.00	\$2,932.50	\$2,932.50
Toolbox Subtotal:					\$2,932.50

**Professional Development**

Product Name	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Classroom and i-Ready Math Core Advanced User Package - Two Advanced User Sessions	24420.0	1	\$3,500.00	\$3,500.00	\$3,500.00
Professional Development Subtotal:					\$3,500.00

**i-Ready Partners Services**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27939.0	1	\$1,500.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:					\$0.00

Total	
List Total:	\$45,617.00
Savings:	\$6,765.05
Merchandise Total:	\$38,851.95
Voucher/Credit:	\$0.00
Estimated Tax:	\$1,355.74
Estimated Shipping:	\$400.10
<b>Total:</b>	<b>\$40,607.79</b>

Special Notes
15% Blended Learning Discount applied to Ready products. 15% Blended Learning Discount applied to Toolbox contingent upon purchase of i-Ready.

F.O.B.: N. Billerica, MA 01862  
 Shipping: Shipping based on MDSE total  
 Terms: Net 30 days, pending credit approval  
 Fed. ID: #26-3954988

**Please submit this quote with your purchase order**

N1

# Curriculum Associates®

## Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to [pdoperations@cainc.com](mailto:pdoperations@cainc.com).



# Curriculum Associates®

## Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

# i-Ready® Partners

## Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

### Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account Management**



**Professional Development**



**Educational Consultants**



**Achievement Analytics**



**Technical Support**

## Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



# Curriculum Associates®

## Placing an Order

**Email:** [orders@cainc.com](mailto:orders@cainc.com) | **Fax:** 1-800-366-1158

**Mail:**

ATTN: CUSTOMER SERVICE DEPT.  
Curriculum Associates LLC  
153 Rangeway Rd  
North Billerica, MA 01862-2013

Please visit [CurriculumAssociates.com](http://CurriculumAssociates.com) for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders. If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to [exempt@cainc.com](mailto:exempt@cainc.com).

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount	Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75	\$5,000.00 to \$99,999.99	8% of order
\$75.00 to \$999.99	12% of order	\$100,000 and more	6% of order
\$1,000 to \$4,999.99	10% of order		

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

## Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH or wire payments. CA's bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBUS6S
- Tax ID: 26-3954988

Please send any payment notifications to [payments@cainc.com](mailto:payments@cainc.com). Credit card payments are only accepted for purchases under \$50,000.

## Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at [invoices@cainc.com](mailto:invoices@cainc.com) or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

## i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support).

## Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit [CurriculumAssociates.com/support/shipping-and-returns](http://CurriculumAssociates.com/support/shipping-and-returns).

# Curriculum Associates®

**Prepared For:**

Rene Quon  
 Monsenor Oscar Romero CS  
 2670 W 11th St,  
 Los Angeles, CA 90006

6/13/2022

Dear Rene Quon,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Quote ID: 286520.2    Valid through: 12/31/2022

Product	List Price	Net Price
i-Ready Classroom	\$11,400.00	\$6,630.00
i-Ready	\$18,550.00	\$18,550.00
Ready	\$4,641.00	\$3,944.85
Toolbox	\$3,450.00	\$2,932.50
Professional Development	\$4,000.00	\$3,500.00
i-Ready Partners Services	\$1,500.00	\$0.00
<i>i-Ready Partners Services Includes:</i>		
<ul style="list-style-type: none"> <li>• <i>Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment</i></li> <li>• <i>Account Management: Account Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management</i></li> <li>• <i>Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Development sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources</i></li> <li>• <i>Technical Support: Proactive Network Monitoring &amp; Issue Notification, Annual Health Check, Technical Support</i></li> </ul>		
	List Total:	\$43,541.00
	Savings:	\$7,983.65
	Shipping/Tax/Other:	\$1,436.58
	<b>Total:</b>	<b>\$36,993.93</b>

Thank you again for your interest in Curriculum Associates.

**Sincerely**

Andres Gorbea  
 (909) 648-6019  
 agorbea@cainc.com

**Please submit this quote with your purchase order**

# Curriculum Associates®

Quote ID: 286520.2    Date: 6/13/2022    Valid through: 12/31/2022

**Prepared For:**

Rene Quon  
 Monsenor Oscar Romero CS  
 2670 W 11th St,  
 Los Angeles, CA 90006  
 drquon@romerocharter.org  
 2134139600

**Your Representative:**

Andres Gorbea  
 (909) 648-6019  
 agorbea@cainc.com

**i-Ready Classroom**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Classroom Math Student Worktext with Digital Access Grade 6 (1 Year)	28033.0	105	\$26.00	\$22.10	\$2,320.50
i-Ready Classroom Math Student Worktext with Digital Access Grade 7 (1 Year)	28034.0	99	\$26.00	\$22.10	\$2,187.90
i-Ready Classroom Math Student Worktext with Digital Access Grade 8 (1 Year)	28035.0	96	\$26.00	\$22.10	\$2,121.60
i-Ready Classroom Common Core Math Teacher Digital Access (English and Spanish) Volume 1 + 2 Grade K-8 (1 Year)	26039.0	12	\$300.00	\$0.00	\$0.00
i-Ready Classroom Subtotal:					\$6,630.00

**i-Ready**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	15003.0	1	\$18,550.00	\$18,550.00	\$18,550.00
i-Ready Subtotal:					\$18,550.00

**Ready**

Product Name	Item #	Qty	List Price	Net Price	Total
Ready Common Core Reading Instruction Grade 6 Student Book (2014)	14553.0	119	\$13.00	\$11.05	\$1,314.95
Ready Common Core Reading Instruction Grade 7 Student Book (2014)	14554.0	119	\$13.00	\$11.05	\$1,314.95
Ready Common Core Reading Instruction Grade 8 Student Book (2014)	14555.0	119	\$13.00	\$11.05	\$1,314.95
Ready Subtotal:					\$3,944.85

**Toolbox**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Learning Teacher Toolbox Access Reading + Writing Per Site 351-500 students 1 Year	28347.0	1	\$3,450.00	\$2,932.50	\$2,932.50
Toolbox Subtotal:					\$2,932.50

**Professional Development**

Product Name	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Development)	28024.0	1	\$500.00	\$0.00	\$0.00
Professional Development i-Ready Classroom and i-Ready Math Core Advanced User Package - Two Advanced User Sessions	24420.0	1	\$3,500.00	\$3,500.00	\$3,500.00
Professional Development Subtotal:					\$3,500.00

**i-Ready Partners Services**

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Partners Core Mathematics Support - Provisioning, Tech Support, Hosting, Data Management, Implementation Planning, Data Reviews, and Check ins (1 Year)	27034.0	1	\$1,500.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:					\$0.00

Total	
List Total:	\$43,541.00
Savings:	\$7,983.65
Merchandise Total:	\$35,557.35
Voucher/Credit:	\$0.00
Estimated Tax:	\$1,042.08
Estimated Shipping:	\$394.50
<b>Total:</b>	<b>\$36,993.93</b>

Special Notes
15% Blended Learning Discount applied to Ready products. 15% Blended Learning Discount applied to Toolbox contingent upon purchase of i-Ready. .

F.O.B.: N. Billerica, MA 01862  
 Shipping: Shipping based on MDSE total  
 Terms: Net 30 days, pending credit approval  
 Fed. ID: #26-3954988

**Please submit this quote with your purchase order**

N1

# Curriculum Associates®

## Shipping Information

Please fill out the following information to help us arrange the delivery of your materials and exceed your expectations. Thank you for your order!

### Shipping Location

Please indicate where the delivery should be made.

#### Individual Schools

See page 2 for additional information.

#### Central Location (Warehouse/District Office)

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

### Requested Delivery Window

Please provide a date range of at least **7-10 business days** when you would like your materials delivered.

\_\_\_\_\_ through \_\_\_\_\_  
*Start of Date Range* *End of Date Range*

Please note any summer hours or upcoming vacations during the requested delivery window:

\_\_\_\_\_

# Shipping Information

Please fill out the following information to help us arrange the delivery of your materials and exceed your expectations. Thank you for your order!

**For each ship-to location, please fill out the following information: *Print one page per ship-to location.***

## Ship-To Name

Please provide the name of the ship-to location.

Name: \_\_\_\_\_

## Delivery Contact

Please provide the **name** and **phone number** of the individual who will serve as the point of contact for delivery.

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

## Delivery Instructions

Please select **Yes** or **No** for each of the following statements describing the delivery location.

- |  |     |    |
|--|-----|----|
| • The delivery location has a standard loading dock.                   | Yes | No |
| • The delivery location can accommodate an 18-wheel truck.             | Yes | No |
| • Inside delivery is required.   | Yes | No |
| • The delivery location has obstructions (e.g., stairs, trees, wires). | Yes | No |
| • An appointment is required prior to delivery.                        | Yes | No |

Please note any other special delivery instructions:

\_\_\_\_\_



# Ready® Classroom Mathematics

## ***Ready Classroom Mathematics with i-Ready Diagnostic and Instruction***

*Ready Classroom Mathematics* is designed to engage all learners and ensure students gain conceptual understanding, a high degree of procedural skill and fluency, and the ability to problem solve inside and outside of the mathematics classroom. When layered with *i-Ready*®, *Ready Classroom Mathematics* offers a fully integrated blended learning program by providing teachers with robust data to guide their instruction while each student receives a personalized online instruction path to complement the instruction and practice in the program.

### **Program Components**

- **Student Worktext Volume 1 & 2**
- **Student Dashboard (digital)**
  - Student Bookshelf
  - Assessments
  - Practice
  - Digital Math Tools
  - Interactive Learning Games
  - Family Resources
- **Teacher’s Guide Volume 1 & 2**
- **Teacher Dashboard (digital)**
  - Diagnostic and Instruction reports
  - Practice
  - Interactive Learning Games
  - Online Teacher Toolbox
  - Digital Comprehension Checks
  - Practice Tutorials
  - *Ready Classroom Central*
- ***i-Ready Diagnostic***
  - Assessment Suite
    - Adaptive Diagnostic
    - Growth Monitoring
    - Standards Mastery
  - Reporting
    - Prerequisite
    - Diagnostic Results
    - Instructional Grouping
    - Diagnostic Growth
    - Predicted Proficiency
    - Growth Monitoring Results
    - Standards Mastery Results
- ***i-Ready Instruction***
  - Personalized instruction with Interactive Lessons
  - *i-Ready* Lesson Quizzes
  - Online Instruction report

### ***Ready Classroom Mathematics:***

- Delivers on the true intent and demands of the standards
- Empowers students to own their learning through a discourse-based routine
- Provides access and equity for all
- Integrates purposeful data that directly drive instruction
- Taps into the rich data from the *i-Ready Diagnostic* to deliver personalized learning paths to growth for each student, balancing rigor and reachability



### **Curriculum Associates**



## *i-Ready Assessment and Personalized Instruction*

*i-Ready* integrates powerful assessments with engaging instruction to help all students grow and succeed.

### Program Components

*i-Ready Assessment* and *i-Ready Personalized Instruction* are available as subscription-based, vendor-hosted, Software-as-a-Service (SaaS) applications. Your annual license fee includes:

- Account setup and management with a dedicated account manager
- Unlimited access for authorized district users to *i-Ready's*:
  - Adaptive Diagnostic assessments (available for Grades K–8)\*
  - Growth Monitoring assessments (available for Grades K–8)
  - Standards Mastery assessments (available for Grades 2–8)
  - Personalized Instruction and practice (available for Grades K–8)
  - Interactive Learning Games (available in Mathematics only for Grades K–5)
  - Downloadable Tools for Instruction lesson plans (available for Grades K–8)
  - Portfolio of powerful reporting and information management tools
  - On-demand access to *i-Ready Central*® website for implementation and training resources
- Application hosting and security
- Unlimited access via toll-free telephone and email to our Technical Support and Customer Service teams
- All program maintenance, updates, upgrades, and enhancements during the active term

\*With select functionality available for Grades 9–12

### *i-Ready:*

- Provides a complete picture of student performance and growth
- Pinpoints strengths and knowledge gaps to the sub-skill level
- Helps educators look across groups of students to understand strengths, target areas of need, and spot trends
- Translates assessment data into targeted instructional recommendations, saving teachers time
- Motivates students with access to their own personalized growth goals and learning path
- Offers engaging digital instruction and practice that is proven to drive gains for students at all levels and is backed by evidence under the Every Student Succeeds Act





## Teacher Toolbox for English Language Arts

Teacher Toolbox supports educators in differentiating whole class and small group instruction to students performing on, below, and above grade level. A digital collection of K–8 instructional resources, Teacher Toolbox provides users with access to a wealth of standards-based lessons to support students' paths to proficiency.

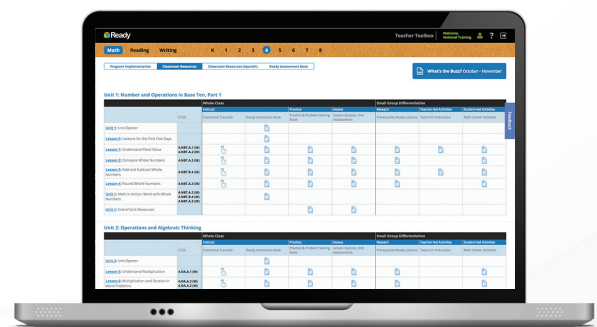
### Program Components

The Teacher Toolbox for English Language Arts is available as a subscription-based, vendor-hosted, online portal. Your annual license includes:

- Unlimited access to content across grades for authorized district users:
  - *Ready Reading* Instruction (available for Grades K–8)
  - *Ready Writing* Instruction (available for Grades 2–5)
  - Interactive Tutorials for Reading (available for Grades K–8)
  - Language Handbook lessons (available for Grades 2–8)
  - Tools for Instruction lesson plans for Reading (available for Grades K–8)
  - Benchmark and formative assessments (available for Grades 2–8)
  - Program implementation supports
  - Additional materials: discourse supports, rubrics, read aloud trade books for Grades K–1
- Unlimited access via toll-free telephone and email to our Technical Support and Customer Service teams
- All program maintenance, updates, upgrades, and enhancements during the active term

### Benefits of Teacher Toolbox:

- Provides access to research-based lessons that are backed by extensive validity evidence and address grade-level standards
- Equips teachers with prerequisite and enrichment lessons to advance students' reading and writing skills
- Builds engagement through a range of resources as well as discourse supports and classroom routines
- Allows teachers to spend less time searching for materials through an easy-to-navigate interface that's organized by lesson and standard
- Supports data-driven instruction when used with *i-Ready Assessment*, providing targeted content for areas of need as identified in *i-Ready* reports



# i-Ready Classroom Mathematics

## Professional Development

*i-Ready Classroom Mathematics* Professional Development partners with educators to deliver sustained, classroom-focused, flexible professional development. Designed to evolve along with each implementation, *i-Ready Classroom Mathematics* Professional Development equips teachers and leaders with strategies and tools for mathematics learning.

### Program Components

*i-Ready Classroom Mathematics* Professional Development is delivered in a flexible sequence of up to six hours that meets the needs of educators at each phase of their development: New, Practicing, and Advanced. Professional development may be conducted in person or virtually. Our courses focus on the following goals:

- **New Users:** Launching mathematics curriculum with discourse-driven instruction
- **Practicing Users:** Strengthening daily mathematics instruction through carefully developed practices and meaningful mathematics conversations
- **Advanced Users:** Expanding effective instructional practices through deepening mathematical conversations and reasoning

Districts purchasing recommended professional development for three or more implementing sites receive a centralized leadership course/session (one per every 10 sites) of up to three hours in length. Districts may purchase more than the recommended sessions per site to support high-quality implementations.

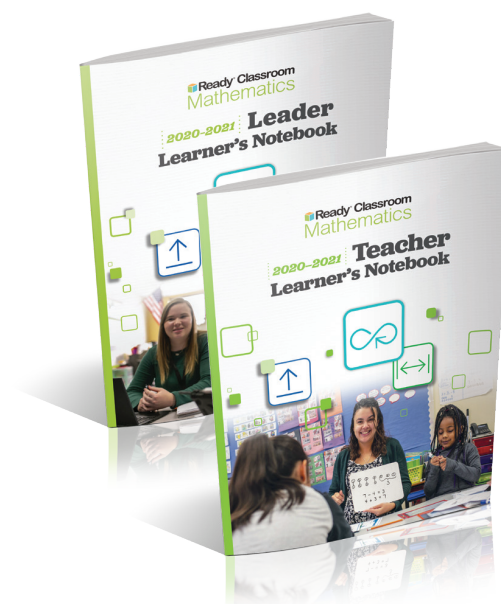
All professional development is delivered by a facilitator with the experience and capacity to effectively collaborate with our school and district partners across the country. Educators receive session resources and materials specific to their phase of development.

The Online Educator Learning platform provides on-demand, interactive courses that enhance concepts introduced in facilitated professional development sessions. Additional resources are available on ReadyCentral.com and i-ReadyCentral.com, including videos, turnkey implementation tools, and actionable ideas from educators across the country.

### *i-Ready Classroom Mathematics*

#### Professional Development helps educators:

- Analyze data to create instructional plans that help students access grade-level instruction
- Effectively use student-centered educational practices for deep mathematical learning
- Plan strategies to support discourse-driven instruction, foster mathematics talk, and engage students in productive struggle
- Implement widely recognized best practices in mathematics instruction, such as selecting and sequencing student work
- Move from product knowledge to informed practice in a flexible, implementation-specific setting



### Curriculum Associates

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# Curriculum Associates®

## Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to [pdoperations@cainc.com](mailto:pdoperations@cainc.com).

# Curriculum Associates®

## Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

# i-Ready® Partners

## Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

### Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account Management**



**Professional Development**



**Educational Consultants**



**Achievement Analytics**



**Technical Support**

## Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



# Curriculum Associates®

## Placing an Order

**Email:** [orders@cainc.com](mailto:orders@cainc.com) | **Fax:** 1-800-366-1158

**Mail:**

ATTN: CUSTOMER SERVICE DEPT.  
Curriculum Associates LLC  
153 Rangeway Rd  
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA’s customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders. If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to [exempt@cainc.com](mailto:exempt@cainc.com).

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount	Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75	\$5,000.00 to \$99,999.99	8% of order
\$75.00 to \$999.99	12% of order	\$100,000 and more	6% of order
\$1,000 to \$4,999.99	10% of order		

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA’s Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates’ control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

## Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH or wire payments. CA’s bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBUS6S
- Tax ID: 26-3954988

Please send any payment notifications to [payments@cainc.com](mailto:payments@cainc.com). Credit card payments are only accepted for purchases under \$50,000.

## Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at [invoices@cainc.com](mailto:invoices@cainc.com) or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

## i-Ready®

Customer’s use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support).

## Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA’s Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA’s Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in “saleable condition,” and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit [CurriculumAssociates.com/support/shipping-and-returns](http://CurriculumAssociates.com/support/shipping-and-returns).



# Coversheet

## YPICS Community Schools Grants

**Section:** VI. Items Scheduled For Action  
**Item:** J. YPICS Community Schools Grants  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Acknowledge Receipt of 2021-22 California Community Schools Partnership Program Planning Grant Cohort 1 Grant.pdf

**CALIFORNIA STATE BOARD OF EDUCATION**

**BOARD AGENDA**  
**Public Session**

**Wednesday, May 18, 2022 – 8:30 a.m. Pacific Time ±**

California Department of Education  
 1430 N Street, Room 1101  
 Sacramento, California 95814

**Subject:** California Community Schools Partnership Program: Approval of Cohort 1 Planning and Implementation Grantees and Lead Technical Assistance Center Contract Awardee.

**Type of Action:** Action, Information

sssb-cctd-may22item02a01  
 Attachment 1  
 Page 1 of 10

**Attachment 1: California Community Schools Partnership Program: Cohort 1 Planning Grants**

The following is the proposed list of 2021–22 California Community Schools Partnership Program (CCSPP) Planning Grant Cohort 1 grantees.

\*Items indicate they have been revised from the previous version of this document.

No.	County-District-School Code	Local Educational Agency	Preliminary Award Amount
61	19647330114959	Monsenor Oscar Romero Charter School	\$200,000.00
63	19647330106872	Bert Corona Charter	\$200,000.00
64	19647330132126	Bert Corona Charter High	\$200,000.00

# Coversheet

## Updated Employee Vaccination Policy

**Section:** VI. Items Scheduled For Action  
**Item:** K. Updated Employee Vaccination Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Final COVID-19 Employee Vaccination Policy (Mandatory) update 06292022 (1).pdf



## **YOUTH POLICY INSTITUTE CHARTER SCHOOLS COVID-19 EMPLOYEE VACCINATION POLICY**

Consistent with Youth Policy Institute Charter School’s (“YPICS” or the “School”) legal duty to maintain a safe and healthy workplace and to limit the spread of COVID-19, the School shall enforce this COVID-19 Employee Vaccination Policy (“Policy”). The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. At the time of adoption of this Policy, the COVID-19 vaccination is not available for most students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention (“CDC”) and the California Department of Public Health (“CDPH”).

### **Scope**

This Policy applies to all School employees who enter campus for any period, or have contact with any employees, students, or other School stakeholders, however brief. This Policy applies to COVID-19 vaccines that are currently available to School employees under Food and Drug Administration (“FDA”) Emergency Use Authorization, as well as those that may later become available under FDA Emergency Use Authorization. Should any COVID-19 vaccine receive FDA non-emergency use authorization, this Policy will apply to such vaccines as well. Additionally, should any COVID-19 vaccine require two (2) doses for complete inoculation, compliance with this Policy requires both doses.

### **Policy**

It is the policy of the School to mandate that all employees receive the COVID-19 vaccine, once available. The School recognizes the possible operational realities of COVID-19 vaccine distribution issues, and that COVID-19 vaccines may not be available for all employees or for all School locations at the same time. However, once any vaccine opportunities become available, all School employees must inoculate for COVID-19. The School will provide employees with information regarding the operational logistics of such vaccination opportunities (e.g., opportunities to schedule vaccinations during the workday, reimbursement for mileage, etc.). As COVID-19 vaccines become more widely available, the School reserves the right to revise this Policy and mandate all employees vaccinate by a date certain.

Employees who refuse to comply with this Policy and who are not otherwise eligible for an accommodation consistent with applicable legal requirements as further detailed below will be

placed on unpaid/inactive status until they comply. Employees who refuse to vaccinate for COVID-19 and who are not otherwise entitled to an accommodation will be excluded from campus/the workplace pending compliance with this Policy. Continued absences from work as a result of noncompliance with this Policy may be deemed unexcused, and result in disciplinary action, up to and including termination from employment.

Consistent with applicable law, the School will pay all nonexempt employees for time spent receiving the COVID-19 vaccine, assuming the vaccine cannot be obtained during working hours. The School will also reimburse all employees for the cost of the vaccine (if any), as well as reasonable and necessary mileage (if applicable). All reimbursements require appropriate supporting documentation.

### **Proof of Vaccination**

Once School employees receive the COVID-19 vaccine, either when directed to do so or when available, they must provide the School with written proof of COVID-19 vaccination. Written proof of COVID-19 vaccination currently means a vaccination card disbursed to COVID-19 recipients, post inoculation. Failure to provide the School with written proof of COVID-19 vaccination upon request by the School constitutes noncompliance with this Policy. The School further reserves the right to request proof of both the first and second vaccination doses for COVID-19, if applicable.

When providing proof of vaccination, employees must not provide any medical or genetic information to the School. It is an employee's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The School shall strictly maintain confidentiality of all employee COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law. The School will store all medical information about any employee separately from the employee's personnel file in order to limit access to this confidential information. The School will have a separate confidential medical file for each employee where the School stores employee medical information. Medical information includes COVID-19 vaccination data.

### **Continued Health and Safety Protocol**

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all employees must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings and social distancing practices.

### **Requests for Accommodations**

Employees who are unable to comply with this Policy due to a qualifying disability or sincerely held religious belief, practice, or observance as defined by applicable law may be entitled to an

accommodation from the School's COVID-19 vaccination requirement. Once the School is on notice that an employee may be unable to comply with the Policy due to a qualifying disability or sincerely held religious belief, practice, or observance, the School will engage in an interactive process with the employee, and work to identify any possible accommodations. As part of the interactive process, the School reserves the right to request supporting documentation or a medical certification which documents the basis for the requested accommodation. The School may not be required to provide employees with an accommodation should the accommodation result in a direct threat to health and safety at the School or to the employee, or if the accommodation will cause an undue hardship for the School. Employees who believe they may be entitled to a legally valid accommodation consistent with this Policy should contact the School as outlined below to address this matter further.

Additionally, **any YPICS employee under an approved COVID-19 medical or religious exemption may not enter a YPICS campus collocated on a LAUSD property per LAUSD policy.**

### **Non-Discrimination**

The School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine, refusing to receive to the COVID-19 vaccine, or for requesting a lawfully-recognized accommodation from the COVID-19 vaccination Policy.

### **Disclaimer**

As public health and legal guidance regarding COVID-19 vaccinations evolves, the School reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all employees.

Should you have any questions regarding this Policy, you may contact Executive Director Yvette King-Berg at [ykingberg@ypics.org](mailto:ykingberg@ypics.org).

**Confirmation of Receipt** By signing below, I acknowledge that I have received, read, and understand the School's COVID- 19 Employee Vaccination Policy.

I also understand that if I have any questions regarding this Policy, I shall contact the School as outlined above.

---

Print Name Signature

---

Date

# Coversheet

## Student Vaccination Policy

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

**Item:** L. Student Vaccination Policy

**Purpose:** Vote

**Submitted by:**

**Related Material:**

YPI CHARTER SCHOOLS Recommendation to approve Student Vaccination Mandate Enforcement Revision June 2022 Final.pdf



## YPI CHARTER SCHOOLS

June 29, 2022

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

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

**SUBJECT: Recommendation to approve Student Vaccination Mandate Enforcement Revision**

### BACKGROUND

The Los Angeles Unified School District Board of Education agreed on December 14, 2022, to delay enforcement of its COVID-19 vaccine mandate for students until fall 2022.

The district's mandate previously required all students aged 12 and up to receive their second dose of vaccine by Dec. 19. Students taking part in extracurricular programs were required to receive their second dose by Oct. 31.

Additionally, that day LAUSD adopted a policy alignment for all LAUSD approved charter schools, operating both on and off District facilities for students and employees. LAUSD has once again postponed its enforcement of this decision indefinitely.

### ANALYSIS

The newly adopted LAUSD policy requires all charter schools operating on and off district campuses adhere to the same LAUSD vaccination requirements.

### RECOMMENDATION

It is recommended that the YPICS Board of Directors **delay enforcement of its COVID-19 vaccine mandate for students until further notice to align with the LAUSD policy decision.** In the meantime, we will continue to highly encourage families and provide support to help scholars have access to vaccinations.



# Coversheet

## FY2022-23 Board Meeting Calendar

**Section:** VI. Items Scheduled For Action  
**Item:** M. FY2022-23 Board Meeting Calendar  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPICS\_Board\_Calendar 2022 2023.pdf



**YPI CHARTER SCHOOLS**

June 29, 2022

**TO:** YPI Charter Schools, Inc. Board of Directors

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

**SUBJECT: YPICS Board of Directors’ Meetings for 2022-2023**

**BACKGROUND**

The YPICS Board of Directors serve the YPI Charter Schools, on a strictly voluntary basis and their time and work on behalf of the schools are not compensated monetarily.

**ANALYSIS**

The following dates are proposed for the 2022-2023 school year. Board members are asked to communicate with the Board Chair and/or the ED as to their availability and dates will be revised as needed.

**YPI Charter Schools  
Board of Directors  
Board Meeting Dates 2021-2022**

Date	Meeting Type
July 30, 2022 <b>Saturday 8:00AM-2:00 PM</b>	Regular& <b>Board Retreat (Data &amp; Strategic Planning)</b>
August 29, 2022	<b>Regular</b>
September 26, 2022	Regular
October 31, 2022	Regular
November	Academic Committee <b>11/6/2022 @ 6:00 PM</b> (Lopez & Mendoza)
	Technology Committee <b>11/6/2022 @ 6:00 PM</b> <b>PM</b> (Cho)
	Finance Committee <b>11/13/2022 @ 6:00 PM</b> (Green, Keipp, Njboke, & Wallace)
December 5, 2022	Regular
January	Academic Committee 1/23/2023 (Lopez & Mendoza)
	Technology Committee <b>1/13/20 @ 6:00 PM</b> (Cho)

February 6, 2023	Regular
March 20, 2023	Finance Committee @ 6:00 PM (Green, Keipp, Njboke, & Wallace)
March 27, 2023	Regular
April 24, 2023	Regular
May 22, 2023	Regular
June 12, 2023	Finance Committee @ 6:00 PM (Green, Keipp, Njboke, & Wallace)
June 26, 2023	Academic 5:00 PM (Lopez & Mendoza)  Regular 6:00 PM

All board meetings are held on Monday and begin at 6:00 PM and are located at:

**YPI Charter Schools, Inc Offices**  
**Conference Room**  
 10660 White Oak Avenue  
 Granada Hills, CA 91344

1. Regular Meetings will continue in Zoom through September, per the Governors order unless further restrictions for gathering are in place, in which case, meetings will be resume in Zoom
2. Academic Meetings will be held in Zoom
3. Finance Meetings will continue in Zoom through September, per the Governors order unless further restrictions for gathering are in place, in which case, meetings will be resume in Zoom

**RECOMMENDATION**

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

*YPICS Agenda – 6/28/21*